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ABSTRACT

"Second Step" for preschoolers and kindergartners is a curriculum kit designed to reduce impulsive and aggressive behavior in young children and to increase their levels of social competence by teaching skills in empathy, impulse control, and anger management. The kit, which is part of a series that includes curricula for grades 1-3, 4-5, and 6-8, can be integrated into early childhood programs and is a companion to the "Talking About Touching Early Childhood Kit," a personal safety curriculum. While personal safety curricula teach children not to be victims, Second Step teaches how not to become a victimizer, a "second step" in primary prevention. Because it targets skill deficits that put children at risk for violence, substance abuse, suicide, and dropping out of school, Second Step can be adopted as a basic skills curriculum for prevention education. Each lesson consists of a coded 11" x 17" photo card with a story and discussion questions. Role play is encouraged, and tapes and a video are available to reinforce concepts. Empathy training, impulse control, and anger management are fostered through teaching strategies that reduce social bias and promote recognition of the different feelings and needs of others. Implementing the curriculum and handling disclosure and reporting are discussed. Puppet scripts and take-home letters for parents are included. An appendix lists 142 books and resources for children and 11 picture sets and games, as well as additional activities and picture cards for discussion depicting several ethnic groups. (Contains 101 references.) (SLD)

Teacher's Guide

Second Step

A Violence-Prevention Curriculum

Preschool-Kindergarten (Ages 4-6)

Committee for Children
172 20th Avenue
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Introduction

What is *Second Step?*

Second Step for Preschoolers and Kindergartners is a curriculum kit designed to reduce impulsive and aggressive behavior in young children and increase their level of social competence. It does this by teaching skills in empathy, impulse control and anger management. This curriculum is part of the *Second Step* series which includes curricula for grades 1-3, 4-5 and 6-8.

Second Step can be easily integrated into early childhood programs and is a companion curriculum to the *Talking About Touching Early Childhood Kit*, a personal safety curriculum. In personal safety education, children are taught how to avoid becoming victims; *Second Step* teaches children how to avoid becoming *victimizers*. In essence, this curriculum constitutes a *second step* in primary prevention. Because it targets skill deficits which put children at risk for not only violence, but also dropping out, drug and alcohol abuse and suicide, *Second Step* can be adopted as a basic skills curriculum.

What is the problem?

As more and more young children are experiencing broken homes, drug abuse within the family, disharmony at home, less access to their parents, and television as their primary source of entertainment and values, teachers must deal with the effects these experiences have on children. Teachers find themselves spending increasing amounts of time attending to students' disruptive and angry outbursts, interpersonal conflicts and off-task behavior. Perhaps this reads as a normal developmental description of preschoolers and, to some extent, kindergartners. Young children may be emotional and have some difficulty appreciating points of view other than their own (Piaget, 1948), but the baggage many children bring to school shortens their fuses further and impedes their social development.

In addition, virtually every classroom has students who are labeled "high risk." These children are characterized by excessively aggressive and impulsive behavior which is a burden to all members of their classrooms. This behavioral pattern emerges as early as three years of age (Chamberlain and Nader, 1971; Westman, et al., 1967). The core elements in this early high-risk pattern are:

1. a tendency to become involved in poking, pushing and other annoying social behavior,

2. a tendency to rush into things,

3. negative and defiant behavior, and

4. self-centered verbal responsiveness to others, exemplified by interrupting others, blurting out their thoughts, and talk which is irrelevent to the ongoing conversation (Spivack & Cianci, 1987).

To some extent these behaviors are normal for young children. When these behaviors are *extreme* and *persistent*, following the child into elementary school, there is cause for concern.

What is in store down the road for these high-risk children if their impulsive and aggressive behavior remains unchecked? Research shows that many are headed for a lifetime of failure, exacting a great toll from society. This group is particularly at risk for rejection by their peers, underachieving in school or dropping out, performing below their potential throughout their careers, landing in prison for adult crimes (a one in four chance by age 30), and becoming physically and/or sexually abusive husbands and fathers (Asher & Coie, 1990; Gruen, 1987). Thus, the spiral of violence continues.

Prevention with seemingly well-adjusted children is needed as well as intervention with high-risk children. While many teachers eagerly pick up a curriculum such as *Second Step* with that one difficult child in mind, the benefits to the rest of the class should not be overlooked. One of the main goals of early childhood programs is to help children become healthy and independent problem solvers. By learning to positively affect their environment, children experience a growth in self-esteem and a readiness for academic learning. This helps prevent defeating patterns of adjustment which might otherwise have arisen later in school.

It would be a mistake to focus on the problem as lying solely with the challenging child or with home conditions which are difficult for educators to address. Educators need to begin by identifying themselves as part of the solution and by searching for an effective path for helping the child to help him/herself. The purpose of this curriculum is to make available those tools which have proven effective with young children.

Why do some children act this way?

Children with minor behavior problems, as well as high-risk children, fail to act prosocially because they have one or more of the following deficits: They...

1. don't know what appropriate behavior is, due to a lack of modeling of alternative ways for resolving conflict;

2. have the knowledge but lack the practice due to inadequate reinforcement;

3. have emotional responses, such as anger, fear or anxiety, which inhibit the performance of desirable behavior (Cox and Gunn, 1980);

4. have inappropriate beliefs and attributions regarding aggression (Dodge & Frame, 1982; Perry, Perry & Rasmussen, 1986); or

5. have developmental delays due to physiological problems, sometimes caused by the mother's substance abuse during pregnancy.

Children from dysfunctional homes, as well as homes which lack adult supervision, often fail to learn problem-solving skills which would help them achieve more socially acceptable solutions to everyday problems. Their parents may fail to model the skills or may fail to recognize and reinforce appropriate behavior when it does occur. All too often, it is inappropriate behavior which is modeled or which gets attention. To the young child, needy for any recognition, negative attention may seem better than no attention at all.

Children of abusive parents are at high risk, as violence tends to be an intergenerational problem. Aggressive children may be abused at home or may witness parental abuse of a spouse or the child's siblings. Very young children who are exposed to maternal battering may close down their empathic response as a means of psychological survival. These children learn that violence is an acceptable way to interact with others, and it may be the only means they have learned to attain a goal.

Parents of aggressive children sometimes fail to nurture or show interest in their offspring. There may have been a lack of bonding between mother and child from birth or an interruption during the bonding process (Bell & Ainsworth, 1972). Fathers may be controlling,

authoritarian, untrusting and rejecting. These parents may fail to provide adequate supervision, and their discipline may be arbitrary, punitive and extreme.

Violent television programs reinforce the message that violence is acceptable and that it is okay to dominate others. Research shows that children who view these programs act more aggressively with their peers than children who do not (Bandura, 1973; Huesmann & Eron, 1986; Lefkowitz, et al., 1977).

An increasing number of children are put at risk from the moment of conception. Drug and alcohol abuse by pregnant mothers significantly increases the chances that their children will be born with neurological and related physical problems. These children have significantly shorter attention spans and greater aggressive tendencies than their more normal peers. Consumption of crack cocaine has caused an epidemic of these special needs children in recent years.

