committee for children®

Second Step®

A Violence Prevention Curriculum

Preschool/Kindergarten

Teacher's Guide

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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.

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First and second editions of *Second Step®: A Violence Prevention Curriculum*—Kathy Beland, M.Ed., author.

Dear *Second Step* Teacher:

Welcome! You join 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.

The curriculum is designed to reduce aggressive behavior and increase social competence in children. The three major units of the program are Empathy Training, Emotion Management, and Problem Solving. The Unit Cards contained in the lesson kit will guide you through each unit's concepts. 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. Skills such as empathy, emotion management, and social problem solving contribute to children's success in school and to their later success in the workplace (Huffman, Mehlinger, and Kerivan, 2000). No single reason explains why some children develop severe and persistent problems with aggression while other children do not. However, young children who show behavior problems, such as frequent aggression, have about a 50 percent chance of developing more serious problems in later childhood (see Campbell, 1995, for a review). Moreover, a lack of social-emotional skills interferes with children's development even when they do not show significant behavior problems (Weissberg and Greenberg, 1997). Finally, learning alternatives to aggression in solving social problems is a major task of development for all young children (see Pettit, 1997, for a review).

The need for social-emotional learning is widespread. It is not limited to children identified as "at risk." Similarly, social-emotional learning is not limited to the home setting. The school and the family are the two most important social-emotional learning environments for children (see Weissberg, Caplan, and Harwood, 1991, for a review). 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 to any school setting, to teach positive social-emotional skills to all children.

Program Overview

Second Step: A Violence Prevention Curriculum (Committee for Children, 1989, 2003; 1997, 2003) is designed to promote social competence and reduce social-emotional problems by teaching children skills in the core areas of empathy, emotion management (impulse control, emotion regulation, anger management), and social problem solving. It is a universal prevention program, which means that it is taught to every child in a 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 emphasizes understanding and dealing with emotions, expressing emotions in socially acceptable ways, thinking about social situations in accurate and constructive ways, and learning prosocial behaviors through practice. The program assumes that feelings, thoughts, and

behaviors affect one another. These goals and assumptions are based on the cognitive-behavioral model (Kendall, 2000; Kendall, 1993), a broad psychological approach grounded in social learning theory (Bandura, 1986), social information processing (Crick and Dodge, 1994), and research on verbal self-regulation (for example, Luria, 1961). The *Second Step* units follow from the long-standing traditions in intervention research on empathy (Feshbach, 1975), social problem solving (Spivack and Shure, 1974), and anger management (Novaco, 1975).

Empathy, Emotion Management, and Social Problem Solving

Empathy, emotion management, and social problem solving are critical skill areas. Healthy social-emotional development requires the coordination and integration of feelings, cognitions, and behaviors (Greenberg, Kusche, Cook, and Quamma, 1995; Lemerise and Arsenio, 2000). Thus, empathy, emotion management, and social problem solving are not discrete skill areas; each contains emotional, cognitive, and behavioral elements.

Empathy

The *Second Step* program is based on a broad definition of *empathy* that includes: (a) knowledge of the emotions of self and others; (b) perspective taking (for example, the recognition that individuals can view the same situation differently and the ability to generate plausible reasons for a particular feeling); (c) vicariously experiencing others' feelings; and (d) communication of feelings and viewpoints to others. These characteristics are also included in concepts such as emotional intelligence (Mayer and Salovey, 1997) and emotional competence (Saarni, 1997). Finally, responding prosocially to others' distress is included in the definition of *empathy* (Miller, Eisenberg, Fabes, and Shell, 1996). Examples of these defining features are listed in Table 1 (see page 16).

Empathy is related to social and academic competence. Children who accurately recognize and label emotions tend to be less aggressive, more accepted by peers, and have better general social skills (Arsenio, Cooperman, and Lover, 2000; Crick and Dodge, 1994; Denham, McKinley, Couchoud, and Holt, 1990; Izard, Fine, Schultz, Mostow, and Ackerman, 2001; Katsurada and Sugawara, 1998). Children who have high levels of emotional understanding at age five are more likely than other children to show academic gains at age nine. This is true even for children who had equally high verbal abilities at age five (Izard et al., 2001).

Young children who can label and comment about the emotions of others are better liked by their peers. Well-liked children have larger emotion vocabularies. As children develop during the preschool and kindergarten years, they become better at describing emotions they have experienced previously. This makes them better able to reflect on past emotional situations and to imagine how similar situations may occur in the future (Fabes, Eisenberg, Hanish, and Spinrad, 2001). This skill is useful for communicating with others and for predicting the consequences of actions.

Empathy can 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; Crick, Casas, and Mosher, 1997; Iannotti, 1985; Litvack-Miller,

McDougall, and Romney, 1997; Miller et al., 1996). In contrast, children who show more frequent aggression are less likely to provide assistance to a peer in distress (Hughes, White, Sharpen, and Dunn, 2000).

Development. Perspective-taking skills emerge during the early childhood period. Many emotional-expression and emotion-identification skills are relatively well developed for many children by the end of the preschool years (Greenberg et al., 1995). Between preschool and kindergarten, children's emotion communication becomes increasingly 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 and explain the causes of emotions. Preschool-aged children are also able to recognize that strong feelings decrease over time (see Harris, 2000, for a review). Children begin to focus on the emotions of peers and to reflect on past emotional experiences (Fabes et al., 2001). By age five, most children recognize that thinking about something upsetting that happened in the past can prompt negative emotions (Lagattuta and Wellman, 2001).

In the elementary years, children's emotion knowledge and perspective-taking skills continue to improve. Between kindergarten and sixth grade, children develop an increased understanding of the typical causes of emotions, learn rules about expressing emotions appropriately, and become increasingly aware that individuals can experience more than one emotion at a time (Greenberg et al., 1995). Older research suggested that young children do not understand mixed emotions (Harter and Buddin, 1987). More recent evidence indicates that four-year-old children can recognize mixed feelings in others based on nonverbal cues (Kestenbaum and Gelman, 1995) and five- and six-year-old children demonstrate an understanding of mixed emotions when provided with concrete examples of situations that cause mixed emotions (Brown and Dunn, 1996; Kestenbaum and Gelman, 1995). Thus, early childhood appears to be an excellent time to help children develop this understanding, which may be a building block for emotion management.

Another feature of empathy that changes with development is how 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. The opposite is true for children who did not show early problems (Hastings, Zahn-Waxler, Robinson, Usher, and Bridges, 2000). In other words, it is not true that children with behavior problems lack personal concern during early childhood. Rather, most young children with behavior problems do not show age-expected gains in personal concern. These findings suggest that early childhood is a pivotal time in the development of personal concern. Early childhood teachers who nurture early personal concern may help children at risk retain and further develop this potential asset.

Specific skills. All levels of the *Second Step* program focus on three components of empathy: identifying feelings in self and others, perspective taking, and responding emotionally to others. In response to research indicating the importance of emotion knowledge to the development of young children, the *Second Step* Preschool/Kindergarten program has a stronger focus on the first component. Using photo-lesson cards, children practice how to identify the nonverbal, verbal, and situational clues related to seven common emotions and their feelings words: *happy, sad, angry,*

surprised, scared, disgusted, and *worried*. The first six emotions are included because they are universally expressed by people from different countries and cultures (Ekman and Friesen, 1975). Since fears and worries are common among young children (Lyman and Hembree-Kigin, 1994), the feeling *worry* is also included in the empathy lessons. Using the *Second Step* program, children learn how to identify and distinguish among their own feelings, using internal (muscle tension, heartbeat, breathing) and situational clues.

Emotion Management

Social-emotionally competent children are able to deal better with strong emotions and express them in socially acceptable ways than children with skill deficits (Eisenberg, Cumberland, and Spinrad, 1998). Emotion management applies to positive emotions (for example, inhibiting the impulse to run gleefully around the room during rest time) as well as negative or distressing emotions (for example, inhibiting the impulse to hit when another child takes away a toy). Additional examples of the features of emotion management are listed in Table 1 (see page 16).

Effective emotion management is associated with decreased aggression (Underwood, Coie, and Herbsman, 1992) and increased social-emotional competence (see Eisenberg, Fabes, and Losoya, 1997, for a review). An important ingredient of emotion management is attentional persistence, or the ability to remain focused on a goal while resisting internal or external distractions (Belsky, Friedman, and Hsieh, 2001). A benchmark of attentional persistence is the ability to resist immediate rewards in order to reach difficult goals (see Metcalfe and Mischel, 1999, for a review). One way that researchers have measured this ability, called "delay of gratification," is to see how long preschool-aged children can wait alone in a room with a tasty marshmallow. They are promised a second marshmallow if they can resist eating the first one until the experimenter comes back into the room. Young children who could not wait long enough to get both marshmallows tended to get lower scores on the Scholastic Aptitude Test (SAT) when in high school and show social-emotional deficits in adolescence and adulthood. Further, delay of gratification appears particularly helpful to individuals who are highly sensitive to peer rejection (Ayduk et al., 2000; Sethi, Mischel, Aber, Shoda, and Rodriguez, 2000).

Development. Much of the research on the development of emotion-management strategies has focused on the management of distressing emotions, especially anger. In a comprehensive summary of the research on emotion management, Brenner and Salovey (1997) note that children use some emotion-management strategies consistently throughout childhood, while the use of other strategies changes with age. For example, although young children often seek the assistance of adults to manage distressing feelings, they become less reliant on adult support with age. Another general management strategy is distraction, which is to think about or do something that takes one's mind off of the emotion. A common distraction strategy for both younger and older children is behavioral distraction (for example, managing sadness by coloring or playing basketball). Although children at all ages tend to use behavioral distraction with about equal frequency, older children more frequently use cognitive distraction (such as thinking about something pleasant) in response to distressing emotions than do younger children.

Another emotion-management strategy that children use is changing the situation that prompts the distressing emotion. For example, a child who is worried about the height of the tallest slide on the

playground decides to play on a lower slide instead. There are no age differences in children's use of this strategy. As children get older, however, they more frequently try to change their feelings rather than try to change the situation itself. For example, children change their feelings by using relaxation strategies (taking deep breaths to calm down) or reframing their thinking about the situation (instead of thinking about not knowing anyone on the first day of school, thinking of it as an opportunity to meet new friends).

Specific skills. Research suggests that teaching children strategies such as thinking calming thoughts, deep breathing, doing a calming activity, and reframing stressful situations by focusing on positives promotes effective management of feelings such as anger (Nelson and Finch, 2000) and impatience (Metcalfe and Mischel, 1999). It is critical that these strategies are used when children are able to use logical reasoning to manage emotions. When children are experiencing high levels of emotional distress, they have trouble using these emotion-management strategies (Metcalfe and Mischel, 1999). Thus, it is important for adults to intervene when children are able to think clearly and are not overwhelmed by emotion.

The *Second Step* program teaches children to identify and distinguish among their own emotions, both positive and distressing, using internal physical cues (such as feeling hot and tense when angry). Instead of focusing on emotional distress, children are taught to shift their attention toward management strategies such as cognitive distraction (saying "Calm down"), behavioral distraction (doing something calming), and relaxation techniques (deep breathing). Children are also taught behavioral-distraction strategies, such as playing with blocks when sad or silently counting to ten when feeling impatient or bored. In coaching children in the use of behavioral distraction, it is important to encourage them to engage in constructive behaviors. For example, children are often taught to "vent" their anger by punching a pillow or pounding clay. However, instead of reducing aggression, this type of strategy can lead to increased aggression in the long run (see Slaby, Roedell, Arezzo, and Hendrix, 1995, for a review).

Problem Solving

Children must make sense of and respond to countless pieces of social information each day. Thought processes (attention, thinking, memory, reasoning, and beliefs), emotion processes (empathy and emotion management), and behavioral skills (successfully entering a play group, interrupting politely) play critical roles in the way that children respond to the social world around them. The social information processing model (Crick and Dodge, 1994) describes processes that contribute to socially competent behavior. These processes involve accurately "reading" a social situation, identifying goals for social interactions (remaining friendly with other children), generating possible responses to the situation, selecting the response that best meets social goals, carrying out the selected solution, and evaluating the outcome of the solution. Examples from each step of social information processing are listed in Table 1 (see page 16).

Children who rely on aggressive solutions to problems use social information differently than other children (for reviews, see Crick and Dodge, 1994; Rubin, Bream, and Rose-Krasnor, 1991). They tend to be on the alert for threats in the environment and are more apt to assume that others behave toward them with hostility, a characteristic called the "hostile attributional bias." Their responses to social

situations tend to be guided by relationship-damaging social goals (such as getting their own way, being in control) rather than prosocial goals (such as fairness, making friends, having fun together). When generating problem-solving strategies, they offer more aggressive strategies, value aggressive strategies as effective, and fail to consider the potential negative effects of aggressive responses. Although this research was carried out with elementary-aged children, differences in problem-solving strategies are also present in early childhood (Youngstrom et al., 2000). When asked to generate potential solutions to common social problems, socially competent children are more likely to generate prosocial solutions (such as sharing), while children who show more frequent aggression are more likely to generate antisocial solutions.

Development. Most research on social problem solving is focused on describing differences between children who frequently rely on aggression and those who do not. However, little research has been done that describes how problem-solving skills develop over time. During the preschool years, young children begin to make predictions (Gopnik, Sobel, Schultz, and Glymour, 2001) and talk increasingly about the causes of events (Dunn and Brown, 1993). Young children can explain events as stemming from a variety of causes (such as psychological cause—"Jacob is crying because he is sad" or physical cause—"The glass is broken because it fell off the shelf") (Hickling and Wellman, 2001). However, they have a tendency to reason that events have a psychological cause (Dunn and Brown, 1993). Crick and Dodge (1994) hypothesize that growth in attention span, accuracy in reading social situations, understanding cause-and-effect relationships, and knowledge of rules for appropriate behavior contributes to increased problem-solving skills over the elementary years. They further suggest that the quantity and quality of problem-solving strategies improves with age. The results of a longitudinal study conducted with young children (Youngstrom et al., 2000) supports this position. Seven-year-olds report that they use more problem-solving strategies than do five-year-olds. They report a particular increase in prosocial strategies, such as offering to trade, and a decrease in antisocial strategies, such as hitting or grabbing.

Specific skills. Effective problem solving requires the coordination of empathy, emotion management, thinking skills, and specific behavioral skills such as joining in, resolving conflicts by trading or sharing, and apologizing. The Problem Solving unit can be viewed as an integration of skills taught in the program rather than as a separate skill area.

A strong focus of the *Second Step* program is on teaching children a problem-solving model, presented as a sequence of steps. More advanced levels of the program teach the following process with five main parts: (1) identify the problem; (2) brainstorm possible solutions; (3) evaluate each solution by asking four questions ("Is it safe?" "How might people feel about it?" "Is it fair?" "Will it work?"); (4) select, plan, and try the solution; and (5) evaluate whether the solution worked and switch to another solution if needed.

To match the needs and abilities of younger children, the Preschool/Kindergarten level of the program contains only three steps: (1) "How do I feel?"; (2) "What is the problem?"; and (3) "What can I do?" These steps are at the heart of the more sophisticated steps in the social information processing model described above. Using these steps, children are taught how to "read" and interpret internal cues, external social cues, and generate possible solutions to the problem. They learn to evaluate

solutions by predicting the consequences of the solution using "If—then" reasoning: "*If* Todd grabbed the ball back from Jill, *then* Jill might be angry." Finally, children are taught to use behavioral skill steps to carry out a selected solution.

Given research evidence that points to the role of social goals in motivating children's behavior, it has been argued that social-emotional learning programs that teach the "why" of social skills in addition to the "how" of social skills may be more effective than programs that teach only social skills (Erdley and Asher, 1996). The Preschool/Kindergarten level of the *Second Step* program highlights the prosocial goals of fairness and preserving friendship. For example, sharing and taking turns are presented as problem-solving strategies that promote fairness and having fun together. When evaluating solutions during problem solving, children are taught to anticipate the consequences of the solutions on people's feelings.

Developmentally appropriate problems and solutions are included in the lessons. For example, a challenging social situation for young children is knowing how to join in with the play of others. Research shows that the way children try to enter ongoing play is critical. Children who lack effective joining skills are more likely to be rejected by their peers. The joining-in steps taught in the program directly follow this research (Putallaz and Gottman, 1981; Ramsey and Lasquade, 1996). The program's steps for interrupting politely (wait for pauses in conversation before interrupting) also follow these findings.

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 program, for example, these strategies are used in the Pretend and Practice activities. Teachers model the skill, children 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") and coach children through difficult situations ("You're holding out that truck to Shawndra like you want to trade. Now you can ask, '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 Classroom Climate section of the Teacher's Guide). Further, children's newly acquired skills are maintained and further strengthened throughout the day when teachers (a) model social-emotional skills; (b) provide children with opportunities to practice skills in new, appropriate situations; (c) positively reinforce children's skill use; and (d) use incidental teaching or "teachable moments" as opportunities to provide coaching, constructive feedback, and positive reinforcement to children to support skill use during real-life situations (Consortium on School-Based Promotion of Social Competence, 1994; Elliot and Gresham, 1993; Ladd and Mize, 1983).

For example, the Preschool/Kindergarten level of the program contains sheets of small cardboard Hearts. Teachers give Hearts to individual children along with verbal reinforcement of children's skill use. The purpose of the Hearts is to provide children with a concrete symbol of caring in addition to the specific information provided by the teacher. For example, a teacher might recognize a child for helping another child who is new to the classroom by saying, "You have been very helpful to Malik by showing him where the art supplies are kept. Here's a Heart to put in the container for our class.") Other sections of the Teacher's Guide and each *Second Step* program lesson contain further information about the use of the Hearts, positive reinforcement, and other transfer-of-learning strategies.

Social-emotional learning opportunities present themselves countless times each day; it is important to use these teachable moments so that children can see how the *Second Step* program skills fit into their daily lives. Similarly, development is an ongoing process. As children grow and change, their social world changes too. They need to increase continually the range and sophistication of their skills. Thus, it is not surprising that social-emotional programs that are taught for multiple years are typically more successful than short-term efforts (Weissberg and Greenberg, 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

Young children have an enormous capacity for growth and change, which offers both great challenges and resources to early childhood educators. Teachers are responsible for preparing young children for the academic and social tasks required of formal schooling at a time when most children have short attention spans, are highly emotional, and are just learning how to be part of a group. The purpose of the *Second Step* program is to build children's social-emotional skills, not only with the goal of promoting a caring classroom community, but also to foster children's lifelong learning to become healthy, responsible, and productive members of society.

Table 1
Defining Features of Empathy, Emotion Management, and Social Information Processing

Characteristics	Examples
Empathy	
• Identifying emotions in self and others	
- Using nonverbal cues	Anger in others: Clenched teeth, furrowed brow, crossed arms. Worry in oneself: Fast heart beat, stomachache.
- Using cues from the situation	Sadness: Losing a treasured toy. Excitement: Waiting in line for outdoor play. Anger: Being called a hurtful name. Mixed feelings: The last day of school may prompt feelings of happiness and sadness.
• Perspective taking	Recognizing that Sara thinks playing farm is fun, but Trina thinks it's boring. Pretending to be a chef in the kitchen center.
• Experiencing others' feelings	Feeling sad when another child falls down and scrapes her knee. Feeling happy when another expresses delight at building a high block tower.
• Communicating feelings and thoughts	"I like to play with you." Saying during a *Second Step* discussion: "I felt happy when Jerome shared his special markers with me."
• Responding to others with care and concern	Asking a tearful child, "Are you sad?" Hugging a child who has lost his blanket. Apologizing and making amends. Offering comforting words to a person in distress: "You will feel better later."
Emotion Management	
• Dealing with strong emotions	Behavioral distraction: Tasha looks at a book to help her wait for snack time. Relaxation: Take deep breaths. Cognitive distraction: Slowly count to three. Cognitive reframing: Julio's teacher tells the class that their field trip is postponed until the next day and that they will have free play instead. Julio feels disappointed and then thinks, "My aunt is coming over tonight. Now I have time to draw her some pictures, and we will get to go on the trip tomorrow."
• Expressing emotions in acceptable ways	Telling the teacher, "I'm disappointed because I didn't get to be line leader." Using strong, nonblaming, polite statements to assert rights: "Cutting in line is against the rules." Ling smiles and says "Thank you" for a gift even though she thinks it's babyish.

Table 1 *(continued)*

Characteristics	Examples
Social Information Processing	
• "Reading" a social situation	Using empathy skills to identify: How do I feel? "A little frustrated." What is the problem? "Allesandra and I both want to play the frog in our fairy story."
• Identifying goals	Affiliation: "I want to keep playing with Allesandra." Fairness Dominating others: "I want her to do what I say."
• Generating possible solutions	Jacob thinks about two possible solutions: (1) Take turns being the frog. (2) Say, "You're too ugly to be the frog."
• Evaluating solutions	If I say, "You're too ugly to be the frog," then Allesandra might get mad.
• Selecting a solution	Jacob selects the solution "take turns" because it is a fair solution that will help them keep having fun together.
• Carrying out the selected solution	Jacob says, "Let's take turns!"
• Evaluating the outcome of the solution	If Allesandra agrees, sharing is naturally reinforced. If Allesandra disagrees, Jacob may try a different solution.

