National Center for Mental Health Promotion and Youth Violence Prevention
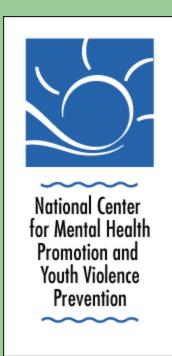

National Center for Mental Health Promotion and Youth Violence Prevention

Lauren Gilman, Technical Assistance Specialist

Woody Clift, Technical Assistance Specialist

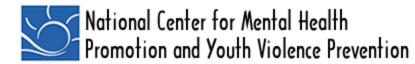Linda Nelson, Project Coordinator for Skagit County SS/HS Initiative

Jennifer Kitson, Technical Assistance Specialist

Second Step: A Violence Prevention Curriculum

Agenda

- Welcome and Introduction, Lauren Gilman
- Basics of Second Step, Woody Clift
- Grantee Spotlight, Linda Nelson, Skagit County, WA.
  - Question and answer
- Grantee Spotlight, Jennifer Kitson, Hays, KS.
  - Question and answer
- General Questions and Discussion, Woody Clift
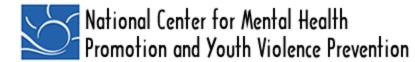- Wrap up, Lauren Gilman

Second Step: The Core Knowledge

- Research based curriculum that teaches social and emotional skills for violence prevention, specifically empathy, impulse control and problem solving, anger management

- Targets pre-school (age 4) to grade 9 (14 years old)

- Includes parent component that teaches parents how to practice and reinforce Second Step skills at home

- Available in Spanish and English

Second Step: What skills are taught?

- The curriculum is divided into three skill building units:

  1. Empathy: Teaching children to identify and understand their own emotions and those of others.

  2. Impulse Control and Problem Solving: Teaches children how to evaluate consequences of their actions in terms of safety, fairness, and impact on others.

  3. Anger Management: Provides children with strategies and opportunities to practice managing their emotions and make good decisions in highly charged situations.
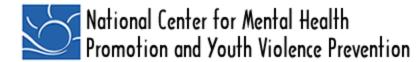
Second Step: How is this done?

- User Friendly: Easy to follow scripts
- Grade Level Kits: Spanish and English available
  - Pre-k-5: photo-lesson cards, Teachers guide, Administrators guide, classroom video, Family Overview video, take home letters, classroom posters. Pre-k/K kit contains puppet and sing-along song CD.
  - Middle School: binder format, lessons, posters, classroom video, teachers guide, administrator's guide, transparencies, homework, and take home letter
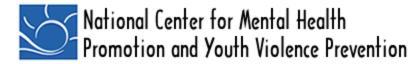- Lessons:
  - Sequentially Designed, 1 or 2 x's per week, delivered by teacher
  - Elementary Level: 20-25 lessons, ~20-25 min. long
  - Middle School Level: 15 lessons year 1, 8 lessons year 2 & 3, ~50 mins.
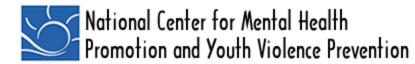 - Varied instructional techniques

Evaluation

- Proven effective in diverse U.S. and Canadian cities, in classrooms varying in ethnic/racial makeup, and in schools with students of varied socio-economic status

- Outcomes include:

  – Less aggression across settings, classroom and playground

  – Improved problem solving

  – Reduction in discipline problems

  – Less approval for physical, verbal, relational aggression

What I've learned in working with others….

1. Take time engage teachers and administrators prior to intervention

2. Conduct training and provide "coach" or "lead" teacher

3. Build strategies for learning from other implementers

4. Communicate how Second Step can be integrated into efforts to achieve learning standards, i.e. literacy

5. Roll out implementation in stages, teachers will be your best advocate if done right the first time

Implementation Spotlight: Linda Nelson, Skagit County, WA. SS/HS Project Coordinator

- ## Skagit County, WA.:
  - Rural, culturally, economically, and geographically diverse community
  - Second Year of implementation of SSHS initiative
  - Beginning implementation of Second Step in the community and expand to the schools
  - Unique plan for sustainability

Implementation Spotlight: Jennifer Kitson, Hays, KS (1999 SS/HS)

- Planned for flexible training and levels of ongoing support, in three school districts
- Created tools for implementation from Pre-K to 8th Gr
- Provided opportunities for practice of the skills
  - Lessons presented by classroom teachers
  - ALL school staff trained about concepts and strategies
  - Information and training for parents
  - Outreach to partners and community
- Captured and shared outcomes desired by schools and families
- Integrated into curriculum, policies, and school improvement reporting