Aggressive children have often missed a key developmental step or have been delayed in their reasoning process. *Verbal mediation*, talking out loud to guide oneself in problem solving, is thought to be important to the great shift in thinking which occurs between the ages of five and seven. Before this shift, children tend to respond to events superficially and in an associative fashion, often acting on the first idea that pops into their heads. When children begin to substitute logic and reasoning for association, they become able to inhibit or regulate their behavior; that is, they stop and think before they act. (Luria, 1961; Vygotsky, 1962; White, 1965). If children fail to develop these reasoning skills—the tools of independent thinking—they will feel increasingly handicapped both socially and academically.

While aggressive and impulsive children can be found on every socio-economic level, high-risk children are over-represented at lower socio-economic levels. They live in neighborhoods where:

- economic stress increases the chances of family violence and may interfere with adult supervision;
- adult models may have fewer opportunities in mainstream society;
- they may know people involved in criminal activities; and
- the cultural heroes may glorify violence, power and winning.

Many of these problems are also found in middle-class communities during economic downturns.

How do children learn to act prosocially?

Children learn to act prosocially in some of the same ways they learn to act antisocially. They learn through *modeling*, *practice* and *reinforcement*. Rather than witnessing and repeating negative behavior, prosocial children witness and repeat positive behavior. Reinforcement, both planned (praise, rewards) and natural (resolving the problem), further assures skill acquisition. These methods of acquiring behavior are explained in further detail in "How to Use This Curriculum" and "Transfer of Training" in this Teacher's Guide.

Prosocial children also have emotional responses—pride, happiness, security, feeling loved—which further encourage appropriate behavior. High self-esteem is not a skill, but an effect that appears to be the result of deep acceptance by primary caregivers and/or a level of social competence that allows a child to positively affect his or her environment. Many teachers feel they cannot fill the void created by the homefront. Studies have shown that high-risk children who have survived and flourished in adverse conditions and against all odds had a strong connection with one or more significant adults outside of their families (Goleman, 1987). Often these stabilizing forces were teachers. In addition to providing a foundation of love and acceptance, teachers can help children develop the skills that are the building blocks of social competence, resulting in an indirect increase in their self-esteem.

What works in prevention and intervention?

As stated earlier, there has been much research over the past 20 years on the early indicators of violent adolescent and adult behavior. In addition, these behavioral indicators translate into specific skill deficits which have been consistently correlated with adult antisocial behavior. These skill deficits include a lack of: empathy, impulse control, problem-solving skills, anger management and assertiveness (Feshbach & Feshbach, 1969; Kendall & Braswell, 1985; Novaco, 1978; Spivack & Cianci, 1987).

The approach of this curriculum is to develop skills in *empathy*, *impulse control* and *anger management*. A review of existing programs for children which focus on one or more of these skill areas shows that these directions in prevention and intervention show effectiveness and promise.

Empathy is a significant factor in the control of aggressive behavior. Because they tend to understand other points of view, empathic people are less likely to misunderstand and become angry about others' behaviors. Due to the affective nature of empathy, empathic people tend to inhibit aggressive behavior because observation of pain and distress in others elicits their own distress responses (Feshbach, 1984).

Evidence suggests that preschool children and elementary school children can learn empathy skills (Beland, 1988, 1989; Feshbach, 1984; Saltz & Johnson, 1974). Furthermore, empathy training is an increasingly popular community-based treatment for rapists and other violent criminals. The fact that it is, to some degree, a gender-typed quality also suggests that empathy is a culturally transmitted, learned ability (Feshbach & Feshbach, 1969; Feshbach & Roe, 1968). Most little girls learn to be empathic, many little boys learn not to be empathic.

The *Second Step* approach is to say that empathy itself is a "skill set" that includes the abilities to recognize, experience and respect the feelings of others. It is neither pure virtue, nor an intrinsically gender-based characteristic. To a large degree it can be taught.

Impulse Control has been effectively taught to young children in therapeutic as well as classroom environments (Beland, 1988, 1989; Camp & Bash, 1985; Spivack & Shure, 1974). Two strategies have shown promise when used with groups of impulsive and aggressive youngsters: Interpersonal Cognitive Problem Solving and Behavioral Social Skills Training (Michelson, 1987). For our purposes, we will refer to these strategies as problem solving and behavioral skills training. The former systematically teaches reasoning steps applied to social situations. The latter teaches target behaviors, such as "apologizing" or "joining in" an activity, which have a broad application to a variety of social situations.

Anger Management, like empathy training, is an increasingly popular strategy to use with aggressive adolescents and adults and can be effectively taught to children as well (Beland, 1988, 1989; Novaco, 1975; Trotter & Humphrey, 1988). When used with elementary school children, this strategy is comprised of the recognition of anger cues and triggers, the use of positive self-statements and relaxation techniques to prevent the onset of angry feelings, and reflection on the anger-provoking incident.

A scaled down version for preschool and kindergarten children involves the recognition of anger followed by relaxation techniques, such as deep breathing and counting, and the use of self-statements, such as "calm down." While young children may require adult assistance in using these techniques, the training lays valuable groundwork and establishes a norm for later behavior.

How can these strategies work together?

A number of curricula exist which tend to focus on one or two of the strategies listed above. *Second Step* takes the basics of each strategy and integrates them into a working whole.

Empathy should be the first building block of any violence-prevention or social skills program. The goal of problem solving should be to create win-win situations. Without sensitivity to others' feelings and perspectives, creative problem solving can be stymied. Empathy is also an essential element of anger management because it involves recognition of emotions. Teaching empathy creates bonds within the classroom which foster negotiation and reduce conflicts in general.

Problem solving and behavioral skills training are naturally paired together. Problem solving, a cognitive approach, provides a strategy which can be used to work through any problem. Behavioral skills training provides the behavioral guidelines and practice necessary for carrying out solutions. Children need to be able to decide *what* to do about a problem, as well as know *how* to perform the chosen solution. A study combining these two strategies found this approach was more effective in instilling prosocial behavior than the application of individual strategies (Marchione, Michelson & Mannarino, 1984).

Problem solving and behavioral skills training complement anger management skills. The problem-solving approach is applied to guide children in resolving interpersonal problems after they have effectively reduced their anger. Behavioral skills training is also combined with anger management to focus on skills to use with specific types of provocations, such as pushing, grabbing and teasing.

How developmentally appropriate are these skills for young children, ages four to six?

Some people may argue that empathy and interpersonal problem solving are beyond the capabilities of young children due to the difficulties they have with perspective taking. Young children do tend to see

the world as revolving around their own wants and needs. Yet the skills addressed in this curriculum are beginning to take form bit by bit.

