Improved Behavior, Improved Learning
with the Second Step Program
Welcome!

Vision:

Safe children thriving in a peaceful world.
What skills do kids need to be ready for school?
What is Self-Regulation?

The ability to monitor and manage emotions, thoughts and behaviors.
Good Self-Regulation

Skills that support learning

- Following directions
- Persist at tasks
- Control impulses
An Important Time in Development

Recent research shows preschoolers experience sizeable growth in the prefrontal cortex of the brain—the region most closely related to self-regulation skills.

And self-regulation skills lay the groundwork for school achievement and success in early adulthood.
Social-Emotional Competence

Skills for school success

- Identifying feelings
- Managing emotions
- Solve problems
- Build positive relationships
Good Social-Emotional Skills

- More successful at transitioning to kindergarten
- Develop positive attitudes about school
- Have higher grades and achievement in elementary school
Lack of Self-Regulation + SEL Skills

- High rates of expulsion, especially in preschool
- Low academic achievement, school dropout
- Peer rejection, behavioral problems
- Delinquency and criminal behavior
The Good News!

Self-Regulation and SEL skills can be taught.

A number of interventions have been shown to improve children’s SEL competency and Self-Regulation skills.
What is the Second Step program?
Second Step Goals

The Second Step program is a universal, classroom-based program designed to:

- **INCREASE**
  - school readiness and social success

- **DECREASE**
  - problem behaviors

- **PROMOTE**
  - self-regulation skills and social-emotional competence
Second Step Early Learning Program

Designed for typically developing four-year-olds

Works in multiage classrooms
What’s in the Box?

- Listening Rules Cards
- Join In and Sing CD
- Teaching Materials Notebook
- Posters
- Puppets
- Feelings Cards
- Weekly Theme Cards, Unit Cards
- Feelings
- Fair Ways to Play
- How to Calm Down

Play video – What’s in a Kit? (ft. Yvette) (1:13)
The Five Second Step Units

**unit 1**
Skills for Learning

**unit 2**
Empathy

**unit 3**
Emotion Management

**unit 4**
Friendship Skills and Problem Solving

**unit 5**
Transitioning to Kindergarten
Self-Regulation in the Second Step Program

**Brain Builders**
- Executive-function skills

**Skills for Learning**
- Listening, focusing attention, using self-talk

**Emotion Management**
- Identifying and calming down strong feelings
Building Skills for Success

Social-Emotional Skills

Self-Regulation Skills

Executive-Function Skills
# Executive Function Skills

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<tr>
<th>Attention</th>
<th>Memory</th>
<th>Inhibitory Control</th>
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<td>Direct, focus, and shift attention while screening out or ignoring distractions</td>
<td>Remember and use information like directions or rules</td>
<td>Stop automatic but inappropriate responses or actions.</td>
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Brain Builder Games

- Develop three executive-function skills
- Specific rules and steps
- Increasing challenges for every game
- Played at least once every day
- Build a growth mindset
- Fun and engaging!
Increasing the Challenge

- Give directions using a quieter voice or using gestures or symbols
- Add or change rules
- Add more complex movements
- Add commands for stopping, starting, and waiting
Social-Emotional Skills

**Empathy**
Identifying others’ emotions and showing care and concern

**Friendship Skills**
Making and keeping friends

**Problem Solving**
Using words to describe problems and thinking of safe solutions
28 Weekly Themes

Week 1: Welcoming

 Concepts
- There are many ways to welcome someone new to the class.
- Welcoming someone is a way to show you care.
- Welcoming helps other children feel they belong to the class.

 Key Words
Welcome/welcoming

 Objectives
Children will be able to:
1. Make a friendly greeting
2. Say their names
3. Demonstrate showing someone new around the classroom

 Why This Theme Matters
Building children’s welcoming skills creates a sense of connection and comfort in the classroom community. This allows children to participate fully in classroom learning experiences. Having a positive experience of belonging in the early learning setting helps children look forward to belonging to the learning communities of kindergarten and beyond.

 Teaching Notes
The skills taught and practiced this week can be revisited and practiced every morning and again anytime a new child joins the class.