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Program Components

Second Step Preschool/Kindergarten Kit

Each kit comes with the following items.

Administrator's Guide. This booklet for administrators and coordinators is designed to provide easy-to-follow recommendations for guiding implementation and providing ongoing support for the *Second Step* program in schools and agencies.

Teacher's Guide. The Teacher's Guide is a reference tool. The *Second Step* program is based on research related to children's general social-emotional development and effective instructional strategies that promote healthy development. The Teacher's Guide explains the background, rationale, goals, and concepts that are a part of the *Second Step* curriculum. In the Supplement to the Teacher's Guide envelope (also located in your curriculum kit), you will find durable reproducible masters of the Feelings Faces and the Problem-Solving Card Set used in a few of the lessons.

Unit Cards. The *Second Step* curriculum is divided into three units: Empathy Training, Emotion Management, and Problem Solving. A Unit Card precedes each unit with information specific to the theme and presentation of the unit.

Photo-Lesson Cards. These are the lessons of the *Second Step* program. Black-and-white photography has been used specifically to help children focus on the social interaction of the characters rather than extraneous details such as clothing styles. The lessons are scripted for easy planning and teaching.

Posters. The Ways to Calm Down, Problem-Solving Steps, and Fair Ways to Play posters are introduced with specific lesson cards. The posters provide a visual presentation of these three processes. After introducing the posters, leave them in a visible spot in the classroom as a reference tool for the remainder of the school year. You may want to order or create additional posters for other areas of the school (classrooms, hallways, lunchroom, gym, and counselor's office).

***Second Step* Family Overview Video.** This video promotes family awareness of the *Second Step* program. It describes what happens in the classroom and shows examples of how *Second Step* skills can be used at home. Many schools create a checkout system as a means of allowing families to view the tape.

Puppets. The two puppets, Impulsive Puppy and Slow-Down Snail, are hallmarks of the *Second Step* Preschool/Kindergarten kit. They are used to introduce and model concepts and skills presented in the lessons. Detailed scripts for the puppets appear on the lesson cards where the puppets are used.

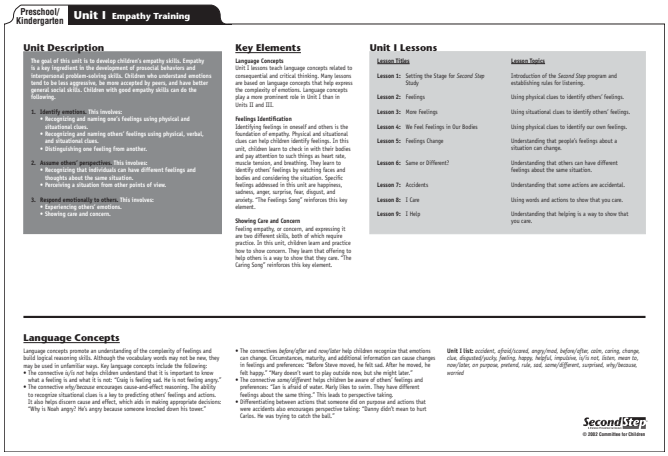
Be-Calm Bunny. The small bunny is included in the curriculum as a way for teachers to monitor group participation. When a child is holding Be-Calm Bunny, it is his or her turn to talk, and everyone else listens in a quiet, respectful way.

***Second Step* Sing-Along Songs CD.** This multimedia CD contains the words and music to the six songs used in the curriculum to introduce and reinforce skills that children are learning. Lyrics to each of the songs appear as reproducible masters in the Teacher's Guide, along with illustrated instructions for incorporating sign language for select words and concepts in the lyrics. See page 43 for more details about this component.

Hearts. Small, child-friendly cardboard Hearts are used in combination with positive verbal reinforcement as a transfer-of-learning strategy for *Second Step* skills. See page 48 for more details about the Hearts and their use.

Unit Card Features

Every unit in the Preschool/Kindergarten *Second Step* curriculum is preceded by a Unit Card. Features are described below.


Preschool/ Kindergarten **Unit 1** Empathy Training

Unit Description

The goal of this unit is to develop children's empathy skills. Empathy is a key ingredient in the development of prosocial behaviors and interpersonal problem-solving skills. Children who understand emotions tend to be less aggressive, be more accepted by peers, and have better general social skills. Children with good empathy skills can do the following.

1. **Identify emotions.** This involves:
   - Recognizing and naming one's feelings using physical and situational clues.
   - Recognizing and naming others' feelings using physical, verbal, and situational clues.
   - Distinguishing one feeling from another.
2. **Assume others' perspectives.** This involves:
   - Recognizing that individuals can have different feelings and thoughts about the same situations.
   - Perceiving a situation from other points of view.
3. **Respond emotionally to others.** This involves:
   - Experiencing at least vicarious emotions.
   - Showing care and concern.

Key Elements

Language Concepts

Unit 1 lessons teach language concepts related to consequential and critical thinking. Many lessons are based on language concepts that help express the complexity of emotions. Language concepts play a more prominent role in Unit I than in Units II and III.

Feelings Identification

Identifying feelings in *oneself* and others is the foundation of empathy. Physical and situational clues can help children identify feelings. In this unit, children learn to check in with their bodies and pay attention to such things as heart rate, muscle tension, and breathing. They learn to identify others' feelings by watching faces and bodies and considering the situation. Specific feelings addressed in this unit are happiness, sadness, anger, surprise, fear, disgust, and anxiety. "The Feelings Song" reinforces this key element.

Showing Care and Concern

Feeling empathy, or concern, and expressing it are two different skills, both of which require practice. In this unit, children learn and practice how to show concern. They learn that offering to help others is a way to show that they care. "The Caring Song" reinforces this key element.

Unit 1 Lessons

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

Language Concepts

Language concepts promote an understanding of the complexity of feelings and build logical reasoning skills. Although the vocabulary words may not be new, they may be used in unfamiliar ways. Key language concepts include the following:

- The connective *is/is not* helps children understand that it is important to know what a feeling is and what it is not: "Craig is feeling sad. He is not feeling angry."
- The connective *why/because* encourages cause-and-effect reasoning. The ability to recognize situational clues is a key to predicting others' feelings and actions. It also helps discern cause and effect, which aids in making appropriate decisions: "Why is Noah angry? He's angry because someone knocked down his tower."
- The connectives *before/after* and *now/later* help children recognize that emotions can change. Circumstances, maturity, and additional information can cause changes in feelings and preferences: "Before Steve moved, he felt sad. After he moved, he felt happy." "Mary doesn't want to play outside now, but she might later."
- The connective *same/different* helps children be aware of others' feelings and preferences: "Ian is afraid of water. Marty likes to swim. They have different feelings about the same thing." This leads to perspective taking.
- Differentiating between actions that someone did on purpose and actions that were accidents also encourages perspective taking: "Danny didn't mean to hurt Carlos. He was trying to catch the ball."

Unit 1 list: *accident, afraid/scared, angry/mad, before/after, calm, caring, change, clue, disgusted/yucky, feeling, happy, helpful, impulsive, is/is not, listen, mean to, now/later, on purpose, pretend, rule, sad, same/different, surprised, why/because, worried*

Second Step
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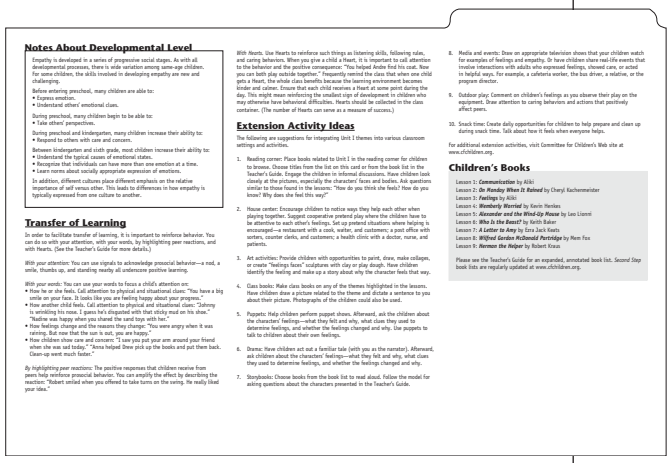
front


Notes About Developmental Level

Empathy is developed in a series of progressive social stages. As with all developmental processes, there is wide variation among same-age children. For some children, the skills involved in developing empathy are new and challenging.

Before entering preschool, many children are able to:
- Express emotion.
- Understand others' emotional clues.

During preschool, many children begin to be able to:
- Take others' perspectives.

During preschool and kindergarten, many children increase their ability to:
- Respond to others with care and concern.

Between kindergarten and sixth grade, most children increase their ability to:
- Understand the typical causes of emotional states.
- Recognize that individuals can have more than one emotion at a time.
- Learn norms about socially appropriate expression of emotions.

In addition, different cultures place different emphasis on the relative importance of self versus other. This leads to differences in how empathy is typically expressed from one culture to another.

Transfer of Learning

In order to facilitate transfer of learning, it is important to reinforce behavior. You can do so with your attention, with your words, by highlighting peer reactions, and with Hearts. (See the Teacher's Guide for more details.)

With your attention: You can use signals to acknowledge prosocial behavior—a nod, a smile, thumbs up, and standing nearby all underscore positive learning.

With your words: You can use your words to focus a child's attention on:
- How he or she feels. Call attention to physical and situational clues: "You have a big smile on your face. It looks like you are feeling happy about your progress."
- How another child feels. Call attention to physical and situational clues: "Johnny is wrinkling his nose. I guess he's disgusted with that sticky mud on his shoe." "Nadine was happy when you shared the sand toys with her."
- How feelings change and the reasons they change: "You were angry when it was raining. But now that the sun is out, you are happy."
- How children show care and concern: "I saw you put your arm around your friend when she was sad today." "Anna helped Drew pick up the books and put them back. Clean-up went much faster."

By highlighting peer reactions: The positive responses that children receive from peers help reinforce prosocial behavior. You can amplify the effect by describing the reaction: "Robert smiled when you offered to take turns on the swing. He really liked your idea."

With Hearts. Use Hearts to reinforce such things as listening skills, following rules, and caring behaviors. When you give a child a Heart, it is important to call attention to the behavior and the positive consequence: "You helped Andre find his coat. Now you can both play outside together." Frequently remind the class that when one child gets a Heart, the whole class benefits because the learning environment becomes kinder and calmer. Ensure that each child receives a Heart at some point during the day. This might mean reinforcing the smallest sign of development in children who may otherwise have behavioral difficulties. Hearts should be collected in the class container. (The number of Hearts can serve as a measure of success.)

Extension Activity Ideas

The following are suggestions for integrating Unit 1 themes into various classroom settings and activities.

1. Reading corner: Place books related to Unit 1 in the reading corner for children to browse. Choose titles from the list on this card or from the book list in the Teacher's Guide. Engage the children in informal discussions. Have children look closely at the pictures, especially the characters' faces and bodies. Ask questions similar to those found in the lessons: "How do you think she feels? How do you know? Why does she feel this way?"
2. House center: Encourage children to notice ways they help each other when playing together. Suggest cooperative pretend play where the children have to be attentive to each other's feelings. Set up pretend situations where helping is encouraged—a restaurant with a cook, waiter, and customers; a post office with sorters, counter clerks, and customers; a health clinic with a doctor, nurse, and patients.
3. Art activities: Provide children with opportunities to paint, draw, make collages, or create "feelings faces" sculptures with clay or play dough. Have children identify the feeling and make up a story about why the character feels that way.
4. Class books: Make class books on any of the themes highlighted in the lessons. Have children draw a picture related to the theme and dictate a sentence to you about their picture. Photographs of the children could also be used.
5. Puppets: Help children perform puppet shows. Afterward, ask the children about the characters' feelings—what they felt and why, what clues they used to determine feelings, and whether the feelings changed and why. Use puppets to talk to children about their own feelings.
6. Drama: Have children act out a familiar tale (with you as the narrator). Afterward, ask children about the characters' feelings—what they felt and why, what clues they used to determine feelings, and whether the feelings changed and why.
7. Storybooks: Choose books from the book list to read aloud. Follow the model for asking questions about the characters presented in the Teacher's Guide.
8. Media and events: Draw on appropriate television shows that your children watch for examples of feelings and empathy. Or have children share real-life events that involve interactions with adults who expressed feelings, showed care, or acted in helpful ways. For example, a cafeteria worker, the bus driver, a relative, or the program director.
9. Outdoor play: Comment on children's feelings as you observe their play on the equipment. Draw attention to caring behaviors and actions that positively affect peers.
10. Snack time: Create daily opportunities for children to help prepare and clean up during snack time. Talk about how it feels when everyone helps.

For additional extension activities, visit Committee for Children's Web site at www.cfchildren.org.

Children's Books

Lesson 1: ***Communication*** by Abbi
Lesson 2: ***On Monday When It Rained*** by Cheryl Kachenmeister
Lesson 3: ***Feelings*** by Abbi
Lesson 4: ***Wemberly Worried*** by Kevin Henkes
Lesson 5: ***Alexander and the Wind-Up Mouse*** by Leo Lionni
Lesson 6: ***Who Is the Beast?*** by Keith Baker
Lesson 7: ***A Letter to Amy*** by Ezra Jack Keats
Lesson 8: ***Wilfred Gordon McDonald Partridge*** by Mem Fox
Lesson 9: ***Harmon the Helper*** by Robert Kraus

Please see the Teacher's Guide for an expanded, annotated book list. *Second Step* book lists are regularly updated at www.cfchildren.org.

back

- **Grade Level**
- **Unit Number and Title**
- **Copyright Information**
- **Unit Description.** This section provides an overview or goal of the unit.
- **Key Elements.** This section highlights key program elements and concepts 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 looks at the developmental level of students at your grade level in relation to the unit's core theme.
- **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 F for an extended, annotated book list.

Lesson Card Features

The lesson card format is designed for ease of use. The individual features are described below.

front

back

- **Grade Level**
- **Unit Number and Title**
- **Lesson Number and Title**
- **Copyright Information**
- **Card Sequence Number.** This feature shows each card's sequence number within the kit. Some lessons use more than one card.
- **Concepts.** This section describes the lesson's main ideas and skills.
- **Language Concepts.** This section lists language concepts featured in the lesson. Many lessons rely on these key words, which assist children's learning of a particular concept or skill.
- **Objectives.** This section states the lesson's objectives that the children should be able to perform after receiving the lesson. Teachers should keep these objectives in mind when teaching the lessons.

- **Materials.** This section lists materials needed to present the lesson.
- **Notes to the Teacher.** This section provides specific research relating to the content of the lesson. A broader understanding of the background information is found in the Review of Research in the Teacher's Guide. This section also includes teaching tips to assist in teaching the concepts and skills presented in the lesson.

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

- **Song Alert.** This section details when to start listening to or learning the songs so that children will be familiar with the songs when they appear in the lessons.
- **Photograph.** This feature shows a small-scale version of the photograph from the front of the card. It identifies the characters named in the story.
- **Warm-Up.** This section reviews material covered in the previous lesson and describes a simple warm-up activity. Warm-ups include games, songs, and short puppet plays.
- **Story and Discussion.** This section contains the story and discussion questions for the lesson. To assist in planning and facilitating, what the teacher says aloud while presenting the Story and Discussion is indicated in **boldface type;** additional information/teacher instructions and possible student responses to questions are indicated in plain type.
- **Pretend and Practice.** This section, representing about half of the lesson time, is devoted to practicing the lesson's featured skills. This practice is a critical part of the curriculum. The Pretend and Practice (role-play) component of the lesson is comprised of two parts:
  - Teacher modeling. This part describes how to model the targeted social skill. The teacher models the skill, often with a child. Research has shown that modeling is an effective means of promoting the learning of prosocial skills.
  - Child Practice. This part lists a variety of scenarios to be used by the children to practice the lesson's skills. Research has shown that without practice (role-playing), the positive effects of modeling are short-lived. It is not necessary to use all scenarios in every lesson period.
- **Wrap-Up.** This section gives a summary statement of the lesson.

- **Take-Home Reminder.** This section appears on selected lessons to indicate when to send home Take-Home Letters, which are located in Appendix B.
- **Transfer of Learning.** This section offers suggestions for facilitating 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 section includes activities that provide additional exposure to or practice of the skills being taught in the lesson. These are sometimes identified as specific to Preschool PRESCHOOL or Kindergarten KINDERGARTEN children. Some are also identified as activities that support emergent literacy skills.

LITERACY LINK

- ***Second Step* Skills and You.** This section appears on selected lessons and suggests ways that teachers can apply the skills and concepts taught in the *Second Step* program in their own lives.

Scope and Sequence

Sequence Rationale

The *Second Step* curriculum should be presented in sequence, as each unit and lesson builds upon skills presented in the previous lessons. The integrity and effectiveness of the program is based upon following the order of lessons as provided. The *Second Step* curriculum has been designed to help foster social-emotional competence and a healthy climate for interpersonal problem solving. 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 may not provide the most effective outcomes.

- **Unit I: Empathy Training.** This unit lays the groundwork for *Second Step* lessons. It provides children with skills to increase their ability to identify their own and others' feelings, understand the complexity of feelings, take others' perspectives, and learn ways to respond empathically.
- **Unit II: Emotion Management.** The second unit of the program focuses on teaching children to recognize when they are having strong feelings and to learn some strategies for calming themselves down. Anger in particular is addressed.
- **Unit III: Problem Solving.** The third unit introduces a simple three-step problem-solving process that children can use with themselves or in situations with others. Children also gain exposure to the more advanced problem-solving steps that are used in the *Second Step* program with older children. Specific prosocial behaviors and friendship skills are also addressed.

Unit I: Empathy Training

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

Key Elements

Language Concepts

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

Feelings Identification
This is the foundational skill for empathy. Lessons help children learn how to identify and name their own and others' feelings from physical and situational clues.

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

Unit I Lessons

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

Unit II: Emotion Management

Learning to manage emotions in a healthy manner is essential to children's ability to do the following:
- Calm themselves when they are having strong feelings.
- Inhibit inappropriate impulsive behavior related to strong feelings (such as excitement, anger, worry, and disappointment).
- Calm themselves down enough so that they can empathize with others, and so they can think clearly and use problem-solving strategies.
- Use emotional states (such as interest and curiosity) to focus their attention.

Key Elements

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

Ways to Calm Down
Children are taught to put their hands on their tummies to check in with how they are feeling. They are then taught a menu of three calming-down strategies:
- Say "Calm down" to yourself.
- Take deep belly breaths. (See below.)
- Count out loud.

Behavioral strategies are also covered, including:
- Doing something physically active.
- Doing something quiet and fun by yourself.
- Getting support from an adult.

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

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

Unit II Lessons

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

Unit III: Problem Solving

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

Key Elements

Problem-Solving Steps

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

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

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

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

Unit III Lessons

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

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 in which you learn strategies for implementing the curriculum and benefit from mutual participation with others who have chosen the program. Participants often find that this training is most effective when more than one person from the school or program attends the training, and they train as a team. Committee for Children offers various training options including on-site staff training, regional trainer training, and one-day teacher training. To discuss various training options, contact Committee for Children's Client Support Services department at 800-634-4449 or visit the Committee for Children Web site at www.cfchildren.org.

Who Should Teach *Second Step* Lessons?

The *Second Step* program was developed with the assumption that the classroom teacher would be the person delivering the lessons. Committee for Children recommends this model of implementation for several reasons:

- Classroom teachers know their children best and can adjust the lessons according to their needs.
- They can facilitate Transfer of Learning more effectively because they are present for those "teachable moments" that arise throughout the day.
- The classroom teacher is with the children more than any other adult during the school 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* concepts and skills into other parts of the day.

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

If someone other than the classroom teacher is delivering the lessons, the classroom teacher should be present and, ideally, participate in the lesson. This sends the message to the children that their teacher considers *Second Step* lessons to be an important part of the day. Teachers can engage in the lessons in the following ways:

- The classroom teacher can take part in the Pretend and Practice. Performing a model role-play with the person presenting the lesson is a delightful way of engaging the class and underscoring the importance of skill practice.
- The teacher can summarize the lesson and remind children that he/she will be watching for ways the children are using the lesson skill throughout the week.
- If more than one teacher (including a teaching assistant, associate teacher, or teacher aide) works in a classroom, both should coteach the lessons, alternating the weeks each is the main presenter of the lessons. Observing one another and offering feedback can improve the presentation's

effectiveness. Be sure to familiarize an aide or teaching assistant with the curriculum, teach them the fundamental concepts, and show them how to use the transfer-of-learning techniques throughout the day.

If, for some reason, the classroom teacher needs to be out of the room during the *Second Step* lesson, she or he needs to find out what was taught in order to support the skills through Transfer-of-Learning activities.

What If I Am Using the Program in a 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. For example, the program has been used in settings as diverse as Boys and Girls Clubs and summer day camps. Nonetheless, the developmental nature of the curriculum means that using it in a short-term or drop-in program is not recommended. *Second Step* lessons build on one another, so participating in one lesson here or there will not be effective.

In the Customizing the Program section, you will find several suggestions for adapting the program to nonschool settings.

Note: Throughout this guide, the term "teacher" is used. In most cases "teacher" refers to the person presenting the *Second Step* lessons to the children. When discussions center on Transfer of Learning or activities that occur apart from the actual lessons, "teacher" refers to the classroom teacher, teacher specialist, or staff member working with the child (children) at that moment.