Each skill area can be broken down into requisite concepts and subskills. There is a growing body of evidence that these can be individually taught and acquired by young children. Young children can learn to identify and differentiate basic emotions and note similarities and differences in others' emotional responses. More importantly, young children have demonstrated that they can respond emotionally to those in distress and make attempts to change their affect, such as trying to make a sad person happy by giving her/him something. Preschoolers can also learn to generate multiple solutions to problems, identify consequences of actions, and use natural as well as prescribed stress reduction techniques. (See "Unit Descriptions" in this Teacher's Guide for research citations for the above skills.)

It is important to recognize that there are many developmental differences among children in this age group. A four-year-old has a much less sophisticated understanding of concepts such as fairness, intentionality and emotions than a five- or six-year-old. It is best to view these skills as rungs on a ladder; some children will be at the first rung, while others will be halfway up the ladder. But the fact is, they are all climbing.

Differences in conceptual understanding are tied to language development. Often children may understand a concept, but not have the language to indicate their understanding or perform the skill. For this reason, key language concepts are identified and emphasized within the text of the lessons. Activities which rely on behavioral indicators, such as choosing a picture of an emotion rather than naming the emotion, are provided.

Developmental levels as they relate to skill areas can be found in "Unit Descriptions" in this Teacher's Guide. These should be used as very general guides in order to allow for individual variations within each age level. Developmental differences as they relate to specific skills also appear in the Notes to Teacher section on the lesson cards.

Has *Second Step* been piloted?

Second Step for Preschoolers and Kindergartners was piloted in two school districts in the Seattle area during the 1990-91 school year. The pilot program was taught by eleven teachers and two counselors in four public schools, one private school and a Headstart program. Scores from pre- and post-interviews of children who received the

program were compared with the scores of children who had not received the program. Participating teachers also evaluated the program.

Results showed that the program had significantly enhanced the children's empathy, problem solving and anger management skills as measured by the instruments. Teachers gave highly favorable ratings and planned to use the program again the next year. Anecdotal information supplied by the teachers attested that some transfer of training had occurred. Since the curriculum was only implemented from March through May, the teachers were anxious to implement over a full year's time and measure the results.

For a summary report of the pilot project, write Research and Development, Committee for Children, 172 20th Avenue, Seattle, WA 98122.

How to Use This Curriculum

Goals

Second Step is a violence-prevention curriculum that is designed to help children learn prosocial skills and reduce impulsive-aggressive behavior. To reach this end, the curriculum is built upon the following goals:

1. To increase children's ability to:
   - identify others' feelings,
   - take others' perspectives, and
   - respond empathically to others.

2. To decrease impulsive and aggressive behavior in children through:
   - applying a problem-solving strategy to social conflicts, and
   - practicing behavioral social skills.

3. To decrease angry behavior in children through:
   - recognizing angry feelings, and
   - using anger-reduction techniques.

Lesson Cards

While this curriculum kit contains a number of components, the 11" x 17" lesson cards form the core of the program. The cards are divided into three units:

I. Empathy Training
II. Impulse Control
III. Anger Management

The units and lessons should be used in sequence as each builds upon skills presented in the previous lessons. However, if anger is a problem in your classroom, feel free to teach the anger reduction techniques outlined in Unit III as soon as needed.

The lesson format is designed for ease-of-use. The **preparation section** on each lesson card contains the following sections:

- Unit Goal (appears on first lesson of each unit)
- Concepts
- Language Concepts
- Objectives
- You Will Need
- Notes to Teacher

Each lesson consists of a **photograph** accompanied by a **story** with **discussion questions.** The body of the lessons contains the following sections:

- Warm-up
- Story and Discussion
- Role Plays or Activity

The following sections on the lesson card guide the teacher in providing follow-up and reinforcement of the concepts and skills presented in the lesson:

- Transfer of Training
- Books
- Additional Activities
- Home (appears in selected lessons)

Unit Goals:

Unit goals are provided in the first lesson of each of the three units. These will inform you of the overall aims each unit hopes to achieve.

Concepts and Language Concepts:

The concepts identify the main skills and ideas to be taught. Language concepts are key words which appear italicized in the text and should be emphasized during the lesson. Many lessons' main focus is on building the children's comprehension of these words.

Objectives:

The objectives are framed in terms of skills the children should be able to perform after receiving the lesson. Teachers should keep these objectives in mind when teaching the lessons.

You Will Need:

This section identifies components of the kit to be used during each lesson. Occasionally, materials outside the kit are required as props for role plays. This section also tells whether any handouts, such as Take-Home Letters, need to be copied beforehand.

Notes to Teacher:

This section provides background information and identification of developmental differences for ages four to six relating to the skills taught. Points from the Teacher's Guide may be reemphasized in this section.

Warm-Up:

The Warm-Up section provides a preparatory set for the lesson. Activities include:

- physical exercises and games
- songs
- puppetry

Physical exercises and games are described on the lesson card. Song sheets appear in the appendix in this Teacher's Guide and are recorded on the song tape in the curriculum kit. Puppet Scripts, along with puppetry hints, appear as a section in this guide. The puppets, Impulsive Puppy and Slow Down Snail, are contained in the curriculum kit.

Story and Discussion:

When presenting a lesson, direct the children to look at the photograph while you read the story and questions from the back. Make sure all the children have a chance to see the photograph. The story and key points within the text appear in bold type. Questions are numbered and appear in plain type.

The curriculum relies on your skill in facilitating and summarizing classroom discussion. The discussion questions avoid eliciting a simple yes/no response. Instead, they begin with queries, such as "What might happen if...?" "How do you think...?" "How can you tell...?"

Refrain from placing value judgments on student answers. "That's one idea. What is another?" encourages more participation than "That's a good idea! Does anyone have another one?" The latter response discourages participation by children who fear their suggestions may not be as "good" as other suggestions. When children get stuck on a particular category of ideas, such as physical solutions to a problem, ask, "These ideas are alike (in this way); does anyone have a *different* idea?"

Suggested answers appear in parentheses after each question. These are meant as guidelines for discussion, *not* as absolute answers. In *Second Step* there are few absolutes. Instead, the curriculum relies on the children's own creativity in solving problems.

Illustrated cards of the problem-solving and anger management steps provide additional visual reinforcement of the curriculum strategies and target behaviors. Since most preschool children and some kindergartners can't read, the steps use minimal word labels and should be left up in the room for the remainder of the school year.

A blank laminated poster and a water-soluble pen are provided for recording ideas generated by the children for individual lessons in Units I and II. Even though most of the children will not be able to read what you write down on the poster, they will get a thrill out of seeing you record their ideas. You can also use the poster to list behavioral steps. The list acts as a reference during role plays. Children who come up with their own steps are more likely to use the steps in real situations than children who are given steps. However, at this age it is usually best to give the skill steps. This poster is erasable and may be reused to record ideas and skill steps for subsequent lessons.

Role Plays:

Model role play. After presenting the story and discussing the social skill being targeted, you will need to model the skill in a role play. Research has shown that modeling is an effective means of promoting observational learning of prosocial skills (Canale, 1977; Grusec, Kuczynski, Rushton & Simutis, 1978; Rogers-Warren & Baer, 1976; Toner, Moore, & Ashley, 1978). Modeling is also important because it allows teachers to share their human side, shows modeling can be fun and acknowledges that mistakes are okay.