 Using Skills Every Day
Have children THINK AHEAD to how they can welcome someone new to the classroom.
- When children welcome someone new to the classroom, and REINFORCE their behavior with specific feedback: Asking Shira to play was a kind thing to do. I can tell by the look on her face that she is happy and feels welcome in our classroom.
- Model welcoming new people to the classroom.
- Remind children that welcoming others helps them feel they belong.

 Have children THINK BACK to what they did to welcome someone new to the classroom.

 Go online to SecondStep.org for Weekly Theme resources and videos.

 Day 1: Puppet Script
Materials: Boy puppet
Teacher: Today a new friend is joining our class. Bring out Boy puppet. Boys and girls, this is ______(Boy). Let’s welcome him by saying, “Hello, ______(Boy).” Have children repeat saying hello to the puppet by name.
Teacher: ______(Boy) would like to know your names. I’ll bring ______(Boy) to meet each of you, and you can tell him your name. Take Boy around the circle and have each child say his or her name.
Boy (in a little stronger voice): Thank you. I like to meet new friends. Boy whispers to teacher.
Teacher: ______(Boy) says he has never been to school before. He wants to know what you do here. One thing I really like to do is read books with you. Think about something you really like to do at school. Give think-time. Call on a few children at random. (Various answers.)
Boy (in a stronger voice): I’m going to like school! I really like to ______(Boy). Have Boy repeat two things children mentioned.

 Welcome, ______(Boy). We’re glad you’re going to be part of our class. Remove and set puppet down, but not so it will be distracting to children.

 Teach and sing “The Welcome Song” (Track 1 of the Join In and Sing CD). Lyrics are in the Teaching Materials Notebook. Sing the song again during the week. Teach and sing “The Clean Up Song” at clean-up time (Track 2 of the Join In and Sing CD). Lyrics are in the Teaching Materials Notebook.

 Play the Follow Along game from the Teaching Materials Notebook one or more times during the day. Continue to play each day this week.

 Day 2: Story and Discussion
Yesterday you met ______(Boy puppet). You welcomed him by telling him your names and some of the things you like to do at school.

 Show the photo. Ask children what they see, what is happening, and how the child in the photo feels. Point out the story elements. This is Talik. Today is Talik’s first day at his new school. This is his dad. This is the teacher. She is welcoming Talik.

 The teacher says, “Hello, Talik. Welcome to our school. My name is Ms. Sandovai. I’m glad you’re here. Let me show you our classroom.”

 The teacher shows Talik different parts of the classroom. There is a book corner, a place for painting and drawing, and a block area. Talik also sees a place for coats and a big rug—just like in his old school. That makes Talik feel happy!

 Two children playing with blocks say, “Do you want to play with us?” Talik nods, smiles, and starts building.

 1. Remember my first day of school. I felt ______(Boy). Do you remember your first day of school? Raise your hand if you do. How did you feel on your first day? Call on a few children.

 2. Let’s pretend Talik came to our school. What’s one thing you would show Talik in our classroom? Give think-time. Call on one or two children at random. After each answer, say: If you had the same idea, wiggle your fingers.

 3. What could you say to Talik to help him feel welcome? (Hi. My name is ______(Boy). Do you want to play with me? Do you want to sit next to me? Let’s all say, “Do you want to play with me?” Have children repeat it together. Helping new children feel welcome is important. We can all do things to welcome new children to our class.

 Day 3: Skill-Practice Activity 1
Meet and Greet (small group, Objectives 1 and 2)
Materials: Boy puppet

 1. Have children sit in a circle. Introduce the game. We’re going to play a game of saying hello to ______(Boy puppet) and saying our names.


 3. Have Boy respond to each child. Hello, ______(Boy). I am glad to meet you.


 5. Have Boy ask each child what he or she likes to do in school. Have children ask Boy what he likes to do.

 6. Continue a conversation between the children and Boy for as long as the children can pay attention. Possible conversation topics are favorite food, favorite book, or pets.

 Alternative: Take the puppet around the classroom during free time and do this activity individually with each child.