Families and the *Second Step* Program

Violence cannot be curbed solely by the efforts in the classroom, child-care center, or community service programs. Families and caregivers play critical roles in the development of social-emotional skills. They serve as the primary and most consistent teachers and role models for their children. As you begin to use the program, you will find suggestions for meaningful ways to involve parents and family members. You will find opportunities for parents to learn along with their children thus enhancing their parenting skills in practical ways. Parent involvement strengthens the results of the *Second Step* program and enriches the experiences for the children. There are many ways to help families understand the importance of social-emotional skills to their child's well being and success:

- **Before starting the lessons, inform parents about the *Second Step* program.** An introductory letter appears in Appendix B. Consider putting a notice in your newsletter or making a poster for your door announcing and describing the program. Display the kit in an area where parents can "browse," explore, and ask questions.

- **Send Take-Home Letters on a regular basis.** This icon appears on the lesson cards that have Take-Home Letters. Personalize the letters by photocopying them onto school or organization letterhead or ask children to illustrate their copies. Include copies in your newsletter and post it on your parent bulletin board. Many classrooms include a number of families for whom English is a second language. Whenever possible, ask social services or school district services to provide translations of the Take-Home Letters.
- **Encourage families to engage in activities at home that support the skills being taught in the lessons.** The best activities will be ones that you create to reflect the interests, abilities, and personalities of the children and families in your program.
- **Share the Family Overview Video with families.** The *Second Step* Family Overview Video and guidelines for discussion are included in the curriculum kit. The video describes what children are doing in the classroom with *Second Step* lessons and provides examples of how *Second Step* learning can be used at home. The video can be checked out to parents for home viewing or may be used at a parent night.
- **Use the school or classroom newsletter for updates about *Second Step* lessons, information about skills being presented, or anecdotes from the children about *Second Step* situations.** Parents enjoy hearing about specific examples of how *Second Step* lessons are being used by their children. Invite a parent to write an article about how *Second Step* skills are used at home.
- **Invite families into the classroom** to observe and participate in *Second Step* lessons.
- **Do a show-and-tell for families.** Have children present a Pretend and Practice scenario at an evening presentation. Families love to watch their children perform!
- **Send the lyrics to the *Second Step* Sing-Along Songs home with each child.** Reproducible masters of the songs are included in Appendix A to encourage the children to sing them with their families.
- **Make conference time an opportunity to mention the *Second Step* program.** Have a two-way conversation about a child's strengths and areas of need in social-emotional development in the same way you would talk about physical or cognitive development. Talk about how a parent or caregiver could help the child at home. Make a plan of what the school and home will work on together. Give specific suggestions.
- **Additional support for families.** Committee for Children has developed training programs to help teach parents and caregivers to transfer *Second Step* skills to the home and other settings outside of school. These training programs provide a way to include families in a systematic approach to violence prevention. Caregivers practice the *Second Step* skills of empathy, emotion management, and problem solving. This practice enables families to model and reinforce *Second Step* skills through everyday adult-child interactions. Committee for Children has information about our family training programs and suggestions for implementation. Please contact a Committee for Children Client Support Services representative at 800-634-4449.

Handling and Reporting Disclosure of Abuse

The *Second Step* program encourages children to talk about their feelings. In the context of these discussions, children may disclose abuse or neglect. The following guidelines may help you deal with such disclosures if they happen in your classroom.

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 that your role is to report suspicions, *not* to investigate the situation.

Involve your administrator or principal in the reporting process as described in your district or agency's guidelines. However, if you report abuse or neglect to your administrator and he or she does not report it to the proper authorities, you are not released from your legal obligation.

Child abuse laws vary among states and provinces, and individual schools may have their own reporting procedures. Understanding your school policy and procedures and the child abuse and reporting laws in your state or province will help guarantee that you act appropriately. For your state or province's reporting laws, contact your local child protective services office or law enforcement agency.

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 or agency's guidelines and seek advice from your principal, counselor, school psychologist, and/or local child protective services office.

If a child discloses during a lesson:

- Remember that your reaction to this information conveys a host of meaning to the child reporting and to those listening. Acknowledge the child's disclosure in a reassuring yet direct way. For example: "That sounds like it was upsetting—I 'm glad you told me. Let's talk more about it when we finish our lesson."

After the lesson:

- Find a private place and talk individually with the child.
- Determine the child's immediate need for safety. If there are safety concerns, educators will need to take action on that day.
- 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.
- Let the child know that you will do your best to protect and support him or her.
- Let the child know what steps you will take.
- Report to the proper authorities.

How to Use the Curriculum

Getting Started

Making the Time

Faced with the demands of program requirements and child outcomes, many teachers ask themselves, "How do I find the time to teach *Second Step* lessons?"

Teaching any new curriculum takes time, but with use, one learns how to streamline and integrate it into the classroom routine. Although it doesn't happen overnight, teachers often find that the program eventually increases time available for other subjects and activities. As children gain and use *Second Step* skills for solving their own interpersonal conflicts, the teacher spends less class time dealing with student disruptions and resolving children's conflicts. *Second Step* lessons fit well into the curriculum guidelines of many early childhood programs. It not only teaches friendship skills, but complements skills and concepts common to language development and emerging literacy. Beyond teaching social-emotional skills, the *Second Step* program should be viewed as a supplemental tool for meeting key learning objectives.

Scheduling the Lessons

As you plan your *Second Step* schedule, think about presenting the lessons at a consistent time each week. This helps children see the curriculum as part of their regular routine. The *Second Step* program is flexible and can be implemented in different ways to respond to your classroom schedule and the needs of your children.

Most teachers find that teaching one lesson per week is optimal. However, some teachers find that teaching two per week and learning all the skills close together near the beginning of the year provides children with the whole range of skills to work with for the rest of the year. Many teachers like to teach *Second Step* lessons early in the week and do a few reviews and Pretend and Practice later in the week to facilitate transfer of learning. It is important to allow adequate time for children to practice and internalize one lesson's skills and concepts before introducing new material. Using Transfer-of-Learning techniques will make the program's effects larger and more long lasting. Techniques include doing extension activities, integrating lesson content into other subject areas, coaching and cueing skill use, and using the Hearts and other forms of positive reinforcement to recognize skill use.

Use your children as a guide to determine how often to present a new lesson. If they seem to understand and apply the skills quickly, then you may be able to present new lessons more frequently. If they struggle with understanding and applying the skills, then slow down and provide additional

practice before moving to the next lesson. It can also be very effective to break your class up and deliver the lessons to half the children at a time. Alternatively, give children who are having difficulty grasping the concepts and skills extra practice in a small group with children who have grasped them.

There are a total of 25 lessons, and most take from 20–30 minutes. If you break the time up into small segments and use a variety of topics and modalities provided on the lesson cards, you will find that young children can remain engaged in the lesson. Lesson time is divided as follows:

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

The size of your group, the age range of the children, and the physical setup of your room will all be factors that affect the length of the lesson. You will need to be flexible about how you present the lessons in order to make them most meaningful for your group of children. Sometimes you may need to break a lesson into parts and present it at two different circle times. At other times, you may want to use the *Second Step* time to review a lesson or spend more time on the Pretend and Practice section. Still at other times, the topic may evoke a discussion that is so pertinent to your group that you use the time to follow through with that discussion.

Scheduling Transfer of Learning

It is important to plan time for doing one or more of the additional activities listed on the lesson card, or for incorporating some of the suggestions for integrating the different skills and concepts into your classroom. See page 47 for detailed information about *Second Step* Transfer of Learning.

Preparing for a Lesson

The *Second Step* lesson format makes preparation easy.

- Read the Unit Card before beginning each new unit, and refer to it while teaching a unit.
- Before teaching each lesson, read the entire lesson and note the materials and preparation associated with that particular lesson. The lessons are scripted to provide ease of preparation and presentation and to insure that the concepts and skills are presented in a developmental and sequential order.
- Practice the puppet scenarios and the Pretend and Practice activities so that you will feel comfortable when the time comes to model for the class.
- Think about how to facilitate the children's role in Pretend and Practice or other activities that may be part of a given lesson.
- Create a list of scenarios drawn from your children's lives to use in the Pretend and Practice.
- Think about and plan Transfer-of-Learning opportunities that can be associated with the lesson by imagining which classroom activities you might target for using new skills.

Classroom Guidelines

Circle Time Setup

The physical setup of the classroom will affect the involvement and interaction of children during the lessons and have a direct bearing on the quality of their learning experience. *Second Step* lessons are most successful when they are presented at a circle time where the children and teacher sit on the floor. Circle times in early childhood settings are often more than a time to convey information. They signify a time for inclusion and discussion and an opportunity to feel part of the classroom community. When a group of children sit in a circle, it is easy for them to see one another and to focus attention on the person speaking. This arrangement also naturally provides a stage for Pretend and Practice where every child can see and feel part of the activity. The following suggestions may be helpful in maximizing children's attention and participation:

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

Group Rules

The first lesson devotes time for establishing group rules that help develop good listening skills to use during *Second Step* lessons. (Eyes watching, voice quiet, body still, ears listening, and hand raised when you want to talk.) The rules should be consistent with those that are already part of the classroom routine. Encourage children to participate in developing the rules, and phrase the rules in a positive way that clearly defines the expected behaviors. Setting the tone of the program at this stage is important for effective implementation.

Participation. As you prepare to teach the lessons, think about ways to encourage all children to participate and engage in the activities, songs, and discussions. Some children naturally thrive on the physical activities and Pretend and Practice but "drop out" during discussions. It is important to develop facilitation techniques that encourage participation of all children. Give children who need more time to formulate their responses an opportunity to respond before others. For more information about creating a secure, comfortable classroom environment that encourages children's participation and interest, please refer to the Classroom Climate section on page 62.

Pace. As you work with your children, you will discover a natural pace, or speed of moving through a lesson, that keeps it flowing smoothly but allows enough time for children to participate fully in discussions and activities. Children are generally eager to participate. The key will be 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 Pretend and Practice on topic helps ensure that lessons are completed within the recommended time frame.

Handling Disruptive Behavior

You may find it challenging to listen and respond to the enthusiastic participation and comments of the children while keeping the focus of the discussion on the lesson. The following suggestions will help you keep on track.

- If two or three children make the same comment or use the same example, find a general supporting statement that acknowledges their experiences and then return to the lesson: "It sounds like many of you have had things taken away from you. Let's find out what Peter does."
- If children give silly answers, as young children are likely to do, try to catch the group with a transitional comment before you lose them all. For example: "Right now, I want to know how you can tell that Sandy is feeling scared."
- If you have children disrupting group time, use this as an opportunity to remind children to use good listening skills. Describe the behavior you are looking for: "When I see you with your bodies still and with your eyes watching me, I will know that you are ready to listen." When children who were being disruptive follow the lead of children showing good skills, make sure that you describe and praise their behavior.
- Once you have introduced the Ways to Calm Down, don't hesitate to use them if the children are having a difficult time gathering as a group. Sometimes taking a moment as a group to breathe, relax, and refocus is all that the children need to be ready to move ahead with you.
- If the group becomes restless, stop the lesson and take a quick stretch or a breathing break, then return to the lesson. You can also set the lesson aside and come back to it later. Many of the lessons can easily be broken into two shorter sessions: one session focusing on the Story and Discussion, the other on the Pretend and Practice. It is best to schedule these two sessions as close to each other as possible for student retention and acquisition of knowledge. To receive the full benefit of the *Second Step* program, children need to have both sections of each lesson.
- If you lose the group and more energy is going into maintaining the focus and redirecting children than into the lesson, end the *Second Step* time and pick up the lesson another day.
- Evaluate your classroom to make sure it is designed to encourage good listening and cooperative learning rather than challenging behavior at circle time. If the circle space is too cramped, if it has enticing toys within reach on open shelves, or if it is located where children can easily see comings and goings in other parts of the room or school, it will be harder for children to maintain their focus.

Disruptive behavior is common in early childhood. For guidance in preventing and responding effectively to challenging behaviors, the book *Early Violence Prevention: Tools for Teachers of Young Children* by Ronald Slaby, Wendy C. Roedell, Diana Arezzo, and Kate Hendrix is recommended. See Appendix F for further resources.

Making It Fun

Second Step lessons deal with serious topics, but they will be most successful if you enjoy presenting them and if you convey that joy to your children. There are many lighthearted pieces of the program, and they provide you with opportunities to laugh and have fun. The puppets are the most obvious way to delight the children, and you are encouraged to use them more frequently than the prescribed lesson times. Bring them out when you have other teachable moments in your classroom. Impulsive Puppy is just like an exuberant young child. Children can understand that there are times when they

are excited and make mistakes because they do not slow down and think about what they need to do. Slow-Down Snail may help a child engage more easily than coaxing and persuading. The sing-along songs convey messages that are integral to the program, but they have been developed with the idea that they are fun and playful for children to listen to or sing. Throughout the lessons, there are opportunities for injecting humor. Providing silly examples and ridiculous combinations are only some of the ways of bringing laughter to the experience.

Teaching Strategies and Tools

Children learn to act prosocially in some of 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.

Strategies

Adult Modeling

Modeling is a very powerful teaching strategy. Every minute of every day, children are watching the behavior of their friends, family members, and other adults in their lives. In the *Second Step* program, modeling takes several forms. Teacher modeling is part of the formal instruction used in the practice of skills. Outside of the structured lessons, teachers who "walk the talk" continue to model the desired prosocial skills and behaviors for children. Teachers show children that all people, including adults, use and practice social skills. Children are more likely to display empathy or use social problem-solving strategies if they see their teachers and other adults using them. For example, when a child watches a teacher using the problem-solving steps out loud, it acts as a powerful motivator to do the same thing. For further information and more tips on being a role model, see page 64.

On most lesson cards, you will find a description of how you can model the words, the gestures, the expressions, and the ideas that will best convey the objectives of the lesson. Think about body language, facial expression, and tone of voice. When you need to take corrective action with a child, make sure to model compassion and respect. Children will copy you if you use unacceptable behavior when dealing with each other.

Pretend and Practice/Role-Play

Pretending is a natural part of young children's daily activities and a significant key to their learning. To internalize the skills being taught, it is important to structure the "pretend" time during the *Second Step* lesson. Once you have modeled the skills to be practiced, you will give each child an opportunity to practice with you or with a partner as you repeat the situations. It may be unrealistic for each child to have a turn during the lesson, so plan to repeat the Pretend and Practice activity on one or more occasions until all children have had a turn. Alternatively, find ways to focus on children

who did not participate in the group demonstration and engage them in an informal skill practice during the day. It is important for you to continue to model the skills throughout the day.

Kindergarten children may be able to do the Pretend and Practice scenarios with each other. Divide them into pairs, considering attributes that might complement one another (a verbal child with a quiet, reflective child, and so on). Provide a short practice session during which you walk among the pairs of practicing children and coach them on their efforts. Then invite several pairs to perform in front of the class.

Making the Pretend and Practice scenarios real. It is critical that you read over the scenarios included on the lessons and check to see that they accurately reflect the lives of your children. For example, if the scenario is about swimming, but it is unlikely that any of your children will have ever gone swimming, leave out this scenario and replace it with one drawn from their lives. Think about the unique aspects of their lives. Are they recent immigrants? Do they live in a large urban housing project? Do they live in a rural area? What events are part of the fabric of their lives? Examples might be seasonal farm work; long, cold winters; or riding on the subway. What is special about their cultures? Create scenarios that truly reflect their life experience to replace the ones in the lessons. This will enable the children to integrate the new skills into their lives, as they will have been practiced in a meaningful context. It will also give them a safe structure for dealing with salient aspects of their lives.

Coaching and Cueing

Teachers commonly use coaching and cueing as part of their natural repertoire of teaching strategies. These two strategies are used throughout the formal instruction of *Second Step* lessons and as part of the informal everyday routine of working with children. *Coaching* is directing children *how* to do the skills and providing support and assistance during practice and use of skills. *Cueing* is reminding and prompting children *when* to use skills.

Story and Discussion

Much of the learning in the *Second Step* program happens during the discussions you generate with your children about the situations that are presented in the photographs. When presenting a lesson, ask the children to look at the photograph while you read the story and questions from the back. The discussion questions avoid eliciting a simple yes/no response. Instead, they begin with questions such as "What might happen if...?" "How do you think...?" " How can you tell...?" Validate children's responses in a positive way without judging them: "That's one idea. What's another?" When children get stuck on a particular category of ideas say, "These ideas are alike. Does anyone have a different idea?" Suggested answers that children might give appear in parentheses after each question. These are meant as guidelines for discussion, not as absolute answers. However, when children make suggestions that violate classroom rules or are aggressive and hurtful in nature, be sure to point that out in a clear but respectful way: "Do you remember that we have a rule about not hitting in school. Hitting is unsafe. It hurts people. Can you think of a safe thing to do to solve the problem?"

Tools

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

When you introduce Bunny, hold it gently in your hands and allow the children to talk about the qualities of a bunny. Encourage words like:
- Small, fragile
- Easily frightened by loud noises
- Gentle, soft, soothing, warm

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

Puppets
Impulsive Puppy and Slow-Down Snail have an important job in the *Second Step* program. Puppy's behaviors and impulses are similar to those of young children when they get carried away with their emotions. Puppy models the joy of exuberance and demonstrates the importance of calming down. Snail, while calmer in nature, has the tendency to withdraw when overwhelmed but demonstrates that withdrawal can be positive as a way of coping, as long as you come out of your shell again. The puppets appear in most lessons where they introduce the children to important challenges in developing social skills and friendships.

The scripts for the puppets appear on the lesson cards. If you are uncomfortable using different voices for the puppets, you can have the puppets whisper to you and then deliver the dialogue in your own voice. You become the messenger for the puppets. It is a good idea to read the script and practice using the puppets. There are some challenging moments when you have both Snail and Puppy on your hands and Snail needs to retreat into the shell. This is a perfect time to have one of the puppets manipulated by a parent volunteer, a student intern, a mentor student from a higher grade, or one of your own students. Remember that the children do not need a polished performance. The simplest movements and voices of the puppets will delight them. You may find ways to use the puppets beyond the lessons, but it is important for them to keep in character in order to retain their effectiveness with the children.

***Second Step* Sing-Along Songs**
The six songs—along with suggested movements and sign language—are designed to support the learning in *Second Step* lessons and to add the learning modalities of music and movement. This

collection can serve as a rich resource for you and your children—and the songs are also just plain fun! Songs include:

- "The Feelings Song"
- "The Caring Song"
- "The Calm-Down Song"
- "The Anger Song"
- "The Problem-Solving Rap"
- "The Fair Ways to Play Song"

The enhanced multimedia *Second Step* Sing-Along Songs CD that comes with your kit contains four components—two are available through your CD player, and two are available through your computer.

Here's what you can access via your CD player:

- Music and vocals of the six *Second Step* Sing-Along Songs.
- Instrumental versions, with a distinct melody track, for five of the songs ("The Problem-Solving Rap" is not included).

Here's what you can access via your computer:

- Video files of people demonstrating the sign language with the songs. Each song has its own file.
- PDF files containing the song lyrics, illustrated instructions for how to do the signs, and suggestions for using the songs. Each song has its own file. Suggestions for use are located in the file labeled "Suggestions.pdf." These suggestions are also contained in this guide on page 45. PDF files can be opened using Adobe Acrobat Reader software. This can be downloaded for free at: www.adobe.com/products/acrobat/readstep.html (IBM/PC and Apple versions).

To access the multimedia materials using Mac OS:

- Place CD in CD drive. Two icons will appear on your desktop.
- Double-click on the icon labeled "*Second Step* Multimedia."
- To access sign language movies, open the folder labeled "Video."
- To access lyrics and signs, open the folder labeled "Instructions" (see also "Suggestions.pdf").

To access the multimedia materials using Windows:

- Place CD in CD drive. Double-click on the "My Computer" icon on your desktop.
- Double-click on the icon labeled "*Second Step* Multimedia."
- To access sign language movies, open the folder labeled "Video."
- To access lyrics and signs, open the folder labeled "Instructions" (see also "Suggestions.pdf").