Most role plays can be modeled by you and a child. You may want to enlist the help of another adult or use a puppet to perform the model role play. It is advisable to rehearse the model role play at least in your mind before each lesson.

Student role plays. While modeling of a skill is a powerful teaching technique, research shows that without student practice of the skill, the positive effects of modeling are short-lived. Student role play is an effective means for structuring practice of prosocial skills and changing student behavior (Hubbel, 1954; Nichols, 1954; Spivack and Shure, 1974; Staub, 1974).

After modeling the skill in a role play, ask individual cnildren to role-play different scenarios with you. Scenarios are listed under student role plays on the lesson card. During the student role plays, you may prompt the students to use the two or three skill steps from the lesson.

Older kindergartners may be able to role-play scenarios with each other. In that case, provide a short practice session during which you can coach the students. Then invite several pairs to perform in front of the class.

Be prepared—every student may want to be on stage. If your class size is greater than ten, the children may not be able to sit through all the student role plays. Additional role plays can be performed during the course of the week, serving as reinforcements of the lesson. See "Finding the Time" in this section.

Be sure each student has a chance to participate in a role play with you or another child, or s/he probably won't learn the target skill. This does not mean it is necessary to force children who do not want to perform into performing. Instead, the emphasis is on providing an opportunity for each child to participate in a role play.

Children who perform with you or another child in front of the class should receive further feedback from you and the other children. Phrase your questions to elicit constructive comments; personal criticism will shut down the process. "Did Sandy follow the two steps?" is better than "What did Sandy do right?" Display the skill poster prominently in class, and use it as an evaluation guide.

When a role play, or parts of a role play, are performed well, give the child encouragement through praise. Make the praise specific, such as, "You did a good job of looking me in the eyes when you said that." Reinforcement is discussed in further detail in "Transfer of Training" in this Teacher's Guide.

Activity:

Activities appear on lessons which do not contain role plays. Like the Warm-Up section, the Activity section includes physical exercises, games and songs. These activities provide closure to the lesson.

Transfer of Training:

The long-term effectiveness of the skills presented in this curriculum requires applying the skills to real life situations. While this section

is short and appears at the end of the lesson, it is one of the *most important* sections. This section on the lesson card gives the teacher advice on how to facilitate the children's use of the skills in class, on the playground and at home.

Transfer of training is so critical to the success of this program that it is described in greater detail in "Transfer of Training" and "Unit Descriptions" in this Teacher's Guide.

Books:

Selected children's books are recommended to reinforce themes and concepts in each lesson. A complete, annotated listing can be found in the appendix. These books are best read later in the day or week, so that the children do not sit for too long during a lesson.

Home:

This section appears with an icon on selected lessons to indicate when to send home Take-Home Letters. The letters can be found in the "Take-Home" section of this Teacher's Guide. You may also want to discuss the program at a parents' night and/or during parent-student conferences.

Additional Activities:

Additional Activities for each unit which can be done later in the day or week can be found in the appendix. These activities are especially helpful to the teacher who plans to teach a lesson once a week and build on lesson themes with additional activities, books, songs, etc.

Finding the Time

Second Step fits well into the curriculum guidelines of early childhood programs. It not only teaches interpersonal skills, but also readiness skills and concepts common to reading and math. The curriculum should not be viewed as an add-on, but as a tool for meeting key program objectives. Teachers who have used *Second Step* have found that the program increases time available for other subjects and activities because less time is spent on dealing with student disruptions and interpersonal conflicts.

Individual lessons provide an appropriate focus for circle times. You may want to schedule lessons for specific days and times, such as M-W-F after lunch. Some teachers prefer instead to utilize those

opportune moments which often arise in the course of a day. It is possible to implement *Second Step* in this way since the program is self-contained and little preparation time is needed, aside from reading the lesson beforehand.

Depending on the class size, each lesson takes from 15 to 25 minutes. This is a long time to ask a young child to sit. Therefore, each lesson is broken into sections and includes physical movement. Warm-up activities and puppetry take 2-4 minutes. The story and discussion section takes approximately 5-10 minutes. Role plays, including the teacher model role play and student role plays, take 5-10 minutes for a class size of 10.

If the class's attention wanders, sections of the lesson can be split and taught at different times. However, be careful to allow no more than a day's time in between sections. By spreading a lesson out over several days, each subsequent class session can serve as a review. Some teachers may plan to divide up the lesson because they wish to target one skill lesson a week and give every child a chance to perform a role play in front of the class.

Complete implementation of the curriculum takes:

- 6 weeks (if used daily)
- 9 weeks (if used three times a week)
- 14 weeks (if used twice a week)
- 28 weeks (if used once a week)

An optimum implementation schedule would be to present no more than two lessons each week. Between lessons reinforcement is provided by reading suggested books, doing additional activities and facilitating transfer of training.

While *Second Step* is primarily designed for classroom use, it can be adapted easily by school counselors and therapists for use with individuals or small groups. Many of the techniques were originally conceived and tested in the clinical environment. However, if a school must choose whether to implement through pull-out groups or through regular classrooms, it is *strongly suggested* the choice be regular classrooms. The curriculum serves as prevention for normal children, as well as intervention for severely acting out children. When all children learn and use the strategies, prosocial behavior can become the norm and the high-risk children do not feel isolated or labeled.

Transfer of Training

Transfer of training refers to using skills in, or "transferring" 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 s/he wants in a real play situation.

For this curriculum to be very successful, the children who are taught the lessons need to use their new skills in real life. This is why it is critical that teachers facilitate transfer of training. Facilitation is not difficult. It does require a watchful eye, a few appropriate techniques and a commitment to the importance of transfer of training in everyday classroom life.

The Model

While transfer of training often requires spontaneous events, it can be planned or "set up" to a certain degree. An easy three-point plan to infuse transfer of training into daily activities as proposed by Zoe A. N. Jenkins, Ph.D. is as follows:

1. **Imagine the Day:** At the beginning of each day...
   - talk about the day's activities before they happen.
   - help the children to identify times during the day when they might use specific skills from the curriculum.

2. **Reinforce the Behavior:** During the day provide...
   - help in identifying natural reinforcement when it occurs.
   - planned reinforcement in the form of praise.

3. **Remember the Day:** At the end of each day...
   - ask the children whether they used specific social skills during that day's activities.
   - provide reinforcement for use of those skills.

Imagining the Day

Imagining the day means to help the children target times during the day when they might use a new skill. *Imagining the day* might sound like this:

The children have just arrived and sat down for circle time. The teacher says, "Let's talk about all the things we are going to do today." Many activities are brought up, including story time, painting, playing house, singing, recess, etc. Then the teacher says, "Yesterday we had a lesson on 'sharing.' When would it be a good time today to share? Would painting be a good time to share?"

The children say "yes" because they could share the paints with each other. This questioning continues until the teacher has helped the children target several times during the day they could use their new skill. The teacher says, "I'm going to be watching for kids who share today."