 Day 4: Skill-Practice Activity 2
Classroom Tour (large or small group, Objective 3)
Materials: One toy animal or doll par pair of children

 1. Explain the activity. You’re going to work with a partner. You will pretend a toy animal or doll is new to our classroom. You will take the toy around and show it all the different areas in our classroom.

 2. Discuss briefly the different areas the children could visit.

 3. Model the language to use. This is the art area. We paint here.

 4. Give children a few minutes to do the tour.

 5. Check in on each pair. Notice and reinforce their descriptive language: You were telling your new friend exactly what happens in the art area. That will make your friend feel very welcome in our classroom.

 6. Gather children back in the group and have them tell the class about one area they visited on their tour.

 Day 5
Read a book related to this week’s theme. Go online to SecondStep.org for recommended books, resources, and videos.

 Send home this week’s Home Link from the Teaching Materials Notebook.
Day 1: Puppet Script
Day 2: Story and Discussion
Day 3 and Day 4: Skill Practice
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<th>Reinforce</th>
<th>Think Back</th>
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<td>Have children <strong>THINK AHEAD</strong> about when they might use their skills in the activity.</td>
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<td><strong>NOTICE</strong> when children use their skills and give them specific feedback.</td>
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<tr>
<td>Have children <strong>THINK BACK</strong> and remember how and when they used their skills in the activity.</td>
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Lesson Time

Your child is learning how to welcome someone new to class. Welcoming someone is a way to show we care to welcome someone new, children:

- Introduce themselves (Hi, my name is _______)
- Say something kind (Do you want to play with me?)
- Do something kind (I will play with this toy with you.)

Your child can do the same things to welcome new children to your neighborhood or your home.

Play Time

Play a game with your child to practice welcoming someone.

Say: We're going to play a welcoming game. Pretend I am your age and I just moved in next door. You are meeting me for the first time. How can you welcome me?

Help your child do the following:
- Say hello and tell you his or her name
- Ask if you want to play
- Show you some of his or her toys

Then play with your child to show you feel welcome!

Story Time

This week's story is about Talik. It is Talik's first day at a new school. Talik's new teacher is welcoming him. Ask your child about this story.

- What do you see in this photo?
- What is Talik's new teacher saying or doing to welcome him? Help your child think of what Talik's teacher might be doing or saying.

Let's practice welcoming Talik. Pretend you are Talik. Have your child say something nice to welcome you.
What’s on secondstep.org?

1. Teaching & Implementation Tools
2. Video Examples & Classroom Demos
3. Spanish Translations
4. Staff Training Resources
5. Digital versions of program resources
6. Family Resources and tools
How does the unit work?

1. Register classroom notebooks
2. Complete the online training modules
3. Teach six additional weekly themes
Staff Play a Key Role

- See students everyday
- Can spot behavior changes
- Know the students well
- May see indicators of maltreatment
- Often trusted adults
- More likely to receive disclosures
Four Elements of Child Protection

- Policies and Procedures
- Staff Training
- Student Lessons
- Family Education
Child Protection Online Training

1. School Leaders: Policies & Procedures

2. All Staff Training: signs, behavior, reporting

3. Teaching the lessons, engaging with families
Lesson topics

LESSON 1  Ways to Stay Safe

LESSON 2  The Always Ask First Rule

LESSON 3  Safe and Unsafe Touches

LESSON 4  The Touching Rule

LESSON 5  Practicing Staying Safe

LESSON 6  Reviewing Safety Skills
Engaging Families

- Family Letters for each grade
- Home Link activities for every lesson
- Online videos to help home conversations
- SecondStep.org Families section
Helping children succeed in kindergarten...

...starts well before they get there.
Thank you!

Q & A? We’re here to help!

CALL 800-634-4449
EMAIL clientsupport@cfchildren.org
VISIT cfchildren.org
Using the Program in Multiage Classrooms

The four-year-olds act as leaders and “experts”

The three-year-olds learn from watching and listening to the four-year-olds

The three-year-olds experience the program again when they’re four

Then, as four-year-olds, they become the new leaders and “experts”