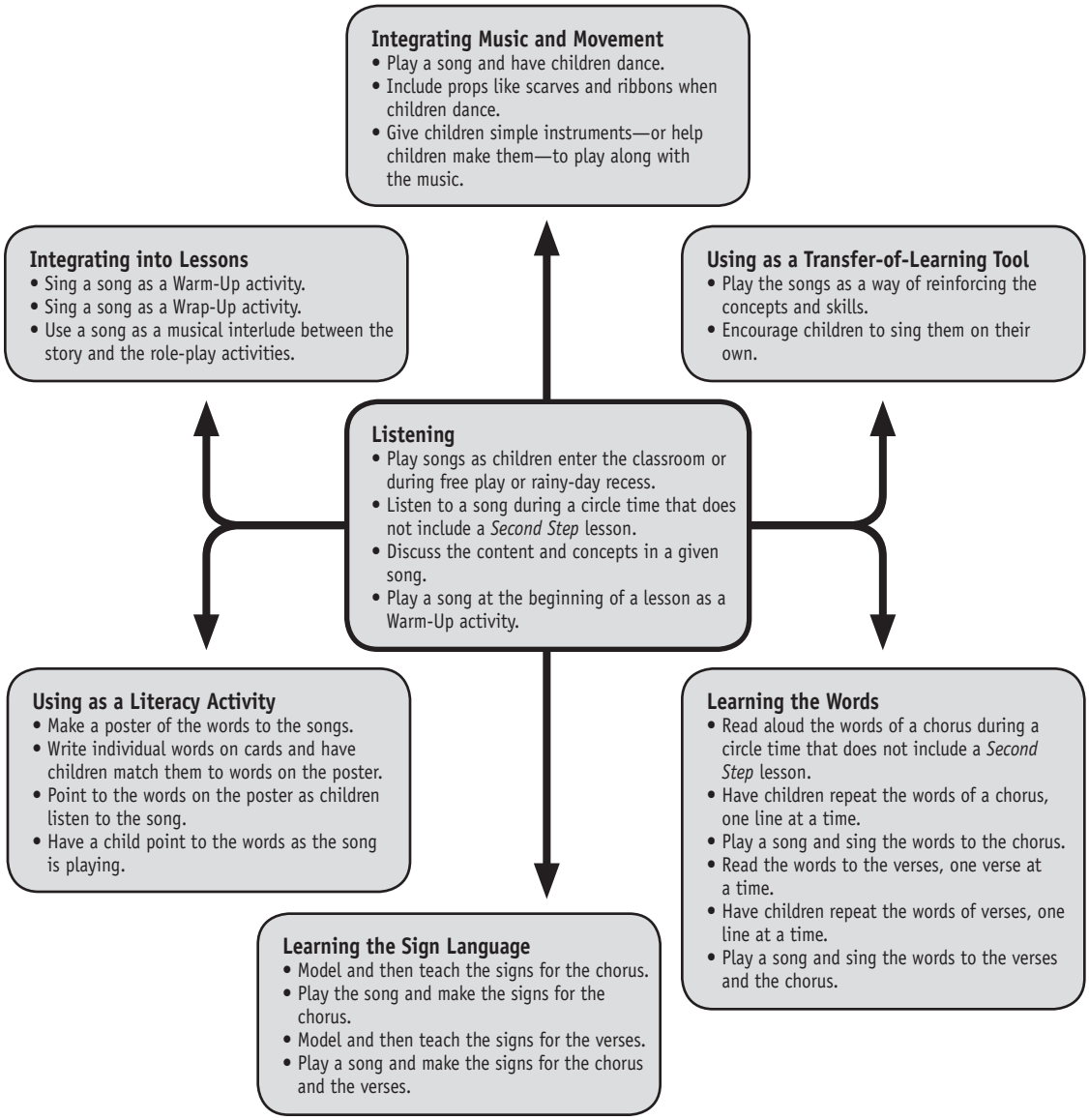
Video files are in MPEG format and can be played using QuickTime Player or Windows Media Player software:

- QuickTime Player can be downloaded for free at www.apple.com/quicktime/download (IBM/PC and Apple versions).
- Windows Media Player can be downloaded for free at www.microsoft.com/windows/windowsmedia/download (IBM/PC and Apple versions).

Suggestion for Using the Songs. Play the CD frequently for the children before you actually use the songs in a lesson so that the children are familiar with the tune and the words. A song alert icon on the lesson cards will cue you to start listening to or learning the songs.

There are many ways for you and your children to enjoy the *Second Step* Sing-Along Songs. Start with simply listening to the songs and build from there as you and the children become more comfortable singing and using the accompanying sign language. Be sure to preview the videos (and practice the signs) several times before teaching the signs to the children. Children could also watch the videos and learn directly from them.

Below are additional suggestions for enjoying the songs in your classroom.



Storybooks

Children's literature is rich in examples of characters that face similar situations to those presented in the lessons. The Unit Cards list one book that is a particularly good match for each lesson. Using books to make connections to the behaviors and skills the children are learning will amplify the learning. You can also increase the effectiveness of the story if you read to the children in an intentional and engaging manner (Teale and Sulzby, 1988; Whitehurst et al., 1988). Repeated reading of the same story, highlighting vocabulary and language, and talking about the situations in stories are effective strategies for increasing children's learning (Schickedanz, 1999). If you select books that have themes and characters that parallel the units of Empathy Training, Emotion Management, and Problem Solving in the *Second Step* program, you will find the natural connections. Take the time to identify the connection for your children.

Some questions you might consider asking are:

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

This strategy will allow the children to practice the problem-solving steps in a different setting. For example, if you are reading *Where the Wild Things Are* (Maurice Sendak, New York: Harper and Row Publishers, 1963), ask the children to take a look at Max in the different illustrations. Identify the difference between the page where Max is angry and the page where Max is tired.

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

See Appendix F for an extended, annotated children's book list. And visit the Committee for Children Web site at www.cfchildren.org for regularly updated lists.

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Teale, W. H., and Sulzby, E. (1989). "Emergent Literacy: New Perspectives." In D. Strickland and L. M. Morrow (Eds.), *Emerging Literacy: Young Children Learn to Read and Write* (pp. 1–15). Newark, Delaware: International Reading Association.

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Transfer of Learning

Transfer of learning refers to generalizing skills to real-life situations. For instance, transfer has been achieved if a child learns a new skill, such as trading, and then attempts to trade a toy for something she or he wants in a real play situation. Positive reinforcement of desired behaviors is a powerful motivator for children to repeat the behaviors and, through repetition, to transfer the learning into their everyday lives. Both adults and peers can give children positive reinforcement. But teachers can do this in a planned and conscious way and therefore have a critical role to play in the transfer of learning. Some different ways to reinforce children's prosocial behavior follow.

Reinforce with Your Attention

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

Reinforce with Your Words

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

If you are aware of children having negative labels in their families (such as "She's got a temper" or "He's mean just like his daddy"), work deliberately to help these children identify positive and prosocial aspects of their personalities. Use statements such as "I can tell you're the type of person who really wants to help others,"; "I see that you really care about others. That's a big part of who you are."

Reinforce by Highlighting the Reactions of Peers

Peers' reactions to another child's behavior act as powerful natural reinforcers of behavior. However, you can amplify the reinforcement by peers by helping children recognize it and cueing peers to

mention positive behavior directly to another child. Eventually they will learn to do this without cueing. It might sound like this:

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

Reinforce with Hearts

Positive reinforcement using visual feedback (stickers, smiley faces) is a standard part of research-supported programs that develop social-emotional competence in young children. Used in a thoughtful way, the *Second Step* Hearts can play an important role in helping children develop caring and responsible habits. The Hearts are attractive, visual symbols for prosocial behavior that will help children transfer the learning of skills and behaviors taught in the *Second Step* program.

Effectiveness of the Hearts

When paired with clear explanations of reasons for receiving a Heart, giving Hearts is effective in the seven different ways outlined below.

1. **Giving Hearts provides a concrete, visual symbol of caring behavior.** Care and compassion are abstract concepts. Particularly at this age, children will learn better when they have a concrete visual cue to symbolize and remind them of the desired behaviors. In addition, the Hearts focus children's attention on the accompanying explanation: "Joel, you and Jesse both get Hearts because you shared the trucks with each other. I see that you both had fun playing together." During group time, teachers provide the same message to the rest of the class by discussing the reasons for the Heart (sharing) and the positive consequences for the behavior (having fun together).

2. **Giving Hearts demonstrates the pleasurable activity of giving something to another.** Giving a Heart demonstrates the very behavior that teachers want children to learn. Teachers also demonstrate that giving is a pleasurable activity by the manner in which they award Hearts: "Fred, I'm so happy to give you this Heart. It shows how much you tried to help Rachel feel better when she was sad." A genuinely warm and joyous presentation of a Heart helps a child develop an appreciation for the intrinsic rewards of giving and sharing.

3. **Giving Hearts promotes healthy attachments to teachers and school.** Children like people who think well of them and like them in return. Giving Hearts is a way to show children that we hold them in high regard, a prerequisite for the formation of a healthy attachment. Hearts are especially important for children who have rarely experienced positive attention from adults. By pairing positive adult attention with a Heart, we help children learn to value that attention and increase the likelihood that they will develop healthy attachments to teachers and school (Hawkins and Catalano, 1992).

4. **Giving Hearts helps children develop concepts of themselves as "people who do good things."** The preschool and primary years are ones in which there is considerable development of children's self-concept (Harter, 1988). When we give children Hearts, we help them notice that they "do good things." This awareness is the first step in developing the concept of oneself as a caring, responsible person. Once children see themselves in this way, they will increasingly value "good behavior" and strive to act in accordance with this value.

   Helping children notice that they "do good things" is critically important for those who have rarely received the message that they are good. When people believe that they are inadequate in some area, they tend to devalue that area and increase their appreciation for other skills (Tesser, 1986). Thus, a child who has received messages that he is "no good at being good" will eventually view "being good" as unimportant. Other activities will assume greater value and help support his sense of self-worth. Children can even become proud of their ability to fight or disrupt classroom activities. Adults must especially help these children realize that they can be "good at being good." Hearts are an important tool in fostering a caring and responsible self-concept.

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

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

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

Hearts and Intrinsic Motivation

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

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

Guidelines for Using the Hearts

General Suggestions

- First, you will want to remove the Hearts from the perforated cardboard sheets and store them in the drawstring bag provided. Keep the bag handy for easy access as you begin using the Hearts with children.
- Make sure that children understand what Hearts are given for. At the beginning of the day, tell children what behaviors you will be watching for. Suggest times or places that you might see those behaviors: "We have just been learning about sharing, taking turns, and trading. I will be watching for children using these ways to play. I might see children doing this in the block area or outside with the bikes and cars." Alternatively, ask the children when they might use the behaviors.
- Always describe in a clear and specific manner the behavior you are reinforcing when giving a Heart. Pair the behavior with the natural positive consequences that follow: "You helped Sam pick up the blocks, now you will have more time to play together outside."
- Individual children should not keep their Hearts. Whenever you give a Heart to a child, have the child place it in a designated classroom container. The container should be a clear plastic jar or other child-friendly container of your choosing; you can label or decorate the container to make it special. Be sure that—with whatever container you choose—children can clearly see how many Hearts they have earned as a class. Keeping track in this way helps remind children of their successes, and it furthers the goal of creating a kinder, more caring classroom environment in which all children can flourish. Remember, too, to emphasize the notion that each individual act helps the class achieve its goal.
- Ensure that the Hearts never lead to competition among children.
- Start fresh every day.
- For the purpose of transfer of learning, *never* take Hearts away. Teachers sometimes take away reinforcers in other contexts or from a child on an individual plan. But for transfer-of-learning purposes, please use them only for positive reinforcement.
- Find time every day to go over with children the reasons that they earned the Hearts. Have them recall why they got a Heart. Use a Heart Rhyme to introduce the remembering process (see page 89). Encourage children to let you know if another child earned a Heart.
- Make sure that all children are getting Hearts from you. Notice the smallest signs of skill improvement in children who are struggling with their behavior and reinforce these with a Heart.
- Hearts are intended for reinforcing prosocial behaviors and skills and should not be used when a child gives a correct answer to a question.

Specific Suggestions

During free play time:

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

During focused learning times:

- Place Hearts quietly beside children when they are focusing, ignoring distractions, managing frustration, and so on. They can place it in the container when they are finished with their task.

Recalling Hearts:

- At the end of the day, have children recall why they received a Heart.
- Use a Heart Rhyme as a way of asking children why they received a Heart (see page 89).
- If a child can't remember why he or she received a Heart, ask whether another child does: "Does anyone remember why Juan received a Heart today?" If no one remembers, recall the reason yourself.

Math with Hearts:

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

Note: There are many ways to do math with Hearts, but only do so if it does not create unhealthy competition among children—and only if you are able to be consistent about awarding Hearts.

Paper Hearts:

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

Hearts from home:

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

Hearts to home:

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

Be creative, flexible, and sensitive with Hearts:

- Tune in to how the Hearts work with your class. If they are becoming a source of unhealthy competition, you may want to modify their use. If this is not the case, keep using them after you have finished the lesson cards as a reminder to yourself and the children that the skills learned in the *Second Step* program still need to be practiced. For example, one day per week could be "Heart Day," and children could share reasons for earning Hearts in circle time.
- When the desired skills are firmly in place, you can use Hearts less frequently.

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Keeping *Second Step* Skills Going

In order for the program to be most effective, the skills must be practiced in between individual lessons and continually revisited after all the lessons have been taught. The classroom is alive with social interactions that provide abundant opportunities for reinforcing and practicing the skills. In addition to the reinforcement strategies outlined in the Transfer of Learning section, other suggestions for keeping *Second Step* skills and concepts going follow.

Coaching and Cueing in the Moment

- Look for children using the skills taught in the lessons. Recognize and positively reinforce the new behavior as it occurs.
- When the skills are new or when children are struggling to adopt prosocial habits, reinforce their specific acts with words and describe the positive outcomes of their actions: "You let Anna share the glue. Anna looks really happy about that." Words of praise can be effective if they are specific.
- Capitalize on those "teachable moments" that arise during the day. Intervene in conflicts and prompt children to use calming-down strategies and problem-solving steps. Coach them through the process if necessary. By providing this kind of support, you are giving children opportunities to learn from experience.
- Use language from the *Second Step* program. By using a consistent vocabulary, you communicate that you value the skills and concepts of the program.

Review and Ongoing Practice

- Continue to sing the songs at circle time. The songs contain all the most important concepts and skills taught in the program. By continuing to sing them, you will be reinforcing the learning.
- Have Impulsive Puppy and Slow-Down Snail come to the circle and remind children of some of the things they learned. They could do a brief reminder starting with "Do you remember when we learned about _____?" Their presence alone will serve as a reminder.
- Plan ahead and mark your planning book to review the skills taught in the *Second Step* program periodically.
- Reteach certain lessons when the children seem to need a reminder or seem not to have integrated the concepts and skills from those lessons into their lives.
- Continue to use the Hearts until the children have mastered the skills.

Integrating *Second Step* Concepts and Skills into the Curriculum

- Use classes in other grades to help teach the skills. A class of older children could present skits or a puppet show modeling the skills for younger children.
- Play different types of music. Ask children to guess the emotion the composer is trying to convey.
- Use the children's book lists provided (see Unit Cards or Appendix F) to support further learning. Use these or other stories with the storytelling approach outlined on page 46. This approach guides a dialogue about the social-emotional aspects of the story.

You will find many suggestions for integrating *Second Step* concepts and skills into other curriculum areas on the Unit Cards in the Extension Activity Ideas section. You can also visit Committee for Children's Web site at www.cfchildren.org for activity suggestions.

Customizing the Program

The easy-to-use *Second Step* curriculum fits a variety of classroom populations and settings; however, specific enhancements may be useful in certain instances. The following sections offer some suggestions.

Achieving Personal and Cultural Relevance

Second Step lessons have been developed to address problems and issues that confront most young children. The children in the photographs are struggling with real feelings and typical problems. Every effort has been made to choose children, topics, and locations that are easily recognizable and have some universal appeal, but it is impossible to include all of the unique regional and cultural elements that would make the *Second Step* program match the circumstances of all children.

In addition to unique cultural experiences and regional differences, there will always be a wide range of abilities, interests, and preferences among the children in a classroom. For this reason, it is very important for you to bring the real stories of the children 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 to make these situations relevant to the experiences of the children with whom you work.

Using the Program in Classrooms with Children with Disabilities or Developmental Delays

Second Step lessons are particularly appropriate for a classroom that includes some children with disabilities or delays. The *Second Step* program gives children the skills necessary to behave in a prosocial manner in the inclusive classroom. Teachers find that building a caring classroom community, focusing on the development of all children's social competence, and providing opportunity to use these skills in mixed-ability groups can greatly improve the inclusive experience (Gager, Kress, and Elias 1996). The Empathy Training lessons help all children develop skills in interacting with children who have differing abilities. Children with disabilities or delays often experience challenges in peer interactions. Compared to their peers, children with mild disabilities exhibit fewer prosocial behaviors, show less initiative in peer interactions, and display less-cooperative behaviors (Elliott and Gresham, 1993). When children with learning disabilities encounter

a problem, it is common for them to have difficulty generating and choosing strategies as well as using and evaluating a solution (Conte, Loomer, and Hutton, 1995). Many children with disabilities or delays have deficits in reading social cues from others and managing frustration. *Second Step* lessons give these children skills to bolster their social-emotional knowledge and enhance their confidence in social situations.

Making a few instructional adaptations will help you ensure that *Second Step* lessons work well in a classroom with children with disabilities or delays:

- Use pictures, puppets, and props to make the lessons very concrete.
- Use sign language signs or movements as visual cues and reinforcers. The signs and movements that accompany the songs can be used for this purpose.
- Be explicit about what the target behavior looks and sounds like (Prater, Bruhl, and Serna, 1998).
- Allow substantial opportunities to repeat and practice the skill.
- Give children role-plays they can reasonably do. Contributing in a meaningful way in front of their peers is a powerful experience (Farmer, Pearl, and Van Acker, 1996).
- Both the general education and special education teachers should teach *Second Step* lessons, whether by coteaching or alternating lessons. The location of where the lessons are taught should alternate between the teachers' classrooms.
- Before teaching a *Second Step* lesson, show the role-play scenarios to your children's special education teacher to facilitate practice and preparation for these children. You may also wish to do this with key language concepts and vocabulary words.
- For some of these children, role-playing may be stressful. Using puppets with the teacher or a peer doing the talking or assigning nonspeaking parts may minimize this potentially stressful activity and still involve these children actively.
- Pair natural classroom leaders with children with disabilities. You may wish to allow them to do their role-plays on another day so that they have more time to prepare.

Second Step lessons can be quite helpful in making social interactions a rewarding experience for children with special needs and making their peers more empathetic toward them.

Using the Program in Culturally Diverse Classrooms

The content in each *Second Step* lesson draws on universal childhood experiences, such as being afraid, taking turns, and sharing. The format of the stories is particularly engaging for most children. Although the program has universally appealing elements, being attuned to different cultural interpretations of the lesson content is important.

An individual's cultural identity is based on a number of traits and values that are related to national or ethnic origin, family, religion, gender, age, occupation, socioeconomic level, language, geographic region, and exceptionality (Gollnick and Chinn, 1990). Each of these components plays a part in

shaping your children's culture. With this in mind, it is important to acknowledge the influence of culture on children's learning experience.

In many classrooms, teachers have clear and definite expectations of how children should dress, learn, behave, and socialize. It is important to acknowledge that these expectations are culturally determined and reinforced by society (Gopaul-McNicol and Thomas-Presswood, 1998). In the United States and Canada, several basic dominant cultural values include competition, self-help, and individualism, which are not universally embraced by all cultures. Teachers must be aware of their own unspoken expectations and values and acknowledge their role in making the learning community inviting. This process begins by validating children's cultural backgrounds (Manning and Baruth, 1996). It is also important to discuss the *Second Step* program and its concepts with parents so that they do not misunderstand the objectives.

Culturally different behaviors are not social skill deficits. The goal of social skill instruction is not to change cultural behaviors but to help children achieve the maximum benefit from their schooling and their interactions with peers while maintaining their cultural identity (Cartledge and Milburn, 1996). The lesson cards will facilitate this process by attempting to point out when particular topics might be interpreted differently by diverse cultures. A few general suggestions for customizing *Second Step* lessons for a culturally diverse class follow:

- Focus on the relevance of the lesson material. Emphasize why this information is useful in children's lives.
- Replace the Pretend and Practice scenarios on the lesson cards with ones that truly reflect the life experience and culture of your children.
- Group children heterogeneously for the role-plays in order to broaden the children's cultural awareness.
- Learn about how cultures have different interpretations of social behaviors, such as eye contact, praising an individual, sharing feelings, and nonverbal communication. Gestures and behaviors that are very commonplace in your life may have different, potent meanings in other cultures.
- Watch for clues that alert you to cultural differences that may be unfamiliar to you.
- Validate your children's diverse cultural background. For example, when you come upon a lesson topic that involves different cultural interpretations, such as greeting an adult, encourage all children to tell the class how this is done in their homes and communities. Model acceptance of diversity with nonjudgmental responses.
- Make a welcome poster that shows greetings in all the languages used by students in the class.
- Ask questions to find out about a child's unique cultural background without asking the child to speak for all in his or her culture. You may elect to ask questions privately depending on the individual child's level of comfort.

Using the Program in Classrooms with ESL Children

The design of the lessons, in particular the familiar and repeated format, the visual component, the puppets, the Pretend and Practice, the use of realistic scenarios, and the integration of language learning within content instruction, will enhance learning of English as a Second Language (ESL) children. The opportunity to engage in and practice higher order problem solving activities is especially useful for ESL children (Reyes and Molner, 1991).