It may take a few circle times before young children are able to readily respond to the questioning involved in *imagining the day*. At first, the teacher may be doing most of the imagining. When used on a regular basis, *imagining the day* becomes a familiar and creative activity for the children.

Imagining the day also helps to give more sophisticated meanings to concepts. For example, while singing is an action, not a physical object, the children might feel singing involves "sharing" songs with each other. Children gain enrichment through these explorations.

Reinforcing Behavior

After helping the children to target times during the day when they might use a new skill, it is important to recognize and reinforce the new behavior when it occurs. *Reinforcing behavior* can be natural (recognizing the benefits of using the skill) or planned (giving praise or material rewards).

Natural reinforcement. A child who makes a new friend because s/he offered to share a toy is receiving natural reinforcement (a new friend) for a prosocial behavior (sharing). This type of reinforcement can be more powerful than a teacher's praise or material reward. Helping children to recognize natural reinforcement might sound like this:

The teacher sees Maria share some paint with David during activity time. The teacher says, "Maria, what did you just do?" Maria responds that she gave David some red paint. 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?" queries the teacher. "He feels happy!" beams Maria. "Yes, it looks like he feels happy. David, do you think you'll share something with Maria sometime?" David smiles and nods.

As can be seen, the teacher in the above example never gave direct compliments or praise. Rather, the benefits of sharing—making

a friend and being shared with in the future—serve as natural reinforcement for the behavior. When children recognize natural reinforcement, they become less dependent on adults for approval and rewards. And they develop self-confidence.

Often children who consistently display poor social skills have received little reinforcement for positive behaviors and cannot even recognize such reinforcement when it does occur. Therefore, it is important to *help* children notice natural reinforcement as it occurs. Helping is different than pointing it out for them. If the teacher above had said, "Good, you're sharing!" the impact would have been greatly lessened. It is more powerful to involve the children in naming the skill and discovering the benefits themselves.

This is not to say that one should never praise or give rewards to children. Praise, especially, can be beneficial when not overused. Every child likes to feel valued and accepted by the adults in her/his life.

Remembering the Day

Remembering the day involves talking with the children about when they used the target skill during the day. *Remembering the day* for the "sharing" example might sound like this:

> It is 15 minutes before school is over for the day, and the children have formed a circle. The teacher says, "This morning we talked about when we might share. Raise your hand if you shared today or if somebody shared something with you." The children then tell their stories and answer queries from the teacher about how they felt, if they would share again, etc. During this session, the children who shared receive further reinforcement by getting the attention and admiration of their classmates. Finally, the teacher asks the children to try "sharing" something at home and telling the class about it later.

Preparation

This transfer of training model requires little preparation. It is useful to plan activities during the day which invite use of the target skills. For instance, if the class just had a lesson on "joining in" play situations, then offering free play time is helpful.

It is also helpful to review the social skills presented in this curriculum and think of the natural benefits for performing each one. For example, the benefits for "interrupting politely," rather than barging in on adults having a conversation, may include getting a request fulfilled, the adults looking favorably upon the child and the adult not becoming angered.

When used on a consistent basis, facilitating transfer of training becomes a natural part of a teacher's repertoire. By using the three-point model presented in this section, teachers can help cement the skills presented in the curriculum and increase their power times ten.

Getting Started

Staff Training

If *Second Step* is adopted on a district-, school- or agency-wide basis, staff development is the first step in implementation. Training should be facilitated by Committee for Children trainers or a teacher, counselor or administrator who has attended a *Second Step* Trainer Training provided by Committee for Children. Individual teachers who desire to implement the program can contact the Committee for trainings in their area and in Seattle, Washington.

An initial one-day training can serve as an overview, providing background information, program goals and demonstration and practice of the teaching strategies. Teachers should read the Teacher's Guide and familiarize themselves with the curriculum content, then spend several weeks using the curriculum in their classrooms. After the teachers have "gotten their feet wet," they should meet to discuss progress, questions and concerns. A teacher, counselor or district/agency administrator who has attended a Trainer Training can provide further demonstration and practice of the strategies, and facilitate discussion of methods for integrating the strategies and themes of *Second Step* into other subject areas.

Teacher Preparation

Teachers should prepare for teaching individual lessons by familiarizing themselves with the lesson *Concepts*, *Language Concepts* and *Objectives* and by reading the *Notes to Teacher* section for background information and developmental guidelines.

It is helpful to have at least two teachers within a school using *Second Step*, so that they can compare notes, discuss progress, observe lessons and exchange feedback. If teachers can obtain classroom release time, *Second Step* provides an excellent opportunity for peer coaching. When observing another teacher present a lesson, use the Lesson Presentation Evaluation form in the appendix as a guideline for providing feedback to the teacher.

Classroom Setup

Present the lessons in a circle or horseshoe arrangement. This setup allows students to clearly see each other and the teacher, encouraging involvement and inviting discussions. This arrangement also naturally provides a stage for role plays in the center of the circle or at the opening of the horseshoe. The physical setup of the class-

room will affect the involvement and interaction of students during the lessons and have a direct bearing on the quality of their learning experience.

Presenting a Lesson

The lessons are scripted to provide ease of presentation and to insure that the concepts and strategies are presented in a developmental and sequential order. Please *stick to the lesson* by not skipping questions or going off on a tangent. Since the curriculum is based on a child-centered approach, opportunities for creativity exist within the lesson structure.

Working With a Group

Group Rules. Establish clear behavioral guidelines for conduct at the onset of the program. Unit I, Lesson 1, provides the structure with which to do this. Encourage the children to participate in making the rules and attempt to phrase the rules in a positive way which clearly defines the expected behaviors. For example, instead of saying, "Don't talk out of turn," say, "Raise your hand and wait until you're called on." Smaller preschool classrooms of ten or fewer students may need fewer rules to contain discussions. Setting the tone of the program at this stage is important in effectively implementing *Second Step*.

Pace. As a rule, young children need regular changes in activities to keep their attention. *Second Step* is designed to appeal to children's physical as well as intellectual needs. It is up to you to discover a pace which flows smoothly, but gets the concepts and skills across. Kindergarten teachers with large class sizes will find this the most challenging aspect of the program. Children will be generally so interested in the lessons that the key will be to find the balance of allowing children to be heard while not losing the rest.

Participation. Most classes have some children who eagerly and regularly participate in group discussions and activities, and others who hang back and participate very little. It is important to develop facilitation techniques which encourage participation of all your children. When asking questions, pay attention to the *wait time*. By waiting 5-10 seconds, you can help to double participation because most of the children have been given adequate time to think about their answer. This is especially true of young children who may be having trouble forming the language to express their thoughts and feelings.

You may notice that some children thrive on the physical activities and role plays, but "drop out" during discussions. Encourage their participation by asking them to point at the photograph for certain answers, such as pointing to a child's face as a response to "How can you tell Maria feels this way?" Short role plays are also worked into the text, such as "Show me what a surprised face looks like."

