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## **Our Vision**

*Safe children thriving in a peaceful world.*

## **Our Mission**

*To foster the social and emotional development, safety, and well-being of children through education and advocacy.*



***Second Step<sup>®</sup>***  
***A Violence Prevention Curriculum***  
(Pre/K–Grade 5)

***Second Step<sup>®</sup>***  
***Student Success Through Prevention***  
(Grades 6–8)

***Steps to Respect<sup>®</sup>***  
***A Bullying Prevention Program***  
(Elementary)

***Talking About Touching<sup>®</sup>***  
***A Personal Safety Curriculum***  
(Pre/K–Grade 3)

***Woven Word<sup>®</sup>***  
***Early Literacy for Life***  
(Pre/K)



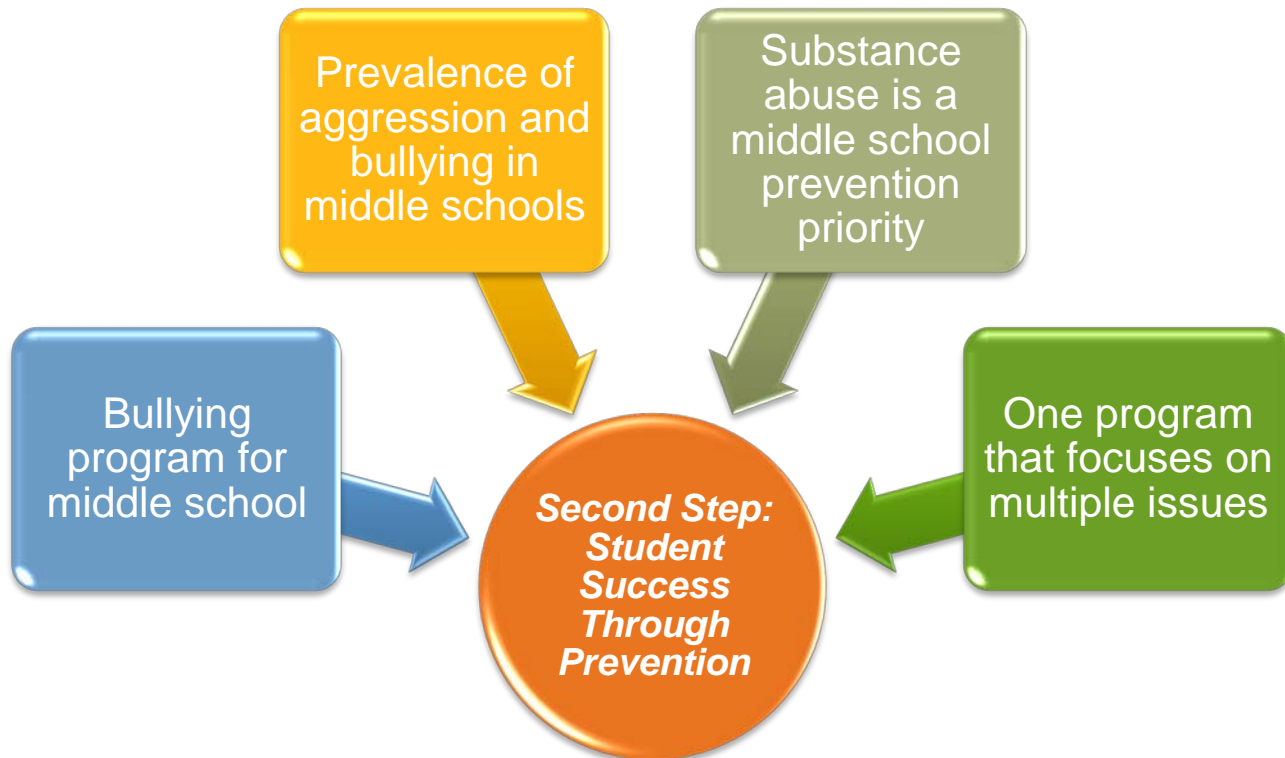
# What is *Second Step: Student Success Through Prevention?*