Several enhancements may be helpful for teachers of ESL children:

- Speak clearly with an even pace. Use repetitions, rephrasings, and gestures.
- Allow plenty of time for children to process what you have said and to think before responding.
- Use concrete references. Demonstrate an abstract concept such as sharing with the help of pictures or puppets or by acting it out.
- Use visual aids and props that clearly demonstrate the concept and bring it to life. Add in sign language wherever possible, especially signs that clearly demonstrate the meaning of a word. The signs and movements provided with the songs can be used for this purpose.
- Vocabulary plays an important role in developing empathy and other skills required for problem solving. Often, the lesson pivots on these key words and pre-teaching these vocabulary words may be helpful for ESL children. For example, using synonyms and antonyms they already comprehend to explain a new concept.
- Emphasize comprehension over pronunciation. For example, when an ESL student 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 children understand.
- Tapping in to prior knowledge and linking new concepts with familiar ones facilitates learning. (Reyes and Molner, 1991).
- Before teaching a *Second Step* lesson, show the role-play scenarios to the ESL teacher to facilitate practice and preparation with his or her children.
- If it is the practice in your school to use the children's primary language(s), translating some of the key words and concepts can scaffold their learning.
- Posting signs for the emotions words, or other key words, in multiple languages communicates acceptance of other cultures and languages and ensures that everyone learns something new.

Teachers who have used the *Second Step* program with ESL children indicate that it is a useful and engaging tool for both social-emotional and linguistic development.

Using the Program in Multiage Classrooms

The Preschool/Kindergarten *Second Step* program is designed for children ages four to six. It is not uncommon for early childhood programs to serve three- to five-year-old children in the same classroom. This age range presents a challenge for teachers who use the program. The length of the lessons and the cognitive basis of the program make it a stretch for a three-year-old to sustain interest throughout the lessons. However, there are pieces of the program that are appealing to three-year-olds and ways in which you might adjust the presentation to make it successful for all of the children in your classroom. Consider the following:

- If you have two adults in the classroom, have the assistant be prepared to leave the circle with the younger children as their interest wanders.
- Adjust your expectations for younger children. They may not fully understand the content of the lesson or track the connection to the Pretend and Practice, but they are learning from the songs and the puppets and most importantly from the modeling they observe in the other children.
- Some three-year-olds remain in the program for more than one year. They are "experts" in *Second Step* concepts and skills by the time they are four.
- Present some of the *Second Step* lessons more than once for the same reasons that you read a storybook to a group more than once. Young children begin to identify with the characters in the photos, benefit from the repeated use of the language, and begin to recognize familiar situations.
- Divide the lesson into two or three smaller parts and teach them during the course of a day. You could start with the Warm-Up, later do the Story and Discussion, follow with the Pretend and Practice, and at another time sing the song.
- Teach the signs to the songs and use them at other times to reinforce the learning.
- The Committee for Children Client Support Services department can provide you with additional support if you have further questions. They can be reached at 800-634-4449.

Using the Program in Child-Care Settings

Child-care settings include informal settings with friends, neighbors, and family members or the more formal settings of licensed family child-care homes or child-care centers. Although there are challenges for presenting *Second Step* lessons in all of these settings, there are also some unique opportunities.

- In home settings, the *Second Step* photo cards can be used with children in the same way a storybook is used. Adults can "read" the story of the lesson to the children and use the puppets in a very individualized way. Photos can be posted in visible places where children have a chance to revisit the stories. Older children can be encouraged to help the younger children with the concepts and the Pretend and Practice.
- Some communities offer opportunities for networking among child-care home providers. Several home providers may choose to share a *Second Step* kit and stagger the presentation of the

lessons. In this way, teachers will have an opportunity to share strategies, stories, anecdotes, and "mistakes" with others in similar situations.

- Child-care providers can connect with parents twice a day when they bring in and pick up their children. This close contact allows for many opportunities to give *Second Step* information to families. The Take-Home Letters can be hand-delivered, children can show the posted photo cards to parents, and teachers can inform parents about their children's social accomplishments in the context of the program.
- When children come and go from a child-care home or center at various times of the day and for different days of the week, it is challenging to present a routine for *Second Step* lessons that will include all of the children.
  - Consider having two *Second Step* sessions, offering a morning and an afternoon session on different days of the week.
  - Select a group of older children to work with you in "catching up" the children who miss the lesson time. Include these children as helpers in going over the lesson with the children who were not there.

With the extended hours in child care, teachers have more occasions to integrate *Second Step* learning into other activities. Bringing the language and practice of the program into the long day can benefit both you and the children.

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

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Classroom Climate

Social-Emotional Learning in the Classroom

The *Second Step* program is one part of what young children need to develop their social-emotional competence. The other part is what occurs every day in the classroom—in the environment and the relationships that you, the teacher, create. Along with the home and family, you have enormous potential to increase and support young children's social-emotional learning. This section outlines key research in this area and gives you practical tips and concrete examples of how to put research into practice.

Placing Emotions at the Center

Young children live in a world of emotions—joy, surprise, sadness, anger, worry, and fear. These emotions affect every moment of children's day and enter into every learning experience, whether they are learning about letters, numbers, colors, making friends, following rules, or taking turns. They are experiencing some emotions for the first time, they are learning to recognize other emotions in others, and they are struggling to manage yet other emotions in socially appropriate ways. Placing emotions at the center of the early childhood curriculum supports children's learning in the arena of social-emotional competence and is consistent with early childhood best practices (Bredekamp and Copple, 1997). For a teacher, this means designing every part of the school day and the curriculum to get the children involved emotionally.

Creating a Warm, Positive Relationship with Your Children

Your relationship with the children is part of the foundation for their learning. When children feel emotionally secure in your presence, attached to you, and positive about their relationship with you, they learn better.

The Research

The quality of a teacher's relationship with the children in his or her care has been found to predict children's social relationships with their peers (Howes, Matheson, and Hamilton, 1994; Howes and Tonyan, 1999); their behavior problems (Howes, Hamilton, and Phillipsen, 1998); and their school achievement when they are older (Howes, Phillipsen, and Peisner-Feinberg, 2000). In other words, the

more positive the teacher-child relationship is, the better children do with peers, their behavior, and their academic skills. They also adjust better to the demands of formal schooling (Birch and Ladd, 1997; Pianta and Steinberg, 1992; Lynch and Cicchetti, 1992). In addition, when children feel positive about their teachers and feel emotionally secure, they can use the teacher as a base from which to engage and explore learning opportunities (Birch and Ladd, 1997; Howes, Phillipsen, and Peisner-Feinberg, 2000; Howes and Smith, 1995; Lynch and Cicchetti, 1992; Pianta and Steinberg, 1992).

What You Can Do

- Show warmth to the children with your words: "I'm so happy you are here this morning." "I'm glad you chose to join this group." "Your smile makes me smile." "Hello, my friend, how are you today?"
- Be warm with your actions (a light pat on the back, an arm around the shoulders, or holding or hugging where appropriate or when a child clearly needs it).
- Smile and gaze at children.
- Allow children to "refuel" themselves in your presence. This means letting them sit close to you, or be near you when they play, allowing them to show you things they have created, in return for a smile or a few warm words.
- Use words that recognize children as individuals and support them: "I love your curiosity about spiders." "I can always count on you to remember that it is library day." "I'd know that laugh anywhere. You sounded like you were having fun." "Do you need your blanket? You're looking a little sleepy."
- Be accepting and respectful. You can do this by tuning into children's individual, developmental, and cultural situations. Close communication with their families can be helpful in understanding their uniqueness, their needs, and the family/cultural background.
- Notice and support any transitions children may be going through. Family communication here is also critical.
- Treat mistakes in a matter-of-fact manner and view them as learning opportunities: "Oops, you spilled your juice. Accidents happen. I'll give you a cloth and you can wipe it up."
- Respond positively and consistently to children's appropriate behavior. Noticing and describing what you see benefits the whole group as children gain understanding of expectations for behavior and see it modeled by other children.
- Use the reflective-listening process. Tune in to a child's emotional state as a chance for bonding and learning. Listen empathically to the child, try to figure out what he or she is feeling, and reflect that feeling back to the child: "It looks like you're feeling really worried right now." "Sounds like you're feeling disappointed." Help the child find words to label the feeling, enabling the child to express the feeling in words and not behaviors. Don't be afraid of using sophisticated words like *disappointed, frustrated,* or *jealous*. Young children can learn to identify and label complicated emotions if words are used in the context of them feeling a particular emotion.
- Create a classroom environment that is welcoming and is arranged to help children feel they belong. Ways to do this include:
  - Students' names displayed on the door when they arrive.
  - Individual space to store belongings, including for children who may only be in your classroom part of the day.
  - Photographs of your children displayed.

The Teacher as Role Model

Children watch you every moment! Don't leave what they learn to chance. You need to model the empathy, emotion-management, and problem-solving skills that you want them to learn, because watching you is one of the main ways they learn these skills.

The Research

It is undisputed that children learn from watching others. Social learning theory describes how this happens (Bandura, 1977). The more nurturing adults are toward children, the more effective and positive the modeling is. Teachers, along with parents and other adults, are "emotion models" for children, showing them how and when to express emotions, and how to regulate, label, interpret, and understand emotions (Lewis and Michalson, 1982). Children who have many opportunities to observe adults modeling empathy, caring, and frustration-tolerance are more likely to learn these same things (Maccoby, 1980). Children look to adults for "emotional information" in new or uncertain situations (Klinnert, Campos, Sorce, Emde, and Svejda, 1983).

What You Can Do

- Your emotional messages set the tone in your classroom. Allow emotions to be a legitimate part of what happens in the classroom. Notice emotions, talk about emotions, talk about the causes of emotions, and label emotions.
- Be genuine with your own emotions. Let the children know when you are joyful, sad, or surprised, but also be appropriate. There are times when it is appropriate to hide or disguise your feelings, as when a child has said something in all seriousness that you find very funny, but to laugh at the child would be embarrassing or humiliating for him or her. Beware of using adult forms of humor that will confuse and upset a child (such as sarcasm).
- Calm yourself down when experiencing anxiety, anger, fear, and any other strong, uncomfortable emotion so that your thoughts and actions are not clouded by your emotional arousal, or so that you do not overreact because of it.
- Think out loud so that the children can see how you process your feelings and problems. For example, if you have a problem, let them hear you talking yourself through it using the problem-solving steps. If you are upset or excited, use one or more of the ways to calm down in front of the children. Take care to model developmentally appropriate examples.
- Be caring, express concern in a noticeable way, and encourage and model generosity.
- Model compassion and respect when dealing with inappropriate behaviors.
- Take care of yourself. This is so you can come into the classroom and have the energy and attention to be fully there for the children. Some suggestions for how to do this are included in the *Second Step* Skills and You section of selected lessons.

Creating a Secure, Consistent Environment

When you create an environment in your classroom that is based on consistently and effectively enforcing clear rules in a compassionate and respectful manner, you not only help build a positive, warm relationship with your children, but they know they can count on you and count on what happens in the classroom. This kind of environment and discipline style also helps children manage their behavior better.

The Research

Lax discipline, or the absence of clear, effectively and consistently reinforced rules, has been associated with increased behavior problems for boys and girls, but particularly for boys (Arnold, McWilliams, and Arnold, 1998). Lax discipline also includes allowing behavior to escalate without putting a stop to it in a firm and calm manner.

The use of developmentally appropriate classroom rules communicates expectations and promotes teacher fairness to children (Paine et al., 1983, as cited in Barnett, Bell, and Carey, 1999) and provides children with information about the social acceptability of their behaviors (Hyson, 1994).

What You Can Do

- Set clear expectations.
- Have developmentally appropriate rules that the children know well.
- Be consistent about reinforcing the rules in a positive, nurturing fashion. Encourage all adults interacting with the children to do so too.
- Provide children with opportunities to rehearse daily routines and appropriate behaviors (pushing in chairs, cleaning up snack).
- Give clear, descriptive directions.
- State directions positively: "Please leave the scissors on the table" rather than "Don't walk around with the scissors."
- Be calm and matter-of-fact.
- Set up age-appropriate routines that can teach and reinforce behaviors (circle time, cleaning-up time, free-choice time, snack time).
- Create a physical environment that honors the physical and emotional needs of the children. Examples include cubbies for personal items and individual work; special storage for unfinished projects; a place for treasured possessions too big for a cubby; a comfortable reading corner with pillows to sit on; blankets or sheets for creating private forts and cozy secret spaces; and a block area where no one will walk through and accidentally knock over precious creations.

The Teacher as Friendship Coach

Friendships offer children essential opportunities to learn about their own and others' emotions, practice empathy, and learn social skills. Friendships have also been found to predict children's success in elementary school and beyond. As we have already seen, children do better with their peers if they have a positive, secure relationship with their teacher. They also do better in school if they can form friendships and are well-liked by their peers.

The Research

Children who are able to make new friends in kindergarten or have existing preschool friendships do better in terms of school adjustment and academic gains (Ladd, 1990). Their status (how well they were liked by other children) as rated by peers within three months of starting kindergarten predicted their social and academic performance in third grade (Wasik, Wasik, and Frank, 1993; Wasik, 1997). In fact, the quality of peer relationships developed during the preschool years persists into middle childhood (Dodge, 1983).

In addition, positive peer relationships play a significant role in supporting a child's social-emotional development (Parker, Rubin, Price, and DeRosier, 1995). The ability to make and keep friends depends on social skills and in turn helps develop social skills as children want to keep a friend (Hartup, 1996). Friendships also offer valuable opportunities for practicing emotion regulation, as children are able to resolve quarrels with friends better than they are with nonfriends (Fabes, Smith, Murphy, and Eisenberg, 1993).

What You Can Do

- Teach prosocial skills and emotion management using the *Second Step* program.
- Reinforce these skills every day. Using the *Second Step* Hearts is one way to be very concrete and deliberate about this.
- Become involved when children are having difficulty resolving conflicts with each other.
- Monitor children to find out if and how they resolve conflicts on their own. Without doing this, you may not know whether children are using good skills or bullying tactics. Set the expectations that teasing and bullying are not acceptable.
- Set up classroom activities to encourage interaction between different children (such as paints set out on a big table with space for two or more children rather than at individual easels).
- Limit some materials (such as math manipulatives) to give children practice in resolving conflicts.
- Help children manage emotions before they act them out by tuning them in to their own emotional state ("You look really angry right now") and by prompting them to use the calming-down steps ("Take a deep breath").
- Give children direct instruction on socially appropriate ways to say things or to act: "This is the way we ask for something—'Please, may I have the red paint?' " The *Second Step* program has some specific lessons on such things as apologizing and interrupting.

- Help children new to the classroom make friends.
- Build activities into your day that encourage friendships. In particular, make sure there is plenty of time for playing so that children have time to develop and maintain friendships.

If you notice that a child is being rejected or is not making friends, *do not ignore this*. Steps must be taken to address this before the child is locked into acting and being treated as a rejected child. Here are some suggestions for how to get started:

- Observe the child and try to figure out what is causing the rejection. Is it the child's behavior, or is it a lack of acceptance of differences on the part of the other children?
- If it is the other children's lack of acceptance, make a plan for how to teach them how to be more accepting.
- If it is the child's behavior, talk to the family. Mention your concern and elicit their support. Engage them in an ongoing dialogue about how to meet the social-emotional needs of their child.
- Develop an individual plan for the child. The plan might include extra emotional support and nurturing, a behavioral plan with short-term use of tangible reminders or rewards, and having the child work cooperatively with children with strong social skills.
- Consult the school counselor or psychologist for additional support or resources.

Emphasizing Dramatic/Pretend Play

Social-emotional competence is one of the main skills that children develop and practice through pretend play.

The Research

Play is tied to social-emotional skill development. Between infancy and preschool, children's play becomes increasingly sophisticated. By age four, most children are able to engage in pretend play with other children. Children who develop this ability earlier tend to achieve higher levels of social-emotional competence in later development. For example, they are less aggressive, share more frequently, and demonstrate better knowledge of social problem-solving strategies. In early childhood settings that do not provide adequate play opportunities, however, children tend to show less sophisticated play skills and their rate of play skill development is slower (Howes and Matheson, 1992).

What You Can Do

- Provide physical space for pretend play. Children often need a lot of room, as their imaginations are very big.
- Provide props. In addition to the standard props (housekeeping items, babies, stuffed animals, and dress-up clothes), introduce new and different things from time to time (such as items you would find in a restaurant, hospital, veterinary clinic, theater, or post office).

- Provide time in your day to allow children's imaginations to catch fire and run wild. Pretend play can become very complex and lack of time interferes with children's ability to fully enter a particular pretend play and be involved in a way that is emotionally and socially satisfying.

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Songs and Rhymes

The Feelings Song

Lyrics

Happy is a smile
And a twinkle in the **eye**
Happy is a **friend**
Or a homemade apple **pie**

CHORUS
Everyone has **feelings**
We show them on our **faces**
We feel them in our **bodies**
We tell them with our **voices**
How you feel the way you **feel**

Sad is a tear
And a **head hanging down**
Sad is when you lose
Your special toy in town

CHORUS

Anger is a fist
And a **heart** beating fast
Anger is being pushed
Falling down and coming last

CHORUS

Scared is a gasp
Your **legs start to shake**
Scared is hearing thunder
That gives your house a shake

CHORUS

My **body** tells me what's going on
Letting me know just how I **feel**
Feelings can be comfortable
Others can **feel** so uncomfortable
But all our **feelings** are okay
So let us learn to give them **names**

CHORUS

Music by Dennis Westphall and Lorraine Bayes

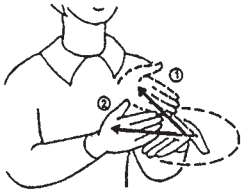
"The Feelings Song" Sign Language Instructions

Verse 1

happy
RH open B palm in, tips left. Brush up chest twice with quick, short motion.

eye
Place tip of index finger on eye.

friend
Hook right X over left X which is turned up, then reverse.

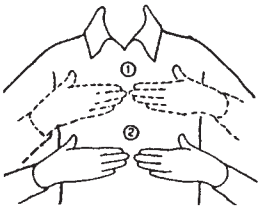


pie
Mime cutting slice of pie using left palm as pie and edge of right little finger as knife.

Chorus

feeling (noun)
Place tip of right middle finger on left side of chest then stroke upward twice. For **feel** do just one stroke.

face
Circle face with index finger.



body
Open B shape both hands, palms in, tips facing. Pat chest, then stomach.

voice
V shape RH palm in. Place tips on throat then arc upward and out.

Verse 2

sad
Five shape both hands, palms in, fingers slightly curved, LH a little below RH. Hold in front of face and drop slowly.

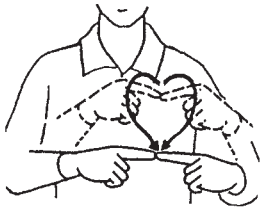
head hanging down
Hang down head.
Make sure expression is still sad.

continued

"The Feelings Song" Sign Language Instructions *(continued)*

Verse 3

angry
Claw shape RH tips on chest. Draw up and out in forceful manner.



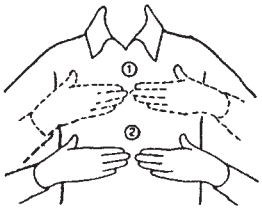
heart
Trace a "heart" on left upper chest with middle fingers.

Verse 4

scared
Open 5 both hands, palms in, tips facing. Move back and forth several times, as if shaking in fright.

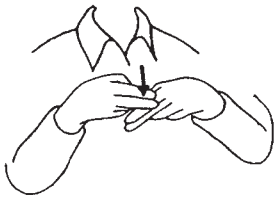
legs start to shake
Shake legs.

Verse 5



body
Open B shape both hands, palms in, tips facing. Pat chest, then stomach.

feeling (noun)
Place tip of right middle finger on left side of chest then stroke upward twice. For **feel** do just one stroke.



name
H shape both hands, left palm right, right palm in. Hit left H with right H.

The Caring Song

Lyrics

Oh who do you **care** about
Who **cares** for you?
Your family, your **friends**
Are you a good **neighbor** too?
And how do you show you **care**
every day?
Helping each other out along
the way

A **grandpa**, a sister
A little brother too
Putting **food** on the table
Cleaning up when you're through
A fresh, pretty **flower** can make
someone's day
Sharing the work and sharing
the **play**

Oh who do you **care** about
Who **cares** for you?
Your **teachers**, your pet
When the kids **play** with you?
A big **happy smile** can show that
you **care**
When people are **sad**, there's a
kind word to **share**

Caring, **caring**, it's like the **sun**
It sets our **hearts** aglow
Caring, **caring**, it's like the **rain**
It helps our **friendships** grow

So working and **playing**
At school or at **home**
Being with **people**
Or all on your own.
Listen and share and **care** from
your **heart**
Give every day a beautiful start

Listen and share and **care** from
your **heart**
Give every day a beautiful start

Listen and share and **care** from
your **heart**
Give every day a beautiful start

Music and lyrics by Lorraine Bayes

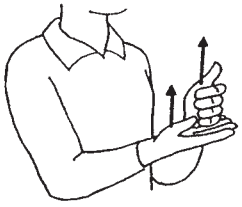
"The Caring Song" Sign Language Instructions

Verse 1

care
V shape both hands, palms facing, tips out. Strike index side of left V with little finger side of right V. Repeat.

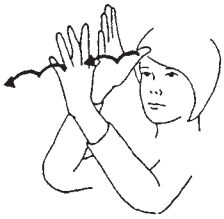
friend
Hook right X over left X which is turned up, then reverse.

neighbor
Open B both hands, palms in. Place right open B on back of left, then arc up and out.



help
Place little finger side of left A, thumb up, in right palm. Raise right palm up.