Kindergartners may turn to a neighbor to share their answers to a question, followed by voluntary sharing with the group. This relieves some of the stress of needing to be heard and is especially helpful in large classes. You may also ask a question and, once children's hands are up, say, "I will call on Enrique, Joan and Samuel this time." If you use this method, assure the children that you will be calling on everyone at some point during the lesson.

Be aware that some children so want to answer a particular question that they keep it on their mind or keep their hand raised even if you have moved to other questions down the line. One way to deal with this is to say, "Now I have *another* question" and proceed to ask the next question. This will help the children to stay with you.

Rephrasing a question is another way to encourage involvement. Say, "Think of one thing Joey can do about his problem and then raise your hand." Wait until all hands are raised before calling on a child. By practicing these and similar techniques, discussions can be kept lively and flowing, and participation becomes the norm.

Disruptive Behavior. If children give silly answers, redirect them to the task at hand by referring to the question being discussed. Say, "That's one way of looking at it," or "That's one idea; what is another?" Then move quickly to focus on other students' suggestions.

When a child's behavior disrupts a lesson and the majority of the group is with you, remind her/him of the rules of conduct. If the child is restless, prescribe a behavior which checks the restless activity, such as having the student cross arms or legs if fidgeting. If a student is extremely disruptive, direct her/him to sit nearby but apart from the group, so that s/he can still benefit from the lesson.

If the group as a whole has become restless, set the lesson aside. You can always come back to it later. Most lessons can be easily broken up into sections. By spreading out a lesson, the sessions act as reviews and reinforcements. If this is a recurrent problem with your class, you may want to schedule portions of the lessons ahead of time.

Informing Parents

The positive effects of *Second Step* on children's behavior greatly increase if parents and guardians are informed of the content and strategies of the program. An overview of the curriculum can be given at a parents' night, during individual parent conferences and/or through Take-Homes. Take-Home Letters can be found in the "Take-Home" section in this Teacher's Guide.

Unit I — Empathy Training

Definition

Empathy can be defined as "understanding, being aware of, being sensitive to, and vicariously experiencing the feelings or thoughts of another person" (Webster's Dictionary, 1990). Individuals who are high in empathy skills frequently and appropriately respond to the needs and feelings of others.

Identification of another's feelings or thoughts is a cognitive process. Experiencing the feelings of another person is an affective process. A major developmental model describes both the cognitive and affective components of empathy (Feshbach, 1975):

- *The ability to determine the emotional state of another person.* In order to empathize with a feeling such as "sadness," the child must be able to identify emotional cues that differentiate "sadness" from other emotions.

- *The ability to assume the perspective and role of another person.* In order to empathize with another person, the child must be able to perceive the situation from the other person's point of view.

- *The ability to respond emotionally to another person.* In order to respond emotionally, the child must be able to experience the emotions of another.

Empathy is a key ingredient in developing prosocial behaviors and interpersonal problem-solving skills (Iannotti, 1985). Without the ability to perceive, predict and identify with another's feelings, children may learn a problem-solving strategy but make decisions which only benefit themselves. Therefore, any program promoting prosocial skills should first address skills to acquire and enhance empathy.

Developmental Levels

The ability to empathize is developed in a series of progressive social stages. Until recently, young children up to the age of six were thought to be wholly egocentric; perspective taking was thought not to develop until around the age of seven (Piaget, 1948). In the last fifteen years this theory has been revised by research which indicates that empathy skills begin to take form much earlier, at ages three to four, pointing to young children's innate sociality (Lee, 1989).

As with all developmental processes, there is a wide variation among healthy children of the same chronological ages. In addition,

various cultures differently emphasize the relative importance of self versus others, leading to probable culture-wide differences in "normal" developmental states of empathy. Nevertheless, within limits, some generalizations can be made.

Four-Year-Olds. In industrialized, democratic countries, "average" four-year-olds are developing early perspective-taking skills. They may be able to:

- recognize others' overt expressions of basic emotions (happy, sad, afraid, surprised, angry, disgusted) from facial and situational cues (Harris & Olthof, 1982; Schwartz & Trabasso, 1989; Wiggers & Lieshout, 1985).

- understand causes of emotions in simple and salient situations, but are better at inferring causes for negative emotions than for positive emotions (Fabes, et al., 1988; Trabasso, Stein & Johnson, 1981).

- recognize that their feelings about something can change, though they may not understand or be able to explain why (Donaldson & Westerman, 1986; Harris, Guz & Lipian, 1985).

- understand that different people can feel differently about the same event (Gnepp, Klayman & Trabasso, 1982; Gove & Keating, 1979).

- take the role of another person in the realm of pretend (Singer, 1973; Vygotsky, 1966).

- have an awareness of motives when the motives are closely connected to the action (getting a shovel to play with another child at the sandbox) (Miller & Aloise, 1989).

- distinguish intended actions from mistakes, but tend to believe that most actions are intentional unless they are told otherwise (Shultz & Wells, 1985; Shultz, Wells & Sarda, 1980).

- respond emotionally to someone in distress and may try to change the affect of that person by giving something (toy) or providing physical comfort (hug, kiss) (Campos, Barrett, Lamb, Goldsmith & Stenburg, 1983; Denham, 1986; Fabes, Eisenberg, McCormick, Wilson, 1988; McCoy & Masters, 1985).

Five- to Six-Year-Olds. "Average" five- and six-year-olds, while retaining many egocentric tendencies, may be able to:

- better identify basic emotions using more cues, but are unable to understand complex (shame, contempt) or conflicting emotions (sadness—relief) (Izard, 1971; Strayer, 1986).

- provide explanations which resemble those of adults for emotional reactions (Strayer, 1986).

- distinguish intending an act (pushing someone out of the way) from intending a consequence (pushing someone to cause injury) and intending an act from reflexes and passive movements (sneezing, knee jerks), although they continue to weight consequences over motives (Shultz, et al., 1980; Shultz & Shamash, 1981; Suber, 1982).

- identify the sources of their knowledge (can answer the question "How do you know?") (Wimmer & Hogrefe, 1989).

- have an emerging understanding of the concept of fairness.

Older Children. The following developmental stages can be found in older "normal" children (Selman, 1980; Shantz, 1975):

- Seven- and eight-year-olds more fully appreciate situations from another's perspective and are becoming more alert to others' inner experiences. No person's perspective is perceived as absolutely right. Blame is more often attributed according to intent.

- Nine- to eleven-year-olds become more self-reflective and gain the ability to view their own behavior and motivation from outside themselves.

Disruptions in Development: This developmental schedule can be disrupted by a number of factors, most notably the lack of a nurturing, responsive primary caregiver. Extremely distressful or unhappy emotional experiences, such as those encountered in cases of abuse and neglect, may lead children to develop defense mechanisms which lower their ability to empathize (Klimes-Dougan & Kistner, 1990; Straker & Jacobsen, 1981). Thus, the stage is set for some of these children to eventually become abusive themselves (Kaufman & Zigler, 1987; Widom, 1989). Children who come from mildly dysfunctional homes, however, may possess a high ability to empathize because

they have experienced a wide range of emotions which they can also recognize and identify with in others.