All-in-one middle school prevention program





# Development Driven by Client Requests and Market Demands





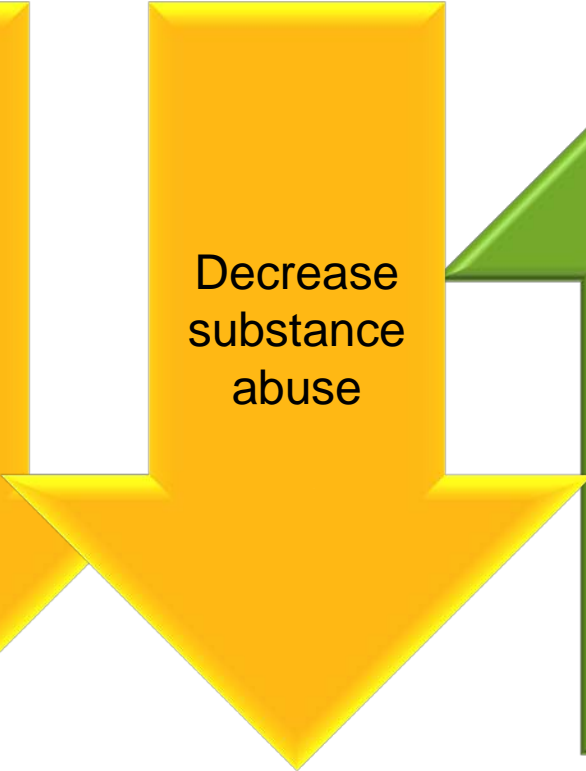
# Program Goals




Decrease  
aggression  
and  
violence



Decrease  
bullying



Decrease  
substance  
abuse



Increase  
school  
success



# Prevention Research Supports One Program Targeting Multiple Issues

Risk and protective factors are at the heart of *Second Step: Student Success Through Prevention*.

Many of the same factors predict substance abuse, violence, delinquency, and school failure.



# Risk and Protective Factors Addressed in the *Second Step* Program

## Risk Factors

- Inappropriate classroom behavior
- Favorable attitudes toward violence or substance use
- Friends who engage in violence or substance use
- Early initiation of violence or substance use
- Peer rewards for antisocial behavior
- Peer rejection
- Impulsiveness

## Protective Factors

- Social skills
- School connectedness
- Adoption of conventional norms about substance use





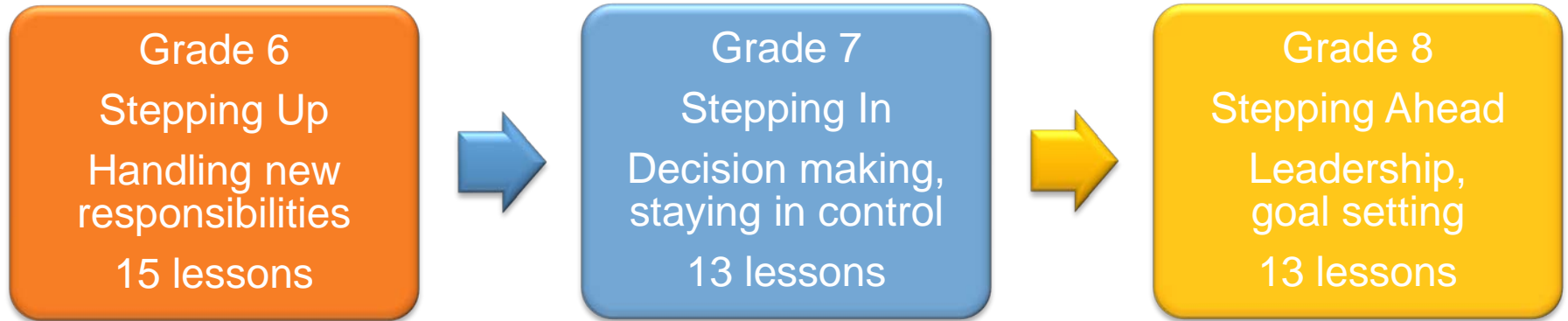


## Brain Research

- New understanding of brain development in adolescence:
  - Logic and reasoning, planning, and problem solving skills increase
  - Self-control may not be completely developed until 10 years after early adolescence
- Evidence of increased impact of substance use on adolescent brains