Verse 2

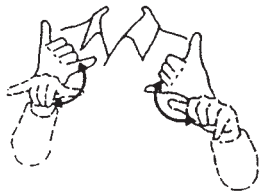


grandfather
Five shape both hands, left palm right, right palm left. Place right thumb on forehead and left thumb on edge of RH. Move out in two short jumps. (Sometimes make with RH only.)

food
Place tip of flat O on mouth.

clean
Open B both hands, left palm up, tips out, right palm down, tips left. Brush right palm across left as if wiping clean.

flower
RH flat O. Place tips on right side of nose then arc to left side.



play
Y shape both hands, palms in. Simultaneously twist back and forth.

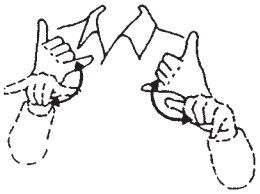
continued

"The Caring Song" Sign Language Instructions *(continued)*

Verse 3

care
V shape both hands, palms facing, tips out. Strike index side of left V with little finger side of right V. Repeat.

teach
Flat O shape both hands. Hold at temples and move out twice.



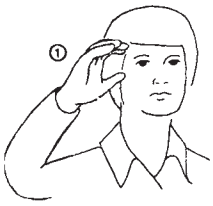
play
Y shape both hands, palms in. Simultaneously twist back and forth.

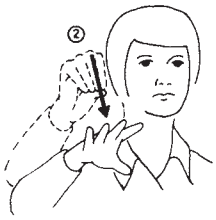
happy
RH open B palm in, tips left. Brush up chest twice with quick, short motion.

smile
L shape both hands. Place index fingers at sides of mouth and move up to cheeks.

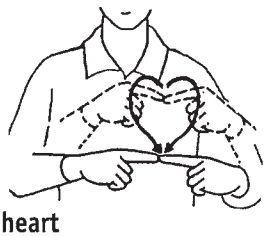
sad
Five shape both hands, palms in, fingers slightly curved, LH a little below RH. Hold in front of face and drop slowly.

share
LH open B. Brush little finger side of right open B back and forth between left thumb and index finger.

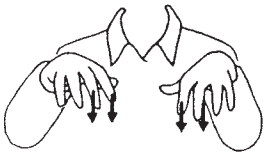




sun
Place right C at side of right eye. Change into flat O palm down. Then open into 5 shape palm down.



heart
Trace a "heart" on left upper chest with middle fingers.



rain
Claw shape both hands, palms down. Move down sharply two or three times.

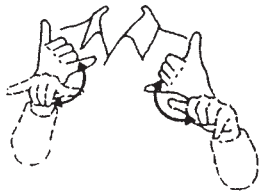
continued

"The Caring Song" Sign Language Instructions *(continued)*

Verse 3 continued

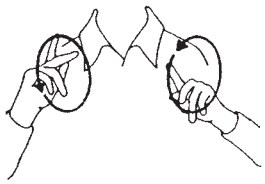
friend
Hook right X over left X which is turned up, then reverse.

Verse 4

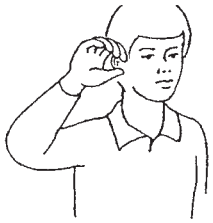


play
Y shape both hands, palms in. Simultaneously twist back and forth.

home
Place tips of right flat O to edge of mouth and move to upper cheek. (Sometimes made with right flat O moving to open B on cheek.)

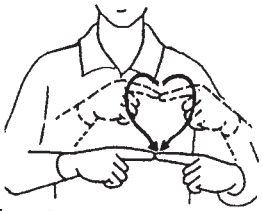


people
P shape both hands, palms out. Move up and down alternately in circular motion.



listen
Cup hand over ear.

care
V shape both hands, palms facing, tips out. Strike index side of left V with little finger side of right V. Repeat.



heart
Trace a "heart" on left upper chest with middle fingers.

The Calm-Down Song

Lyrics

When your **heart** is all a-flutter
And you're panting like a **dog**
When your **legs are feeling shaky**
And your mind is in a fog

CHORUS
It's time to
Put your **hand on your tummy**
Say "Calm down"
Take a **deep breath**
And count out loud—1, 2, 3, 4
Feel yourself calm down

When you've just been **scared** by something
There's **aching** in your tummy
When you're really **sad** or worried
And your **body's** feeling crummy

CHORUS

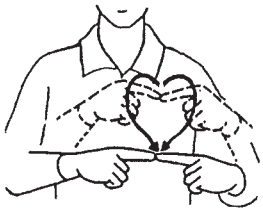
When you're bursting with **excitement**
And you're **spinning** like a top
When you've had a **disappointment**
And your special plan went **flop**

CHORUS

Music by Dennis Westphall

"The Calm-Down Song" Sign Language Instructions

Verse 1



heart
Trace a "heart" on left upper chest with middle fingers.

dog
Snap fingers, then pat right thigh with RH twice.

legs are feeling shaky
Shake legs.

Chorus

hand on your tummy
Place hand on tummy.

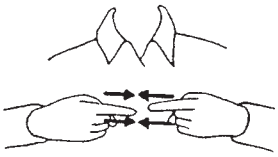
say "Calm down"
Say "Calm down" in time with song.

deep breath
Take a deep belly breath.

count out loud
Count out loud in time with song.

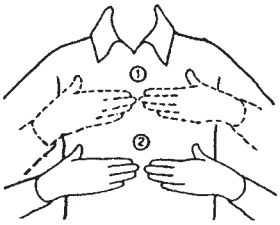
Verse 2

scared
Open 5 both hands, palms in, tips facing. Move back and forth several times, as if shaking in fright.



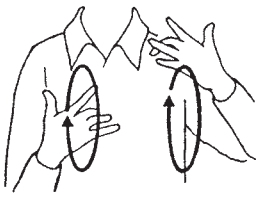
ache
One shape both hands, palms in, tips facing. Move back and forth toward one another. (Sometimes make with H handshapes.)

sad
Five shape both hands, palms in, fingers slightly curved, LH a little below RH. Hold in front of face and drop slowly.

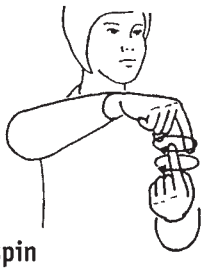


body
Open B shape both hands, palms in, tips facing. Pat chest, then stomach.

Verse 3

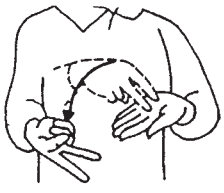


excitement
Five shape both hands, palms in. Alternately brush tips of middle fingers upward on chest.



spin
Place right index finger, palm down, over left index finger. Rotate fingers quickly.

disappointment
Place tip of right index on chin.



flop
LH open B palm up, tips out. Place tips of right V in left palm then flip forward and out, ending with palm up.

The Anger Song

Lyrics

Anger is a feeling
It rushes up **inside**
Anger is a feeling
It can catch you by **surprise**

CHORUS
We all feel **angry** sometimes
But acting mean is **not okay**
When we're feeling **angry**
We must **calm down** right away
Put your **hand on your tummy**
Say "Calm down"
Take a **deep breath**
Count out loud—1, 2, 3, 4

Anger stops us thinking
It makes us want to **act**
In ways that could **hurt** others
With our words or with our **hands**

CHORUS

It's important to remember
That our **anger** can cause **harm**
But our **anger** won't cause trouble
If we keep our **bodies calm**

CHORUS

Music by Dennis Westphall

"The Anger Song" Sign Language Instructions

Verse 1

angry
Claw shape RH tips on chest. Draw up and out in forceful manner.

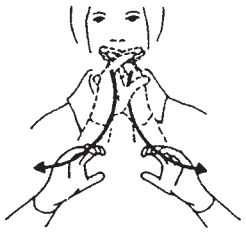
inside
C shape LH palm right. Place tips of RH in left C twice.

surprise
Place index fingers and thumbs at edges of eyes. Snap open into L shapes.

Chorus

angry
Claw shape RH tips on chest. Draw up and out in forceful manner.

not okay
Strike chin with knuckles of Y shape RH.



calm down
C shape both hands, left palm right, right palm left. Cross at mouth then draw down and apart.

hand on your tummy
Place hand on tummy.

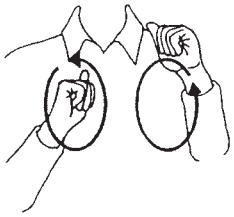
say "Calm down"
Say "Calm down" in time with song.

deep breath
Take a deep belly breath.

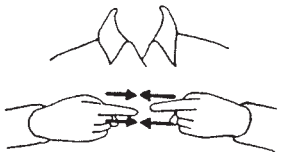
count out loud
Count out loud in time with song.

Verse 2

angry
Claw shape RH tips on chest. Draw up and out in forceful manner.



act
A shape both hands. Alternately move back in circles, brushing thumbs down chest.

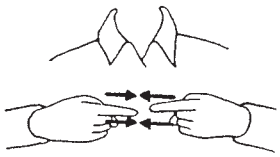


hurt
One shape both hands, palms in, tips facing. Move back and forth toward one another. (Sometimes make with H handshapes.)

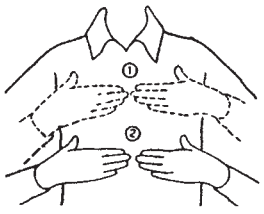
hand
Open B both hands, left palm slanted right, tips out. Draw little finger side of RH across left wrist in slicing motion.

Verse 3

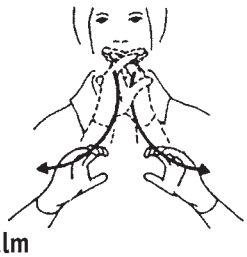
angry
Claw shape RH tips on chest. Draw up and out in forceful manner.



hurt
One shape both hands, palms in, tips facing. Move back and forth toward one another. (Sometimes make with H handshapes.)



body
Open B shape both hands, palms in, tips facing. Pat chest, then stomach.



calm
C shape both hands, left palm right, right palm left. Cross at mouth then draw down and apart.

The Problem-Solving Rap

Lyrics

If I'm stuck and in **trouble**
And I don't know what to **do**
There are three easy **questions**
That are sure to **help** me through

I can ask myself "How do I **feel**?"
How do I feel?
Am I **happy**, am I **sad**?
Am I **scared**, am I **mad**?

I can ask myself "What is
the **problem**?"
What is the **problem**?
Then I'll know what's going on

I can ask myself "What can I
do now?"
What can I do now?
I can think up some **ideas**

So let's all **remember**
The three easy things to ask
Let's say them one time over
So we can do the task

1, 2, 3, go

Don't **forget** number one
How do I **feel**?
How do I **feel**?

Don't **forget** number two
What is the **problem**?
What is the **problem**?

Don't **forget** number three
What can I **do**?
What can I **do**?

Now tell it all again

1, 2, 3, go

How do I **feel**?
How do I **feel**?
What is the **problem**?
What is the **problem**?
What can I **do**?
What can I **do**?

Music by Dennis Westphall and Lorraine Bayes

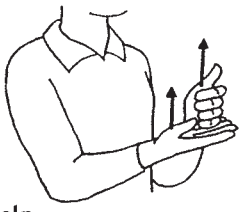
"The Problem-Solving Rap" Sign Language Instructions

Verse 1

trouble
B shape both hands, palms slanted out. Alternately circle inward toward front of face.

do
Claw shape both hands, palms down. Swing back and forth.

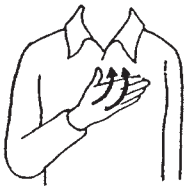
question
Outline question mark in air with right index finger.



help
Place little finger side of left A, thumb up, in right palm. Raise right palm up.

Verses 2–4

feel
Strike right middle finger upward on chest.

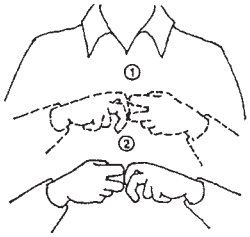


happy
RH open B palm in, tips left. Brush up chest twice with quick, short motion.

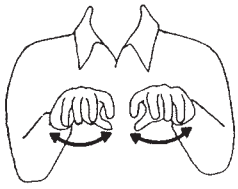
sad
Five shape both hands, palms in, fingers slightly curved, LH a little below RH. Hold in front of face and drop slowly.

scared
Open 5 both hands, palms in, tips facing. Move back and forth several times, as if shaking in fright.

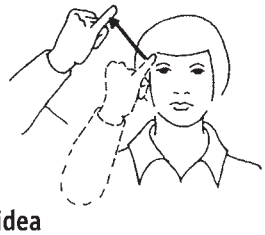
mad
Claw shape RH tips on chest. Draw up and out in forceful manner.



problem
Bent V shapes both hands, right palm down, left palm in. Place knuckles together then twist in opposite directions, RH rotating forward, LH rotating back.



do
Claw shape both hands, palms down. Swing back and forth.

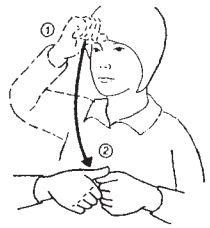


idea
I shape RH palm in. Place little fingertip on right temple then move out.

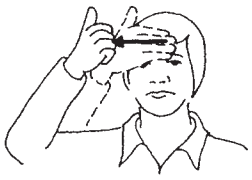
continued

"The Problem-Solving Rap" Sign Language Instructions *(continued)*

Verses 5–End

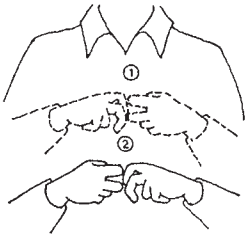


remember
Place thumb of right A on forehead, then drop down and touch thumb of A shape LH palm right.



forget
RH open B palm in. Draw tips across forehead from left to right, ending in A shape.

feel
Strike right middle finger upward on chest.



problem
Bent V shapes both hands, right palm down, left palm in. Place knuckles together then twist in opposite directions, RH rotating forward, LH rotating back.

do
Claw shape both hands, palms down. Swing back and forth.

The Fair Ways to Play Song

Lyrics

When we both want the new,
new **toy**
Right at the **same**, **same** time
When we both start to **grab**,
grab it
What, what can we **do**?

CHORUS
We can **share**, we can **trade**
We can take **turns** with
each other
We can **share**, we can **trade**
Let's take **turns** with
one another
La la la la la la la la la la la

When we both want the red,
red **paint**
Right at the **same**, **same** time
When we both start to **grab**,
grab it
What, what can we **do**?

CHORUS

When we both want the cool,
cool bike
Right at the **same**, **same** time
When we both start to **grab**,
grab it
What, what can we **do**?

CHORUS

So if we want to be good,
good **friends**
And have **fun**, **fun** together
Try the fair ways to **play**,
play, **play**
Sing, **sing** them out loud

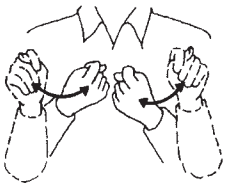
CHORUS

CHORUS

Music by Dennis Westphall and Lorraine Bayes

"The Fair Ways to Play Song" Sign Language Instructions

Verse 1



toy
T shape both hands. Swing in and out two or three times.

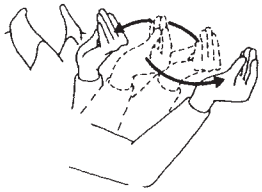
same
One shape both hands, palms down, tips out. Bring index fingers together.

grab
C shape RH palm down, fingers slightly spread. Bring hand down and close into S shape.

do
Claw shape both hands, palms down. Swing back and forth.

Chorus

share
LH open B. Brush little finger side of right open B back and forth between left thumb and index finger.



trade
Flat O both hands, palms up, left ahead of right. Reverse positions.

turn
L shape RH palm down. Turn so that palm faces up.

Verse 2

paint
LH open B palm right, tips up. Flap fingers of right open B up and down left palm.

same
One shape both hands, palms down, tips out. Bring index fingers together.

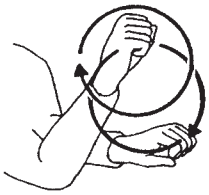
grab
C shape RH palm down, fingers slightly spread. Bring hand down and close into S shape.

do
Claw shape both hands, palms down. Swing back and forth.

continued

"The Fair Ways to Play Song" Sign Language Instructions *(continued)*

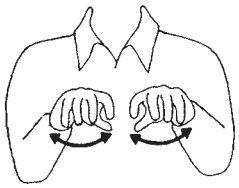
Verse 3



bicycle
S shape both hands, knuckles down, LH below RH. Circle up and down as if pedaling.

same
One shape both hands, palms down, tips out. Bring index fingers together.

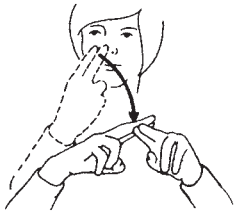
grab
C shape RH palm down, fingers slightly spread. Bring hand down and close into S shape.



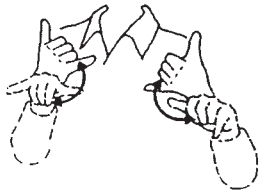
do
Claw shape both hands, palms down. Swing back and forth.

Verse 4

friend
Hook right X over left X which is turned up, then reverse.



fun
H shape both hands, left palm down. Place right H on nose then on back of left H.



play
Y shape both hands, palms in. Simultaneously twist back and forth.

sing
LH open B palm up. Swing fingers of right open B above left forearm and palm in rhythmic motion.

The Joining-In Rhyme

Wait and watch
To see what toy
The other child
Seems to enjoy

Play side-by-side
That's what you do
So if it's blocks
Then get some too

Then give a smile
And say hello
Ask "What's your game?
I'd like to know."

Then later, say
"I like your game
May I join in?
I'll do the same."

And if that time
The answer's no
Then try again

Yes, off you go!

Repeat the rhyme from the beginning. Have children learn and repeat the italicized passage only.

Heart Rhymes

Use these rhymes with children to help them recall why they received Hearts during the day.

Rhyme 1

Roses are red
Violets are blue
I've given out Hearts
To so many of you

Roses are red
Violets are blue
So tell us, please tell us
What did you all do?

Rhyme 2

To be caring is special
To show kindness is too
We love when there's sharing
And taking turns too

I've given out Hearts
To so many of you
So tell us, please tell us
What did you all do?

Rhyme 3

A Heart is for sharing
A Heart is for caring
A Heart is for knowing
When we need to calm down

A Heart is for trading
A Heart is for waiting
A Heart is for learning
To use words that are kind

So tell us, please tell us
What did you all do?

Take-Home Letters

Involving families is critical to the effectiveness of the *Second Step* program. The Take-Home Letters are an important tool for doing this. Each curriculum unit contains three to six Take-Home Letters. They provide details about the concepts the children are learning in the lessons. And they suggest ways for families to support and encourage learning that contribute to the transfer of learning in their child's daily life. Note that the last sentence in each letter is designed to encourage family involvement.

Below are some tips for using the letters:

- To simplify the process, the letters are designed to be photocopied onto school letterhead and sent home "as is." You may of course personalize the letters in any way you wish. For example, you could have each child illustrate the letter she or he will be taking home.
- The letters can be incorporated into a weekly newsletter if you have one.
- If you have families who do not speak English, whenever possible find someone to translate the letters before you send them home. Many school districts have translation services available.
- It can be helpful to prepare all the letters for the entire curriculum at the very beginning. That way, you will have them ready when you need them.

Dear Family:

This is a busy time for young children. They are learning many new skills. Children might be learning to read, starting to write, tying shoelaces, trying to help out at home, and wanting to do things by themselves. These are important tasks for young children to learn.

Children are also learning how to understand and manage their feelings. They are learning how to make a friend and be a friend. And they are learning how to solve problems with other children. They are learning these things throughout the day in the classroom, on the playground, and at home. Children are learning by watching and listening to how teachers, family members, and friends interact with each other. But just like reading and writing, these areas of learning also have specific skills that need to be taught. We will be using a program called *Second Step: A Violence Prevention Curriculum* to help us learn and practice these social-emotional skills. Children who learn and use these skills are more likely to get along with other people and to do better in school.

Families are an important part of the *Second Step* program. You will receive letters with information about the social-emotional skills your child is learning in school and ideas you can use at home to help your child learn and practice these skills.

You are welcome to come and observe one of our *Second Step* lessons. If you have any questions, please don't hesitate to ask.

Sincerely,

Dear Family:

As you know, we have started the *Second Step* program in your child's class. Our first unit is about learning to identify our own and others' feelings, and we will also practice how to show care to others. Together, these skills are called *empathy*.

We are starting with learning how to use clues to identify how someone else is feeling. The children are learning that faces, bodies, and what is happening are all clues that they can use. They are learning to identify important feelings and their "feelings words": *happy, sad, angry, scared, surprised,* and *disgusted*. Ask your child to make these faces for you.

Learning to use clues to figure out how someone else is feeling is one step in developing empathy for other people. Here are some fun things you can do at home to help your child learn to recognize others' feelings:

- When you are reading a storybook together, look carefully at the pictures and ask your child to figure out how the characters are feeling. Talk about what is happening in the story and how that too is a clue to how someone is feeling. (This exercise also helps build a child's early reading skills.)
- When watching movies, watch the faces and ask your child how the characters are feeling. To make it more fun, you could turn off the sound and just watch the faces and bodies.
- Cut out photos of people's faces from magazines. Glue them to a piece of paper. Talk about the different feelings shown.
- Share your feelings with your child so that he or she can see your face and hear your words describing the feelings. This is an important way for children to learn. Don't be afraid to use big words like *frustrated, disappointed,* and *confused*. These are all feelings your child has, and it helps to be able to name them.