In addition, sex role socialization strongly favors the development of empathy in girls much more than in boys. As a general rule, young females may be oversocialized not only to understand but to take responsibility for the feelings of others. On the other hand, specific aspects of cultural training for boys teach them to close off awareness of their own felt experience and that of others. Male sex role socialization, in concert with a lack of empathic caretaking and early experiences of personal victimization or forced exposure to the victimization of family members, virtually guarantees that empathic awareness and response will fail to develop.

As aggressive children approach middle childhood, their empathic ability is often impaired by a number of misconceived notions about others. The smallest slight may be perceived as an act of hostility; these children feel that just about everyone is out to get them. Social situations continue to be approached from an egocentric level with a new twist: "How can I get them before they get me?" or "What can I get out of this?" These children often perceive other children as being more aggressive than themselves. They appear to have little ability to take another's perspective.

Teaching Strategies

While most research on empathy has concentrated on identifying the developmental levels and the specific components of the empathic response, some studies show that empathy is a learned behavior and suggest strategies for acquiring or enhancing it (Beland, 1988, 1989; Feshbach, 1984; Hoffman, 1982; Saltz & Johnson, 1974; Selman, 1980). Originally designed as intervention measures for aggressive children, these teaching strategies become preventative when they are applied to children before antisocial behavior becomes habitual.

These teaching strategies as presented in *Second Step* are as follows. Children learn to:

- *identify feelings from a variety of physical (face, body) and situational cues.*
  Teachers guide children in recognizing the basic components of facial expressions for six basic emotions using a standardized guide to facial expressions devised by Ekman and Friesen (1975) and modified for this curriculum. (See "Guide to Feelings" in the appendix.)

- *recognize that people may have different feelings about the same thing.*
  Children compare individual differences in emotional reactions ("Tommy is afraid of clowns, but Denise likes clowns"), one of the rudiments of perspective taking.

- *recognize that feelings change and why this is so.*
  Young children learn that feelings may wane with time or be changed as a result of circumstances ("I was sad, but Daddy came home and now I'm happy").

- *predict feelings for simple actions.*
  Children practice predicting what others might do or say as a result of their actions ("If I hit Jenny, then she might cry"), as well as identifying reasons for behavior in situations which are simple and salient ("Jenny cried because I hit her").

- *understand that people may have different likes and dislikes (preferences).*
  Children learn to recognize that just because a friend does not want to spend time with them now, it does not mean the friend dislikes them.

- *differentiate intentional from unintentional acts.*
  Children discuss the concept of accidents, but the level of understanding is dependent upon the age of the child.

- *apply fairness rules in simple situations.*
  The concept of fairness is discussed and practiced in terms of common property and treatment at school.

- *communicate feelings using "I" messages and actively listen to another person.*
  Children practice a simple form for expressing feelings and discuss and practice how their family and culture listen to others.

- *express care and concern for others.*
  Alternative ways of expressing concern (helping, hugs, offering a play toy) are modeled by the teacher and practiced by the children.

Role plays which require children to take the perspective of another person have been the most widely promoted technique used to increase empathy in research studies. They are introduced in this unit

and emphasized in lessons requiring direct practice of the empathic response. Young children usually embrace this technique because playing *pretend* is already an important part of their everyday explorations. Role plays which have a high transfer potential to real life situations have been selected.

Language Concepts

Vocabulary plays an important role in developing empathy and other skills required for solving problems (Spivack and Shure, 1974). Stress the vocabulary highlighted in the Language Concepts section of the lesson plan. You will find that the lessons actually pivot upon these key words. Some of these language concepts are discussed below:

- When identifying feelings, children need to know what a feeling ***is*** as well as what it is ***not.*** "Craig *is* angry—he is *not* sad."

- The connectives ***same—different*** aid children in being aware of other people's feelings and preferences. "Ian is afraid of water. Marly likes to swim. They have *different* feelings about the *same* thing." Alternately, the *same* child may like to do *different* things at *different* times.

- The connectives ***now—later, before—after*** and ***some—all*** help children recognize the nonstatic nature of emotions. "Marilyn doesn't want to play outside *now*, but she might *later*." "*Before* Stevie moved he felt sad; *after* he moved he was happy." "Renatta likes to be alone *some* of the time, but not *all* of the time." Circumstances, maturity and/or additonal information can cause a change in feelings and preferences.

- Consequential thinking is encouraged with the use of ***if—then*** and ***why—because*** connectives. Children can reason "*If* I hit him, *then* he may cry," or "He was hurt *because* I hit him." The ability to predict others' feelings and actions is key to making appropriate decisions.

- Differentiating between actions which someone ***meant to*** happen from actions which were ***accidents*** also encourages perspective taking. "Danny didn't mean to hurt Carlos—he was trying to catch the ball."

- Discerning what is ***fair*** aids perspective taking. "It isn't fair if Jeffrey gets all the raisins and we don't get any."

Transfer of Training

Use the three-step transfer of training model presented in the "Transfer of Training" section. When *imagining the day*, help the children to identify time periods in which they might use their new skills:

"When might everyone do the *same* thing today?" (story time)

"When might we do *different* things from each other?" (free play)

"When might you *help* someone?" (clean up)

"When might you practice *listening*?" (story time)

During the course of a day, many natural opportunities arise for *reinforcing behavior*. They are present when reading stories, resolving conflicts and making decisions. The following are examples of what you might say to children to encourage use of the strategies:

"How do you think Lilly feels?....How can you tell she feels mad? ...Yes, she is frowning and her arms are crossed." *(identifying feelings)*

"You did that all by yourself! How do you feel now?" *(connecting cause and effect)*

"Jason was feeling sad. Then you shared your puzzle with him. Now how do you think Jason is feeling?" *(changing feelings)*

"Hey, you used to ride a tricycle. Now look at you, you ride a bike with training wheels! You're growing up." *(changing and growing)*

"Ben, you like to spin fast on the carousel, but Max feels scared. You feel differently about the same thing. What can you do so Max doesn't feel scared?" *(similarities and differences)*

"If you hit Ryan, how might he feel?" *(predicting feelings)*

"Danitra, why do you think Willy is smiling?" *(causal thinking)*

"So, Gregory won't paint with you right now. How can you find out what Gregory likes to do?" *(understanding preferences)*

"Nicole might not want to play now. Maybe she will want to play later." *(changing preferences)*

"What is something nice to say to Effie to make her feel better?" *(showing care and concern)*

When *remembering the day*, ask the children to identify times they used the skills:

"Who felt *happy* today? Why did you feel *happy*?"

"Who *helped* someone today?"

"Who showed someone that they *cared*?"

Many of the concepts and strategies stressed in this curriculum are integral parts of kindergarten reading and math readiness programs. Noting similarities and differences is a necessary skill in basic classification exercises. Standardized tests at the kindergarten level emphasize matching one object to an identical object in a line-up of similar objects. Predicting consequences and causal thinking are key to exploratory play. Using these language concepts in the cognitive realm helps to increase their use in the affective realm as well.