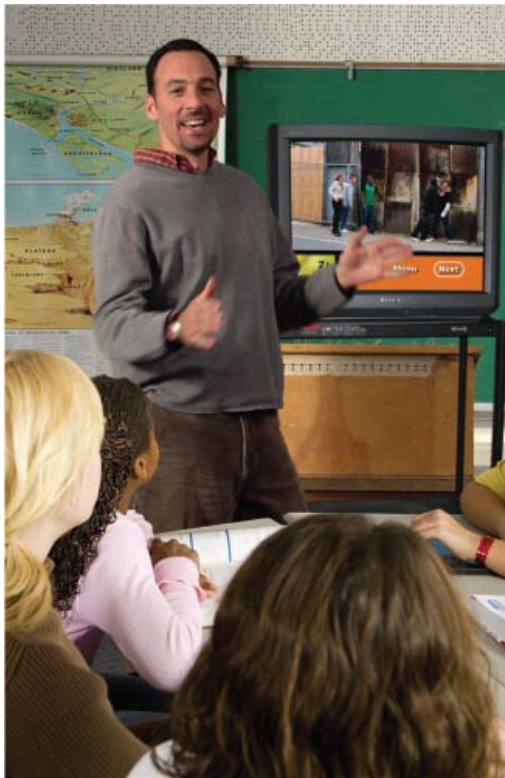
## Levels and Lessons



- 50 minutes to teach a complete lesson
- Each lesson is divided into two parts that can be taught separately



# Teaching Strategies



- Use of DVD with rich multi-media content to accompany each lesson
- Carefully constructed approach to partner and group work:
  - Class discussion and activities
  - Partner or group exchanges
  - Individual, partner, or group activities
  - Partner or group skill practices
- Individual reflection
- Frequent review of core skills and concepts<sup>11</sup>



## Five Program Themes

Each level includes the following five themes:

- Empathy and communication
- Bullying prevention
- Emotion management
  - Coping with stress (grades 7 and 8)
- Problem-solving
  - Decision-making (grade 7)
  - Goal-setting (grade 8)
- Substance abuse prevention



## Empathy and Communication: Empathy Skills

*Empathy*—the ability to identify, understand, and respond thoughtfully to the feelings and perspectives of others

- Identifying feelings
- Perspective taking
- Friendship building
- Being an ally



# Empathy and Communication

## Communication and Group-Work Skills

- Actively listening
- Respecting others' ideas
- Including everyone (grades 7 and 8)
- Being open-minded (grades 7 and 8)
- Considering others' perspectives
- Disagreeing respectfully
- Communicating assertively
- Giving constructive feedback
- Negotiating and compromising
- Handling a grievance



# Skills Employers Want

- Learning-to-learn skills
- Listening and verbal communication
- Adaptability: creative thinking and problem solving
- Personal management: self esteem, goal setting, self motivation
- Group effectiveness: interpersonal skills, negotiation, teamwork
- Organizational effectiveness and leadership
- Competence in reading, writing, and computation

—U.S. Department of Labor: Employment and Training Administration



# Bullying

When one or more people repeatedly harm, harass, intimidate, or exclude another person.\* Bullying is unfair and one-sided.

\***Cyber bullying:** same definition except “using technology” is included here.





## How widespread is the problem of bullying?

The NEA estimates:

- 160,000 students miss school each day due to fear of attack or intimidation by another student
- 10% of students who drop out of school do so because of repeated bullying.
- 90% of students felt bullying caused social, emotional, or academic problems for students who were bullied.
- In 67% of the 37 cases of school shootings, a U.S. Secret Service study showed the attacker felt bullied or threatened by others before the incident.
- 10%-20% of students in the U.S. are chronic targets of bullying at school.