Your child is learning a song about feelings. Ask him or her to sing it for you.

Don't forget that you are always welcome to come and see one of our *Second Step* lessons.

Sincerely,

Dear Family:

We are continuing to work on feelings in our *Second Step* lessons. This week, we are focusing on how to recognize our own feelings. The children are learning two very important things about their own feelings:

- Feelings are called *feelings* because we "feel" them in our bodies. Our bodies give us clues to how we are feeling.
- All of our feelings are okay.

The main feeling we learned about is worry. Young children have many things that they worry about. Having a word to describe how they are feeling can be very helpful. In the lesson, we encourage children to talk to a grown-up if they are worried about something. The worries of young children often may seem small or unimportant to an adult, but they are very real and very distressing to young children.

Take time to listen to your child's worries and let him or her know that you understand how upsetting it is to be worried. Use caring words and actions (maybe a hug is needed). These will let him or her know that you understand and make him or her feel better. Help your child figure out how to handle worries during school when you are not around. Be sure to tell me if it is something I should know about or can help with.

Sincerely,

Dear Family:

The children are continuing to learn all about feelings in our *Second Step* lessons. They have been learning that feelings can change with time. For example, they may have felt scared at the beginning of the school year, but now they are used to it and feel happy at school. They have also learned that people can have different feelings about the same situation. For example, a given child might like big dogs but have a friend who is scared of dogs.

Young children need lots of help with learning about their feelings. Below is a simple listening process that you can use at home. This process will not only give your child support and encouragement, but it will also help him or her name and express feelings. The process is called *reflective listening*. Here's how it goes:

- Give your child your FULL attention. Make a date to listen later if you are busy: "After dinner, we can sit and talk."
- Use phrases like "Tell me more" or "Go on" to encourage your child to keep talking.
- Listen and watch for feelings. Put yourself in your child's place and imagine what he or she is feeling.
- Reflect that feeling back to your child with words such as "You sound really angry" or "I guess you're sad about that." This lets your child know that you understand, it teaches him or her to put a name to the feelings inside, and it helps your child learn to talk about feelings rather than act them out.

Reflective listening is a powerful process that helps children learn to manage their emotions. It also lets them know that their feelings are okay and that adults do understand how they are feeling.

If you have any questions about our *Second Step* lessons, be sure to ask.

Sincerely,

Dear Family:

We have been talking about caring and helping in our *Second Step* lessons. Helping is one way of showing that you care. We have talked about giving and receiving help. There are many ways that young children can help out at home. Even though it can sometimes take longer to include children in doing family jobs, it makes them feel important.

Working together with your child on a job can be as valuable as playtime. Many jobs can be adapted so that you and your child can work together. Here are some suggestions:

- Cooking—stirring, pouring, kneading—anything that does not involve heat or sharp knives.
- Dusting—feather dusters, or those with a handle, are favorites.
- Gardening—digging, pulling weeds, harvesting vegetables, watering plants.
- Vacuuming—shorten the length of the attachments if possible.
- Washing windows—lower level for your child, upper windows for you.
- Sorting and folding laundry—sorting by color or family member, matching socks, folding towels. If you can, give your child his or her own laundry basket.
- Putting items into the grocery basket and putting them away at home—cereal and canned goods are easy to handle.
- Drying the dishes—silverware fits small hands, and sorting is like a game.
- Setting the table—let your child make placemats for each family member.
- Washing dishes that are not easily broken—sudsy, warm water is lots of fun for young children.

Each family will find different ways for children to show that they care by helping. Children love to be included in the important work of building a family. It is also fun for you and your child, and it can really help.

Please call or drop by for a visit if you have any questions about our *Second Step* lessons.

Sincerely,

Dear Family:

We are starting the second unit of the *Second Step* program. This unit is about managing feelings. The children are learning that they can have strong (intense) feelings, and that when they do, they may act in ways that other people notice. Children learn about frustration, excitement, and disappointment. These are all common feelings for young children. These feelings can easily become very strong—behavior can turn into crying, or children can become restless and out of control.

The children will be learning to check in with how they are feeling by putting their hands on their tummies. This helps them figure out how their body is feeling and gives their hands something to do. It also helps them know if they are taking the right kind of deep breaths. They will learn three ways to calm down strong feelings.

- **Say "Calm down."** This cues them to the need to calm down and helps them think about how to calm down.
- **Take deep breaths.** Children learn "belly breathing" so that they breathe deeply into the bottom of their lungs. Their bellies move out as they breathe in, and in as they breathe out. Breathing in this way slows down the heart rate, which immediately leads to an increased feeling of calm. Have your child show you how to do this kind of breathing. Then practice with him or her at home.
- **Count out loud.** Children learn to count slowly from 1 to 4. This cues children to take a break before acting without thinking. Older children can learn to count slowly in time with their breathing.

The children will also learn other ways to manage strong feelings. These include physical activity (throwing a ball, dancing), doing something fun by themselves (playing with blocks, drawing, listening to music, petting a cat), or talking to a grown-up.

Your child is learning a song about the ways to calm down. Ask him or her to sing it to you.

Notice which things seem to calm your child down and encourage him or her to use them when he or she is having strong feelings. Be sure to also let me know so that I can use these methods at school.

Sincerely,

Dear Family:

Our *Second Step* lesson this week is about learning how to wait. Many times, children need to wait at school and at home. They wait for their turn, they wait in line, they wait for the bus, and they wait for parents. Waiting may be easy for some children who are more patient and quiet in nature. For other children, waiting is very hard. They may get more and more excited, frustrated, or worried. Children often misbehave when they are having these strong feelings. But children can learn ways to help with waiting.

In class, we are talking about ways to calm down. Children are practicing to check in with how they are feeling by putting their hands on their tummies. They then choose one of the following ways to calm down:

- Say "Calm down."
- Take deep breaths.
- Count out loud.

You might try one of the ways to calm down at home when your child is having difficulty waiting. Another way to deal with waiting is to do, or think about, something different. The next time you and your child are waiting together, talk about ways to have the waiting be fun or go faster. Adults sometimes have silly ways that children might enjoy. Some people draw doodles, tap their fingers, or sing songs in their head. Plan for the times that your child may need to wait and take something for your child to do, such as pens and paper or a book. You can also tell your child a story or play a question game: "What is the biggest thing in this room?" "How many red cars do you see?"

Children are learning that even though they have to wait sometimes, they can manage their feelings and behavior while they wait.

Please let me know if you have any questions.

Sincerely,

Dear Family:

In our *Second Step* lessons, the children are learning about anger and what to do about it. Here are some of the things they are learning:

- When we are angry, we often feel tight or tense in our bodies. Our hearts beat fast, and we can feel hot.
- The feeling of anger is okay, but angry, hurtful behaviors are not.
- A strong feeling of anger can make it hard to think, and we can act in ways that hurt others with our words or with our voices.
- When we are angry, we need to calm down.
- We can use the ways to calm down that we already know to manage our anger. (Say "Calm down," take deep breaths, count out loud.)

Managing anger is often very hard for young children to do. They will need lots of help and encouragement to remember to calm down before they act in hurtful ways. Children learn by watching. If, when you are angry, you model the above ways to calm down in front of your child, he or she will learn how to do it more quickly. Also, when you see your child beginning to get angry, step in and remind him or her to use the ways to calm down.

Learning to manage anger is like any learning task—it takes time and lots of practice. Let your child know that it will get easier and that with practice, he or she will learn how to do it.

The children have been singing a song that reminds them about managing their anger. Ask your child to sing it to you.

Sincerely,

Dear Family:

In the third unit of the *Second Step* lessons, we are learning how to solve problems. We are using a rap song and our puppets—Impulsive Puppy and Slow-Down Snail—to help us learn our three simple steps.

Problem-Solving Steps

1. How do I feel?
2. What is the problem?
3. What can I do?

Feelings are a clue that there is a problem. If children are very upset about a problem, they practice ways to calm down. Once they are calm, they can think things through. Children are learning to talk about problems without blaming others. And they are learning to think of many ways to solve problems. Children are natural problem solvers, and they like the feeling of being able to figure things out. We can encourage them to solve problems by:

- Coaching them through the steps when there is a problem.
- Helping them talk about the problems they are having.
- Encouraging them to think of lots of solutions.
- Talking to them about how things would work out if they tried some of the solutions.

Children will be learning how to interrupt in a polite way by saying "Excuse me." They will also be learning how to ignore distractions.

Young children often feel helpless or stuck when they have problems. They might give up looking when they can't find something, or they may complain or walk away from a game they really want to play if they don't get what they want. The Problem-Solving Steps show them that there is something they can do to solve problems.

When your child is having problems at home, try using these steps to help him or her figure out what to do. Ask to hear the rap song.

If you have questions, please call.

Sincerely,

Dear Family:

In our *Second Step* lessons, children are learning how to make and keep friends. Children who know how to make friends are happier at school and learn better. So knowing about friendship is very important.

Here are some of the things that the children are learning in class:

- That it's fair to share, take turns, or trade when two children both want to play with the same toy.
- How to make sure that two children both have fun when they are playing together. You can help by encouraging children to keep talking and listening to each other until they come up with an idea they both like. This way, they have fun and stay friends.
- How to join in with another group of children. Children who are successful do the following:
  - Watch what the group is doing.
  - Play the same thing side-by-side.
  - Say friendly things about what the other children are doing.
  - Then ask to join in.

Sometimes it can take two or three times before a child is successful, so encourage your child to keep trying.

A wonderful way to help your child learn these skills is to invite another child to come and play. Stay nearby and watch what happens. When the two children need help, step in with gentle support and coach them to solve the difficulty. Remember, all young children are naturally self-centered. They need lots of practice and support with these social skills, just as they do with reading skills. So be sure to praise them when you see them using the skills.

If you think that your child is having a hard time with friends, please let me know so that together we can come up with a plan to help your child.

The children have been singing a lively song that helps remind them of fair ways to play. Ask your child to sing it to you.

Sincerely,

Dear Family:

We have now finished all the lessons in our *Second Step* program. What a lot we have learned! We have learned about our own and others' feelings. We have learned how to calm down and manage our anger. We have learned how to solve problems and make and keep friends.

We will continue to practice these skills every day in class. Here are some ways that you can keep practicing at home:

- Play a board game with your child. Board games give lots of opportunities to practice managing feelings, following rules, taking turns, and having fun together.
- Cut out pictures of faces showing different feelings, or cut out pictures of fun things to do. Glue these onto a piece of paper. Talk about the pictures with your child.
- Make a list of simple, fun activities you can do with your child that do not cost money and don't take long to do. Examples include singing a song, cutting out a paper mask, running around the block, and telling a joke. Put each activity on a card. When you have a few moments, pull out a card and do the activity listed. You can keep adding to your collection.
- Read a story about friends. Talk about what a friend is. Talk about how the friends had fun together and stayed friends.
- When you have small problems (such as losing your sunglasses), ask your child to help you figure out what you can do. Use the *Second Step* Problem-Solving Steps. Make a badge for your child that says "Problem Solver."

If you come up with other fun ways to practice the skills, be sure to let me know so that I can pass them on to other families.

Sincerely,

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

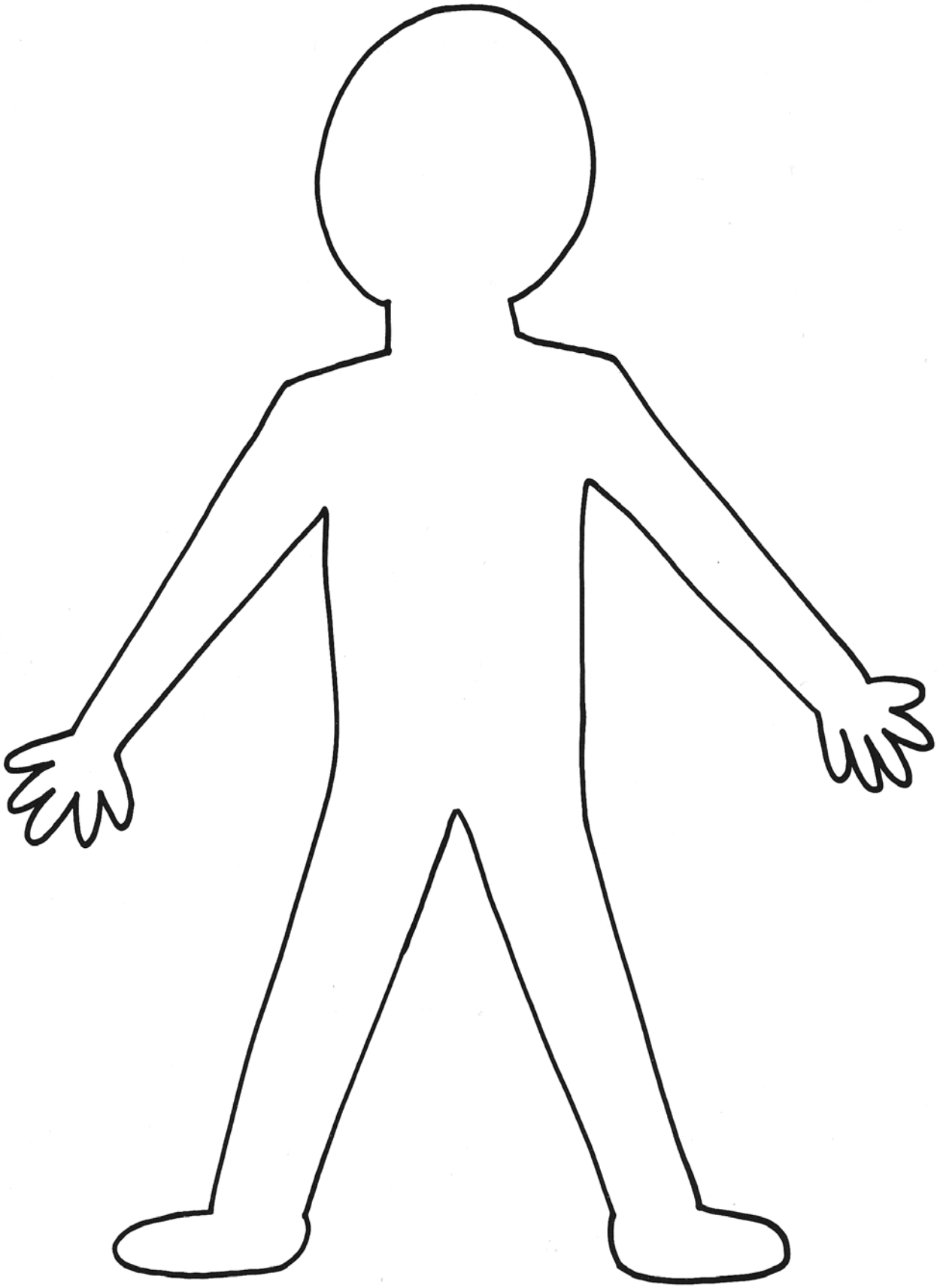
- The mouth is open and drawn back.
- The eyes are open and the inner corners go up.
- The eyebrows are raised and drawn together.
- There are wrinkles in the middle of the forehead.

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.



Ways to Calm Down

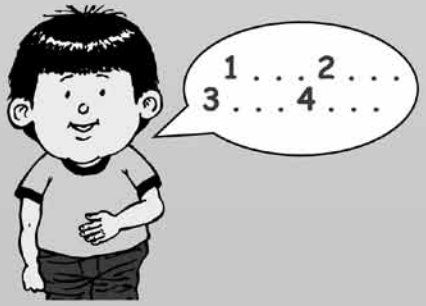
Check in.

Hand on tummy.

Say "Calm down."

Take deep breaths.

Count out loud.



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Problem-Solving Steps

1. How do I feel?

2. What is the problem?

3. What can I do?

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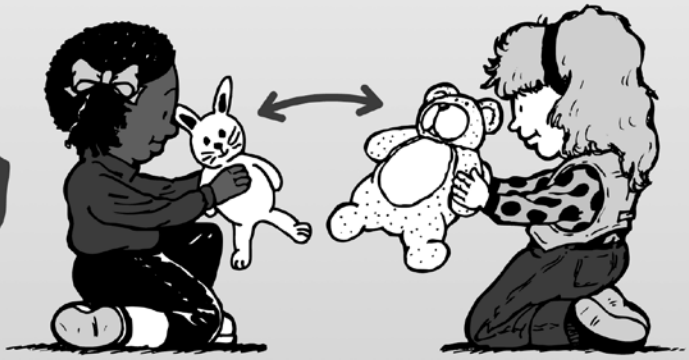
Fair Ways to Play

Sharing

Trading



Taking turns

SecondStep
A Violence Prevention Curriculum

Resources

Books for Children

A to Z: Do You Ever Feel Like Me? by Bonnie Hausman. Illustrated by Sandi Fellman. New York: Dutton Children's Books, 1999. Each letter of the alphabet features a photo of a child expressing a different emotion. (emotions)

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) Available in Spanish: *Alexander y el dìa terrible, horrible, espantoso, horroroso*.

Alexander and the Wind-Up Mouse by Leo Lionni. New York: Knopf Books for Young Readers, 1969. Alexander, a real mouse, makes friends with Willy, a wind-up mouse. Alexander wants to become a wind-up mouse like Willy but ends up helping Willy become real. (feelings change, friendship)

All My Feelings at Home: Ellie's Day by Susan Conlin and Susan Levine Friedman. Illustrated by M. Kathryn Smith. Seattle: Parenting Press, Inc., 1989. The story includes common situations children will recognize and introduces language children can use to talk about and accept their feelings. (emotions)

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. (identifying feelings)

Andrew's Angry Words by Dorothea Lachner. Illustrated by The Tjong-Khing. Minneapolis: Sagebrush Education Resources, 1995. After his sister accidentally bumps him, Andrew shouts angry words, which take on a life of their own and affect all those who encounter them. (identifying feelings, feelings change, accidents)

Angel Child, Dragon Child by Michele Maria Surat. Illustrations 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. (dealing with name-calling)

Angry Arthur by Hiawyn Oram. Illustrated by Satoshi Kitamura. New York: Farrar, Straus and Giroux, 1997. When his mother won't let him stay up, Arthur becomes so angry that he creates a thunderstorm, hurricane, and universe quake, which begin to quiet down as Arthur's temper does. (dealing with anger, feelings change, calming down) Available in Spanish: *Fernando furioso*.

Anna Banana and Me by Lenore Blegvad. Illustrated by Erik Blegvad. New York: Aladdin, 1987. A little girl's fearlessness inspires a friend to face his own fears. (identifying feelings, dealing with fear, helping)

Arnie and the New Kid by Nancy Carlson. Minneapolis: Sagebrush, 1992. A little boy learns about a classmate in a wheelchair. (similarities and differences, caring)

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. (identifying feelings, feelings change) Available in Spanish: *Un caso grave de rayas.*

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)

Because Brian Hugged His Mother by David L. Rice. Illustrated by K. Dyble Thompson. Minneapolis: Sagebrush, 1999. When Brian hugs and kisses his mother one morning, the act starts a chain reaction of kindness and consideration that spreads throughout the town and eventually comes back to him. (identifying feelings, feelings change)

Best Friends for Frances by Russell Hoban. Illustrated by Lillian Hoban. New York: HarperTrophy, 1976. Frances teaches Albert about friendship and learns to appreciate her little sister Gloria while doing so. (identifying feelings, feelings change, having fun with your friends)

Big Al by Andrew Clements. Illustrated by Yoshi. New York: Simon and Schuster, 1991. Although Big Al is friendly, the other fish are afraid to go near him. But when Al saves the fish from the fishermen's nets, he makes a sea full of friends. (similarities and differences, helping, feelings change)

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, joining in)

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. (identifying feelings, feelings change, caring, dealing with name-calling, joining in) Available in Spanish: *El niño nuevo.*

But Names Will Never Hurt Me by Bernard Waber. Madison, WI: Turtleback Books, 1976. A girl named Alison Wonderland learns to live with her name. (dealing with name-calling)

Cameron and Me by Dorothy Joan Harris. Illustrated by Marilyn Mets. Buffalo, NY: Soddart Kids, 1997. Unhappy with his baby brother Cameron, a boy distances himself until another sibling is born, when he finds that he and Cameron have something in common after all. (identifying feelings, feelings change)

The Chocolate-Covered-Cookie Tantrum by Deborah Blumenthal. Illustrated by Harvey Stevenson. New York: Clarion Books, 1999. Seized with a desire for a cookie while in the park, Sophie discovers that throwing a terrible tantrum will not get her what she wants. (identifying feelings, feelings change, calming down, dealing with anger)

Clara Caterpillar by Pamela Duncan Edwards. Illustrated by Henry Cole. New York: HarperCollins, 2001. Though she may not be as colorful as others when she changes into a butterfly, Clara's compassion and intelligence earn her an important place in her community. (helping, caring)

Cleversticks by Bernard Ashley. Illustrated by Derek Brazell. New York: Crown Publishing, 1995. Just when it seems like he is the only person in his class who doesn't have a talent, Ling Sung realizes he has a skill none of his other classmates have mastered. (frustration, identifying feelings, feelings change)

Communication by Aliki. New York: Greenwillow Books, 1993. This book covers lessons in the etiquette and skills of speaking and listening, in a colorful, humorous manner. (listening)

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. (identifying feelings, feelings change, strong feelings) Available in Spanish: *Alatorcida*.

