

Hays, Kansas Example of an SS/HS Second Step Plan

TRAINING & SUPPORT FOR IMPLEMENTATION TO STAFF AT EARLY CHILDHOOD & K-8 gr IN THREE SCHOOL DISTRICTS

Individual school staffs were able to select their preference for the training at time of day and the lengths of sessions. Varied levels of support were provided to staff for implementation - providing options for each individual staff member to select what they preferred (e.g. for some staff, the trained trainers completed some of the lessons with their students, modeling for staff until they were comfortable doing this on their own. For others, trained trainers observed staff giving lessons and then provided constructive feedback, etc.). We also developed tip sheets for implementation and for integrating the strategies for students to use at recess and throughout the school day, and in classroom management. We shared success stories that we gathered from those implementing Second Step. All of this information was posted on the website and also sent through email and provided hard copies to staff. Staff were given extended learning lessons they could use during the week, after each lesson was presented. We developed a recording sheet for each grade level, which identified all lessons to be done at that grade level, and the staff person was able to document completion of lessons by date. Schools were also provided with feedback from our process and outcome evaluation data.

STANDARDS AND POLICIES

We worked with the developers to obtain information for aligning the Second Step curriculum with state standards, and provided that to the schools. We worked with the school district Curriculum Council to consider adopting Second Step as a part of the social science or health curriculum for the district. Information about Second Step was provided to the school improvement teams for each school, encouraging them to consider this in development of goals addressing social/emotional skills. The workgroup reviewing school district policies was asked to consider Second Step concepts in their review and recommendations. Each school placed information about Second Step strategies in their individual school student handbooks.

PARTNERS

Awareness training and information was provided to our partners in mental health and justice, and to school resource officers - about the Second Step concepts and anger control and problem solving steps.

PARENTS AND COMMUNITY OUTREACH

Information about Second Step was provided to parents via the individual school newsletters sent by mail to all parents, and SS/HS staff made informational poster boards and manned booths during all parent-teacher conferences and school Open Houses, etc. We spoke with the school site councils and parent-teacher associations to bring awareness of the Second Step concepts and problem-solving and anger control steps. SS/HS staff made refrigerator magnets for teachers to send home with all students – one with the problem-solving steps prompting questions and one with the anger control prompts.

Free parent sessions of Second Step were provided by SS/HS staff at lunch times and in evenings. SS/HS staff developed tips sheets for parents, and also posted on our website information for them. Permission was obtained from the developers to show the Second Step parent videos over our local TV station (the high school students produce programming for the community regarding events relevant to schools).

PRE-SERVICE

We provided some awareness training for pre-service teachers at our local university – for those in elementary ed and early childhood ed teacher training programs. Most new hires in these school districts are trained at this university.

INTEGRATION, AND COMMITMENT FOR SUSTAINING SECOND STEP

In addition to the teachers implementing Second Step, training about the Second Step concepts, language used, and the problem-solving process was provided for all other school staff --- providing awareness training to all of the support and itinerant staff, administrators, food service, transportation staff, custodial staff and secretarial staff, so they could also prompt students to use the strategies. Also trained were the summer school staff and the after school program staff (each of the elementary and middle schools had their own after school programs that were independent of the SS/HS project, but we provided support to them).

During the last year of the SS/HS initiative, we obtained commitment for continuation of the program, and funded more staff to receive training of trainers. One person was identified from each individual campus who agreed to be the lead liaison for that school, to see that all staff got the materials needed each year, and to keep track of implementation. We made a notebook for each school campus with the materials used for training, all the forms and documents we had created, tip sheets, etc.

For the schools that were also implementing Olweus (not all school did Olweus), we developed some forms using the language and problem solving process from Second Step for the staff to use in bullying interventions.