# Bullying Prevention

- Recognizing bullying (all grades)
- Bystander responses (all grades)
- Grade 7
  - Sexual harassment
  - Cyber bullying
- Grade 8
  - Labels, stereotypes, and prejudice
  - Bullying in friendships
  - Bullying in dating relationships

**Bystander Power**

Be part of the solution:

- **Don't take part in bullying.**
- **Offer support—**  
Be an ally to someone being bullied.
- **Take action against bullying.**  
You can make a difference!

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# Emotion Management



## Staying in Control

- ▶ **Notice.**  
Recognize your physical and mental signs.
- ▶ **Pause.**      ▶ **Think twice.**  
Use your signal.      Use your brain.
- ▶ **Calm down if necessary.**  
Use your calming-down strategies.
- ▶ **Reflect.**  
How did you do?



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## Staying in Control

- Steps for Staying in Control (all grades)
- Focus on anger and checking assumptions (grade 7)
- De-escalating tense situations (grade 8)



# Emotion Management: Coping with Stress

- The number and intensity of stressors increases in middle school.
- Students who cannot cope with stress are at risk for academic, emotional, and behavioral problems.
- Effective coping involves adopting a positive attitude and taking positive action.
- Taught in grades 7 and 8.

**Coping with Stress**

Coping means doing something positive.

- ▶ **Use positive self-talk to change your attitude:**
  - Say, "I can cope."
  - Ask, "What can I do?"
- ▶ **Three things to do:**
  - Use calming-down strategies.
  - Get support.
  - Use the Action Steps.

Sometimes you do all three.

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# Problem-Solving, Decision Making and Goal Setting

Using the Action Steps for

- Problem-solving (all levels)
- Decision-making (Level 2)
- Goal-setting (Level 3)

**Action Steps**

- ▶ **Analyze** the situation.
- ▶ **Brainstorm** options.
- ▶ **Consider** each option.
- ▶ **Decide** on and **Do** the best option.
- ▶ **Evaluate** if it works.

If necessary:  
▶ **Figure** out another way.

What will happen if I do this?  
Is it safe?  
How will people feel about it?  
Is it ethical?

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# Substance Abuse Prevention

## Tobacco, Marijuana, Alcohol, and Inhalants

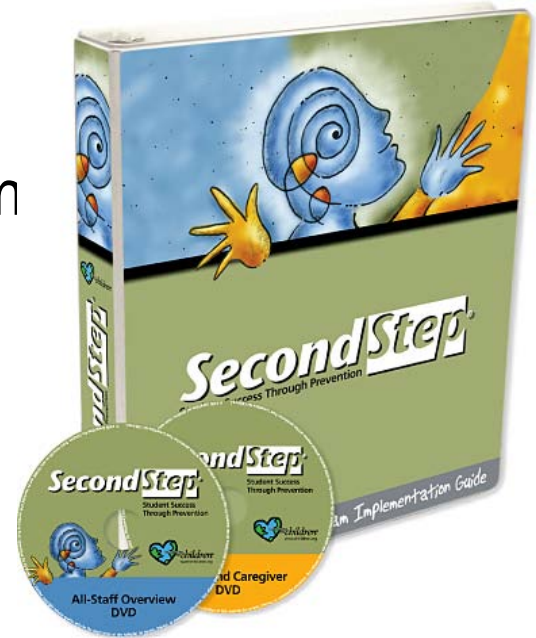
- Health, personal, and social consequences of using alcohol and other drugs
- Preferred future
- Making good decisions about friends
- Normative education
- Resistance skills
- Making a commitment



# Program Implementation Guide

Comprehensive guidance to implementing the *Second Step* program schoolwide. Includes:

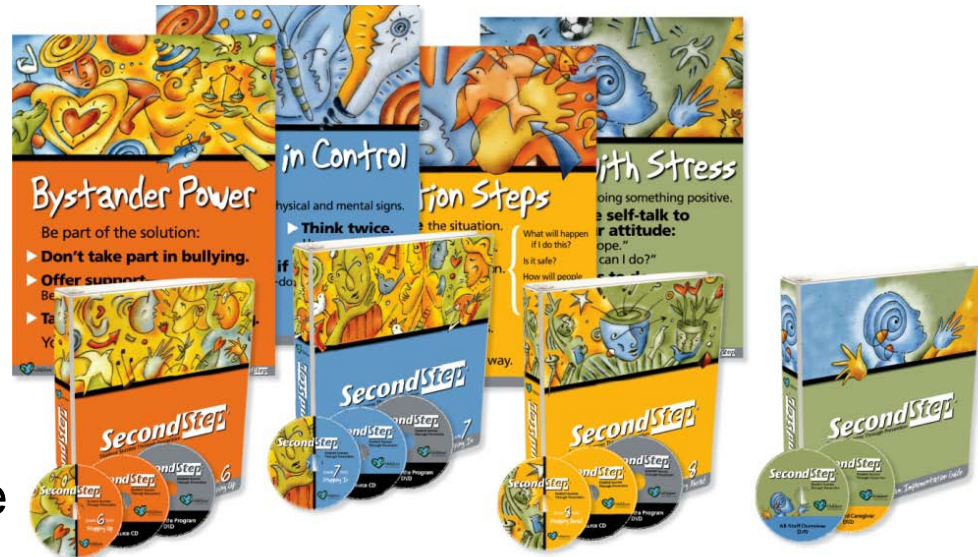
- Implementation information
- All-Staff Overview DVD
- Parent and Caregiver Overview DVD
- Access to additional resources on Committee for Children Web site.





# Program Components

- Teacher's Guide
- Lessons
- Lesson Companion DVD
- Teaching the Program DVD
- Resources CD-ROM
- Posters
- Supplemental materials
- Access to *Second Step* middle school client Web site
- Lifetime program support







## To facilitate change:

The *right* person,  
asking for the *right* change,  
at the *right* time.



## Phases of Implementation

- Build readiness, secure commitment
- Decide on program teachers and schedule
- Prepare staff
- Inform and involve parents and caregivers
- Roll out the program
- Support and monitor implementation
- Evaluate effectiveness
- Sustain implementation



# The Keys to Successful Long-term Implementation and Sustainability

- Administrative support
- Planning
- Securing buy-in
- Providing training
- Evaluating process and outcome
- Providing ongoing support
- Transferring the learning and changing school culture



## Roadblocks to Sustainability

- Teachers don't have time to prep or teach the lessons.
- Teachers don't have easy access to materials.
- Teachers need initial training or more training.
- Teachers lack ongoing encouragement from leadership to teach or reinforce the lessons.
- Teachers don't see results.



# Social-Emotional Learning and Academic Achievement

## What's the connection?



## Research shows that socially and emotionally skilled students:

- Earn higher GPAs.
- Score higher on standardized tests.



# Why do socially and emotionally skilled students do better in school?

- They behave better in class.
- They have better peer relations.
- They receive more teacher support.
- They feel more connected to school.



## ***Second Step: Student Success Through Prevention*** **Applying Lesson Content to Academics**

- “Using Lesson Content Every Day” section
- Self-regulated learning
- Integration activities
  - Language arts and social studies
  - Health and science
  - Media literacy
- Reflective writing, assessment
- Alignment with numerous academic and life-skills content standards





# Collaborative for Academics and Social-Emotional Learning (CASEL)

[www.casel.org](http://www.casel.org)



# Managing Complex Change

Vision +	Skills +	Incentives +	Resources +	Action Plan =	<b>CHANGE</b>
	Skills +	Incentives +	Resources +	Action Plan =	CONFUSION
Vision +		Incentives +	Resources +	Action Plan =	ANXIETY
Vision +	Skills +		Resources +	Action Plan =	RESISTANCE
Vision +	Skills +	Incentives +		Action Plan =	FRUSTRATION
Vision +	Skills +	Incentives +	Resources =		TREADMILL



# Thinking of Implementing?

**Talk with our knowledgeable support team about:**

- Implementation plans
- Training options
- Funding ideas
- And much more!

**Call 800-634-4449, ext. 200**



## Closing Thought

**“We cannot always build the future for our youth, but we can build our youth for the future.”**

—Franklin D. Roosevelt