Crow Boy by Taro Yashima. Collingdale, PA: DIANE Publishing, 2004. A boy who is different from his classmates attends school for six years in a village in Japan before a caring teacher recognizes and appreciates his difference and teaches the others the same. (similarities and differences)

David's Drawings by Cathryn Falwell. New York: Lee and Low Books Inc., 2001. A shy boy arriving at a new school makes friends with his classmates by letting them join in with a drawing he is doing. (friendship, joining in, feelings change)

Dealing with Feelings Series by Elizabeth Crary. Illustrated by Jean Whitney. Seattle: Parenting Press, Inc., 1992–1994. This series of books acknowledges specific feelings and offers safe and creative ways to express these feelings. Includes the following titles: *I'm Mad, I'm Frustrated, I'm Proud, I'm Furious, I'm Scared,* and *I'm Excited*.

Don't Need Friends by Carolyn Crimi. Illustrated by Lynn Munsinger. New York: Dell, 2001. After his best friend moves away, Rat rudely rebuffs the efforts of the other residents of the junkyard to be friendly until he and a grouchy old dog decide that they need each other. (identifying feelings, feelings change, joining in)

Enemy Pie by Derek Munson. Illustrated by Tara Calahan King. San Francisco: Chronicle Books, 2000. With his father's help, a little boy learns an effective recipe for turning an enemy into a friend. (identifying feelings, feelings change, having fun with your friends) Available in Spanish: *Pastel para enemigos*.

Everybody Has Feelings: Todos Tenemos Sentimientos by Charles Avery. Beltsville, MD: Gryphon House, 2004. A book of photographs. (emotions)

Feelings by Aliki. New York: Greenwillow Books, 1984. Pictures, dialogues, poems, and stories portray various emotions we all feel. (jealousy, sadness, fear, anger, joy, love, and others)

Feelings: Inside You and Outloud Too by Barbara Kay Polland. Photographs by Craig DeRoy. Berkeley: Tricycle Press, 2004. Photographs show different feelings. (emotions)

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. (identifying feelings, feelings change, similarities and differences, having fun with your friends)

George and Martha by James Marshall. Lexington, KY: Book Wholesalers, 2002. Five stories about two great friends who teach each other about dignity, honesty, trust, privacy, and the value of friendship. (emotions, having fun with your friends) Available in Spanish: *Jorge y Marta*.

George and Martha Round and Round by James Marshall. Boston: Houghton Mifflin Company, 1988. George and Martha disagree on some things but don't allow this to ruin their friendship. They learn that jokes are okay sometimes, but not at the expense of others, and that friends don't have to like the same things. (identifying feelings, caring, similarities and differences, having fun with your friends)

Getting Used to Harry by Cari Best. Illustrated by Diane Palmisciano. New York: Orchard Books, 1996. When her mother marries Harry, Cynthia finds that she has to adjust to changes in her life at home and share time with Harry. (identifying feelings, feelings change, dealing with anger)

Green Eggs and Ham by Dr. Seuss. New York: Random House, 1960. Sam I Am tries to convince his friend to eat something he doesn't want. (feelings change) Available in Spanish: *Huevos verdes con jamón*.

Harriet, You'll Drive Me Wild! by Mem Fox. Illustrated by Marla Frazee. San Diego: Harcourt, Inc., 2000. Despite considerable effort, Harriet's mother loses and then regains her temper. (identifying feelings, dealing with anger, strong feelings)

The Hating Book by Charlotte Zolotow. Illustrated by Ben Shecter. New York: HarperCollins, 1989. Through a misunderstanding, two friends snub each other and are unhappy until they finally talk and straighten things out. (identifying feelings, feelings change, having fun with your friends)

Herman the Helper by Robert Kraus. Illustrated by Jose Aruego and Ariane Dewey. New York: Aladdin, 1987. Herman the helpful octopus is always willing to assist anyone who needs his help—old or young, friend or enemy. (helping)

Hey, Little Ant by Phillip Hoose and Hannah Hoose. Illustrated by Debbie Tilley. Berkeley: Tricycle Press, 2004. An ant pleads with a boy not to squash him. Can be read as a story; comes with musical notation. (similarities and differences)

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. (identifying feelings, dealing with name-calling)

How My Parents Learned to Eat by Ina R. Friedman. Illustrated by Allen Say. Boston: Houghton Mifflin, 1984. An American sailor courts a Japanese woman, and each tries, in secret, to learn the other's way of eating. (similarities and differences)

I Can't Wait by Elizabeth Crary. Illustrated by Marina Megale. Seattle: Parenting Press, Inc., 1996. (problem solving)

I Got a Family by Melrose Cooper. Illustrated by Dale Gottlieb. New York: Henry Holt, 1997. A young girl discusses her various loving relationships with each member of her family. (emotions)

I Like Me! by Nancy Carlson. New York: Puffin Books, 1990. A little pig likes and accepts herself. (identifying feelings) Available in Spanish: *¡Me gusto como soy!*

I Want It by Elizabeth Crary. Illustrated by Marina Megale. Seattle: Parenting Press, Inc., 1996. A girl considers different ways to get a toy she wants. (problem solving)

I Want to Play by Elizabeth Crary. Illustrated by Marina Megale. Seattle: Parenting Press, Inc., 1996. A young boy considers eight ways to get someone to play with him. (problem solving)

I'm Lost by Elizabeth Crary. Illustrated by Marina Megale. Seattle: Parenting Press, Inc., 1986. The reader is encouraged to help a little girl find her father again at the zoo. (problem solving)

Ira Says Goodbye by Bernard Waber. Boston: Houghton Mifflin, 1988. Ira is surprised to discover that his best friend, Reggie, feels happy about having to move to a new town. (identifying feelings, similarities and differences)

Ira Sleeps Over by Bernard Waber. Boston: Houghton Mifflin, 1975. Ira is excited at the prospect of sleeping over at his friend's house but worried about how he'll get along without his teddy bear. (dealing with fear)

It Wasn't My Fault by Helen Lester. Illustrated by Lynn Munsinger. Boston: Houghton Mifflin, 1985. Accidents always seem to happen to Murdley Gurdson and they're usually his fault, but when a bird lays an egg on his head, he tries hard to find someone else to blame. (accidents)

It's Mine! by Leo Lionni. New York: Dragonfly Books, 1996. Three selfish frogs quarrel over who owns their pond and island until a storm makes them value the benefits of sharing. (feelings change, having fun with your friends, fair ways to play)

Jafta by Hugh Lewin. Illustrated by Lisa Kopper. Minneapolis: Carolrhoda Books, Inc., 1997. An African boy describes some of his everyday feelings by comparing his actions to those of various animals. (emotions)

Jamaica Tag-Along by Juanita Havill. New York: Houghton Mifflin, 1989. A little girl is feeling left out by her older brother. (identifying feelings, joining in)

Jazzbo and Googy by Matt Novak. New York: Hyperion Books for Children, 2000. Best buddies Jazzbo and Big Bear become friends with messy Googy. (identifying feelings, feelings change, helping, joining in)

Jeremiah Learns to Read by JoEllen Bogart. Illustrated by Laura Fernandez and Rick 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 her students to do many new things. (identifying feelings, helping, similarities and differences) Available in Spanish: *Tomás aprende a leer.*

Jessica by Kevin Henkes. New York: Greenwillow Books, 1989. A little girl has an imaginary friend. (identifying feelings, feelings change, having fun with your friends)

Julius, the Baby of the World by Kevin Henkes. New York: Greenwillow Books, 1990. Lilly is convinced that the arrival of her new baby brother is the worst thing that has happened in their house until cousin Garland comes to visit. (identifying feelings, strong feelings, feelings change) Available in Spanish: *Julius, el rey de la casa*.

Just for You by Mercer Mayer. New York: Golden Books, 1998. A little boy tries to do nice things for his mom, but things don't seem to work out. (caring)

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. (similarities and differences) 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. (accidents)

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. (identifying feelings, dealing with anger, calming down) Available in Spanish: *Lily y su bolso de plástico morado*.

Little Bear's Friend by Else Holmelund Minarik. Illustrated by Maurice Sendak. New York: HarperCollins, 1974. Little Bear makes a friend. (helping, caring, joining in)

The Loudness of Sam by James Proimos. San Diego: Harcourt Brace, 1999. A young boy who has always been allowed to express his feelings as loudly as he wants teaches his citified aunt to do the same. (identifying feelings, feelings change, similarities and differences)

Louie by Ezra Jack Keats. New York: Greenwillow Books, 1983. Louie, who never talks and has no friends, falls in love with a puppet at a puppet show. (similarities and differences)

Louie's Search by Ezra Jack Keats. New York: Aladdin, 1989. Louie goes out looking for a father and instead finds a music box, which he's accused of stealing. (identifying feelings, strong feelings, feelings change)

Mama Provi and the Pot of Rice by Sylvia Rosa-Casanova. Illustrated by David Roth. Madison, WI: Turtleback Books, 2001. When her granddaughter comes down with the chicken pox, Mama Provi shares and trades a pot of rice with her neighbors on her way to take care of the child. They end up with a feast. (sharing, trading, caring)

Manners by Aliki. New York: Greenwillow Books, 1990. Each page of this book has a different story about manners told in comic book fashion. It illustrates good behavior in a friendly, humorous way. (interrupting)

Max by Bob Graham. Cambridge: Candlewick Press, 2002. Max, the son of superheroes, is late in learning how to fly. (identifying feelings, similarities and differences)

Mommy, Don't Go by Elizabeth Crary. Illustrated by Marina Megale. Seattle: Parenting Press, Inc., 1996. Matthew's mother is going away on a trip and he will have to stay with a babysitter. (dealing with disappointment, dealing with frustration)

Moonbear's Pet by Frank Asch. New York: Simon and Schuster, 1997. Bear and Little Bird find a baby fish in their pond and decide to keep her for a pet, but when she starts to sprout wings, or maybe paws, each thinks the fish wants to be like him, which puts a strain on their friendship. (identifying feelings, similarities and differences)

My Buddy by Audrey Osofsky. Illustrated by Ted Rand. New York: Henry Holt and Company, 1994. A young boy with muscular dystrophy tells how he is teamed up with a dog trained to do things that the boy can't do for himself. (similarities and differences, joining in)

My Dog Is Lost by Ezra Jack Keats and Pat Cherr. New York: Puffin, 1999. A boy who speaks only Spanish communicates to his neighbors that his dog is lost, and the community pulls together to find the dog. (identifying feelings, losing something)

My Many Colored Days by Dr. Seuss. Illustrated by Steve Johnson and Lou Fancher. New York: Alfred A. Knopf, 1996. Each color featured in this book represents a different emotion. (emotions)

My Name Is Not Dummy by Elizabeth Crary. Illustrated by Maria Megale. Seattle: Parenting Press, Inc., 1996. Jenny doesn't like it when Eduardo calls her names. (problem solving)

Now One Foot, Now the Other by Tomie dePaola. New York: G. P. Putnam's Sons, 2005. When his grandfather has a stroke, Bobby is afraid at first, but he overcomes his fear. (identifying feelings, 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 name-calling, joining in)

Old Henry by Joan W. Blos. Illustrated by Stephen Gammell. New York: William Morrow and Co., Inc., 1987. Henry's neighbors try to make him clean up his property and be more like them until he goes away and they begin to miss him. (identifying feelings, feelings change, similarities and differences)

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

On Monday When It Rained by Cherryl Kachenmeister. Photographs by Tom Berthiaume. Boston: Houghton Mifflin, 1989. A young boy describes, through text and photographs of his facial expressions, the different emotions he feels each day. (emotions)

100th Day Worries by Margery Cuyler. Illustrated by Arthur Howard. New York: Simon and Schuster, 2000. Jessica worries about collecting one hundred objects to take for the one hundredth day of school. (identifying feelings, feelings change, strong feelings)

Peach and Blue by Sarah S. Kilborne. Illustrations 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. (identifying feelings, caring, helping, joining in)

Perfect Pigs: An Introduction to Manners by Marc Brown. Illustrated by Stephen Krensky. Madison, WI: Turtleback Books, 1983. A simple and fun introduction to good manners. (manners)

Porcupine's Pajama Party by Terry Webb Harshman. Illustrated by Doug Cushman. New York: HarperTrophy, 1990. When Porcupine's two friends sleep over, they watch a scary movie, talk about what they're each scared of, and show each other that they don't need to be afraid. (identifying feelings, dealing with fear, having fun with your friends)

Pugdog by Andrea U'Ren. New York: Farrar, Straus and Giroux, 2001. When Mike learns Pugdog is a female, he begins to treat her differently. (identifying feelings, feelings change, similarities and differences)

The Quarreling Book by Charlotte Zolotow. Illustrated by Arnold Lobel. New York: HarperTrophy, 1982. It's one of those days when things go from bad to worse until a dog starts the chain again, this time on the right track. (identifying feeling, feelings change)

Rachel Parker, Kindergarten Show-Off by Ann Martin. Illustrated by Nancy Poydar. New York: Holiday House, 1992. Five-year-old Olivia's new neighbor, Rachel, is in her kindergarten class, and they must overcome feelings of jealousy and competitiveness to be friends. (identifying feelings, feelings change, having fun with your friends)

The Rainbow Fish by Marcus Pfister. New York: North-South Books, 2000. The most beautiful fish in the sea is lonely until he understands that to make friends, he must give of himself to others. (making friends, friendship, feelings change, emotions)

Sam Johnson and the Blue Ribbon Quilt by Lisa Campbell Ernst. New York: HarperTrophy, 1992. While mending the pig-pen awning, Sam discovers that he enjoys sewing the various patches together but meets with scorn and ridicule when he asks to join his wife's quilting club. (identifying feelings, dealing with name-calling)

Sheila Rae, The Brave by Kevin Henkes. New York: Greenwillow Books, 1987. When a brave mouse, who usually looks out for her sister, becomes lost and scared one day, her sister comes to the rescue. (identifying feelings, dealing with fear, helping)

Sisters by David McPhail. New York: Harcourt, 2003. Though two sisters are different in many ways, they are alike too. (similarities and differences) Available in Spanish: *Hermanas*.

Snail Started It! by Katja Reider. Illustrated by Angela von Roehl. New York: North-south Books, 1999. When Snail insults Pig, he starts a chain reaction. Once he himself is hurt, he realizes that he must amend the situation. (identifying feelings, effect, feelings change) Available in Spanish: *Todo empezó con Caracol*.

Stellaluna by Janell Cannon. New York: Harcourt, 1993. After she falls headfirst into a bird's nest, a baby bat is raised like a bird until she is reunited with her mother. (similarities and differences) Available in Spanish: *Stelaluna*.

Sunshine Home by Eve Bunting. Illustrated by Diane De Groat. 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, caring, helping)

Teddy Bear Tears by Jim Aylesworth. Illustrated by Jo Ellen McAllister-Stammen. New York: Aladdin, 2000. Each of four beloved teddy bears fears something at bedtime, and as a little boy explains away each fear, he makes the nighttime worry-free for himself too. (identifying feelings, feelings change, dealing with fear)

There's No Such Thing As a Dragon by Jack Kent. New York: Golden Books, 2005. The small dragon Billy finds grows bigger and bigger until the adults acknowledge its existence. (identifying feelings, feelings change)

Timothy Goes to School by Rosemary Wells. New York: Puffin, 2000. Timothy learns about being accepted and making friends during his first week at school. (joining in)

Wait Till the Moon Is Full by Margaret Wise Brown. Illustrated by Garth Williams. New York: HarperCollins, 1989. A little raccoon has to wait until the moon is full before he can go outside and explore the night. (waiting)

The Way I Feel by Janan Cain. Seattle: Parenting Press, Inc., 2000. Illustrations and rhyming text portray children experiencing a range of emotions, including frustration, shyness, jealousy, and pride. (emotions)

We Are Best Friends by Aliki. New York: Greenwillow Books, 1982. When Robert's best friend Peter moves away, both are unhappy, but they learn that they can make new friends and still remain best friends. (identifying feelings, feelings change, dealing with disappointment)

Wemberly Worried by Kevin Henkes. New York: Greenwillow Books, 2000. Wemberly worries about everything, especially starting school, until she meets her teacher and makes a friend. (identifying feelings, feelings change, dealing with fear, joining in)

What's Claude Doing? by Dick Gackenbach. Madison, WI: Turtleback Books, 1984. A dog refuses all the neighborhood pets' invitations to come out to play, not admitting that he's generously keeping his sick master company. (caring)

When I Feel Angry by Cornelia Maude Spelman. Illustrated by Nancy Cote. Morton Grove, IL: Albert Whitman and Company, 2000. A rabbit describes what makes her angry and the different ways she can control her anger. (identifying feelings, strong feelings, dealing with anger, calming down)

When Sophie Gets Angry—Really, Really Angry... by Molly Bang. New York: Blue Sky Press, 1999. When Sophie gets angry, she runs out and climbs a tree, and her anger begins to fade. (dealing with anger, calming down) (Caldecott Honor)

Where the Wild Things Are by Maurice Sendak. New York: HarperCollins, 1998. When mischievous Max is punished, he works out his anger through imagination, sailing off to be king in a land of wild creatures. (identifying feelings, strong feelings, feelings change, calming down) Available in Spanish: *Donde viven los monstruos*.

White Dynamite and Curly Kidd by Bill Martin, Jr. and John Archambault. Illustrated by Ted Rand. New York: Henry Holt, 1989. When she feels afraid, a girl thinks nice thoughts about where she'd like to travel to and about growing up to become a bull rider like her dad. (dealing with fear)

Who Is the Beast? by Keith Baker. San Diego: Harcourt Children's Books, 1990. When a tiger suspects he is the beast the jungle animals are fleeing from, he returns to them and points out their similarities. (dealing with fear, similarities and differences)

Why Am I Different? by Norma Simon. Illustrated by Dora Leder. Morton Grove, IL: Albert Whitman and Company, 1976. Portrays everyday situations in which children see themselves as different in family life, preferences, and aptitudes, and yet feel that being different is all right. (similarities and differences)

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 that of an elderly friend (helping, caring, similarities and differences) Available in Spanish: *Guillermo Jorge Manuel Jose*.

Willie's Not the Hugging Kind by Joyce Durham Barrett. Illustrated by Pat Cummings. New York: HarperCollins, 1991. A little boy discovers he needs hugs after all. (identifying feelings, feelings change)

Yo! Yes? by Chris Raschka. New York: Orchard Books, 1993. This very simple story depicts two lonely boys who meet and develop a friendship. (joining in)

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. (identifying feelings, feelings change, similarities and differences) Available in Spanish: *Yoko*.

Second Step children's book lists are regularly updated at www.cfchildren.org.

Books for Parents

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

Becoming the Parent You Want to Be: A Sourcebook of Strategies for the First Five Years by L. Davis and J. Keyser. New York: Broadway Books, 1997.

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: Three Rivers Press, 2000.

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.

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.

Kid Cooperation: How to Stop Yelling, Nagging and Pleading and Get Kids to Cooperate by E. Pantley. Oakland, CA: New Harbinger Publications, 1996.

Kids Can Cooperate: A Practical Guide to Teaching Problem Solving by E. Crary. Seattle: Parenting Press, Inc., 1984.

Love and Anger: The Parental Dilemma by N. Samalin and C. Whitney. New York: Penguin, 1995.

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.

Parenting the Strong-Willed Child: The Clinically Proven Five-Week Program for Parents of Two- to Six-Year-Olds by R. Forehand and N. Long. New York: McGraw-Hill, 2002.

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. 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. B. 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: Fine Communications, 1997.

Without Spanking or Spoiling: A Practical Approach to Toddler and Preschool Guidance by E. Crary. Seattle: Parenting Press, Inc., 1993.

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

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.

Games Educators Play: Interactive Games and Role Plays by M. Podgurski. Washington, PA: Academy for Adolescent Health, 1996.

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.

The Moral Judgment of the Child by J. Piaget. New York: Free Press, 1997.

The Moral Life of Children by R. Coles. Boston: Atlantic Monthly Press, 2000.

Multicultural Education of Children and Adolescents by M. L. Manning and L. G. Baruth. Boston: Allyn and Bacon, 2003.

Multiple Intelligences in the Classroom by T. Armstrong. Alexandria, VA: ASCD, 2000.

Multiple Intelligences: The Theory in Practice by H. Gardner. New York: BasicBooks, 1993.

The Nature of Prejudice by G. Allport. Boulder, CO: Da Capo Press, 1979.

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.

Character Education Partnership
www.character.org
800-988-8081

Child Welfare Information Gateway
www.childwelfare.gov
703-385-7565
800-394-3366

The Collaborative for Academic, Social, and Emotional Learning (CASEL)
www.casel.org
312-413-1008

Hamilton Fish Institute
www.hamfish.org
202-496-2200

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

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 *Second Step* 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.

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The *Second Step* Program Third Edition Development Team

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