As you, the teacher, become familiar and comfortable with the concepts, goals and objectives of this curriculum, recognizing and seizing appropriate opportunities for integration and transfer of skills to real situations will become apparent.

Unit II — Impulse Control

Definition

Impulse control refers to stopping and thinking through a problem rather than doing the first thing that comes to mind. This unit combines two successful teaching strategies for reducing impulsive and aggressive behavior in children: *problem solving* and *behavioral skills training.* Problem solving applies a strategy to use in any interpersonal conflict. Behavioral skills training provides individual sets of skills formulated for specific target behaviors, such as "joining in" or "interrupting politely." Problem solving prescribes a cognitive process, while behavioral skills training supplies a list of specific overt behaviors.

Both strategies utilize similar techniques: modeling, role playing, performance feedback, reinforcement and transfer of training. In addition, problem solving naturally provides the context for learning target behaviors enumerated in behavioral skills training. For example, a lesson attempting to solve the problem of being left out of a play group will provide opportunities to learn skill steps involved in joining in an activity or introducing oneself. The target social behaviors become the solutions.

Developmental Levels

Normal children proceed through a developmental reasoning process which involves verbal mediation (Vygotsky, 1962). Verbal mediation refers to the ability to *think out loud* to guide one's behavior. This developmental model is as follows:

- **2-3 years:** Children begin to label items and progress to describing their activities out loud to themselves. While playing with blocks, a three-year-old might say, "I am making a BIG tower. Now I am putting a hat on the tower. Oh, it fell down!" Children also begin to abide by limits adults set for their behavior, the rudiments of social skills.

- **3-4 years:** Children at this age can usually follow complicated directions given by an adult and may begin to regulate their own behavior through verbal self-instructions. When responding to a parent's directions, a four-year-old might say, "Wash my hands; turn off the water. Turn off the light. (to parent) I washed my hands. I'm ready for lunch!" Children also begin to acquire more defined social skills at this age as they learn what is appropriate behavior in certain settings and what is not.

- **5-7 years:** During this stage, children begin to cognitively process information rather than react to events in a superficial or associative manner. After this shift, children begin to inhibit impulsive reactions through the inner thought processes of logic and reason. The problem-solving mode switches from overt (external, out loud) to covert (internal) speech. When presented with difficult or stressful tasks, the amount of overt speech may temporarily increase to help guide behavior (Frauenglass & Diaz, 1985). Children at these ages also become able to handle more complex social skills, such as using the phone to obtain information as to when the community pool opens.

It is unclear why this developmental process is interrupted in some children. Since cognition is so closely tied to the development of language, delays in language development spell delays in reasoning abilities as well. As stated before, adult modeling or lack of modeling will also affect the development of problem-solving abilities.

Teaching Strategies

Problem Solving

After the ability to empathize, a very important ingredient to achieving consistent prosocial behavior in children is the knowledge and use of a problem-solving strategy. Children can learn to apply a method for solving an interpersonal problem, such as "dealing with wanting something that isn't theirs," just as they use certain steps to build a stable tower of blocks.

The problem-solving strategy proposed in this curriculum was first introduced by Spivack and Shure (1974) and refined and enhanced by others (Beland, 1988, 1989; Camp & Bash, 1981; Kendall & Braswell, 1985; Meichenbaum, 1977). In essence, a problem-solving process originally designed for impersonal, intellectual tasks was adapted for use in interpersonal situations. This teaching strategy appears to be useful as a preventative measure for adjusted children, as well as a prescriptive measure for aggressive children (Spivack & Shure, 1982).

The problem-solving approach has five steps:

Step 1: **What is the problem?**
(Identifying the problem using facial, body and situational cues)

Step 2: **What can I do?**
(Brainstorming ideas)

Step 3: **What might happen if...?**
(Evaluating ideas on the basis of safety, effect on those involved, fairness and workability)

Step 4: **Choose an idea and use it.**
(Performing the solution using skill steps)

Step 5: **Is it working? If not, what can I do now?**
(Evaluating whether the idea is working and changing to an alternative idea if necessary)

To facilitate the use of this strategy, the lessons present a series of hypothetical situations for which children must problem-solve. The steps are presented separately in lessons 2 through 5 and applied as a complete strategy in the remaining lessons of this unit. The illustrated Problem-Solving Steps found in the appendix should be introduced in Lessons 2-5 and remain on a classroom wall for the duration of the program.

The first step—answering "What is the problem?"—is often difficult for young children. They will often phrase the problem from the point of view of one of the story characters. ("Randy won't give Gary the truck.") Ask what each child in the photograph might think the problem is and incorporate their answers into a problem statement. However, be careful not to place too much emphasis on defining a problem at this age.

The *second step*— answering "What can I do?"—is the most critical skill to attain. Research shows that the ability to generate varied solutions to a problem is the deciding factor in whether children experience success in solving interpersonal problems. The quantity of solutions is as important as the type or quality of solutions generated (Fischler & Kendall, 1988; Kendall & Fischler, 1984).

Brainstorming requires coming up with many ideas in a short amount of time (1-2 minutes). In order not to inhibit student responses, refrain from evaluating or placing value judgments on suggested solutions. "That's one idea. Who has another idea?" encourages more participation than "That's a good idea! Does anyone else have one?" The latter response discourages participation in the brainstorming session by children who fear their suggestion may not be as

"good" as other suggestions. In fact, it is important for children to generate "poor" as well as "good" solutions in order to evaluate consequences of impulsive and aggressive behavior.

Sometimes young children get stuck on a certain category of ideas, such as offering toys, stuffed animals, books, etc., to solve a particular problem. To help them generate *alternative* solutions, say "Giving toys and giving books are alike. They both involve giving something. Can anyone think of a *different* idea—one that doesn't involve giving something?"

Next in importance is to evaluate each solution by generating consequences for each solution. Ask "What might happen if...?" for each of the ideas the children generated. Children often want to rush past this step; direct them to slow down and think about each idea. Unit I provides the requisite skills and language concepts for consequential thinking on which this unit builds.

After students evaluate their ideas, ask them which idea they would choose. They do not have to agree as a group; leave room for individual style and preferences. There are no absolute answers for solutions. Rather, the children should be developing a smorgasbord of prosocial solutions from which they might choose for various types of problems.

The final step is answering, "Is it working?" Children may at first feel a sense of failure if the idea they chose does not work. Encourage the children not to look at it as a win-lose situation. Most successful people, including athletes, did not succeed on their first try. When a solution doesn't work, it is important to be flexible and pursue another avenue. This ability to change directions when necessary is another attribute of the successful problem solver.

To help correct developmental lags in impulse control, the *think out loud* approach is applied to the problem-solving strategy. Students talk through the problem-solving steps out loud. Studies with normal and impulsive children have found that verbal self-instruction and labeling increases and maintains recall, cognitive performance, discrimination learning and ability to control motor behavior (Camp & Bash,1985; Kendall, 1977).

In *Second Step* children are taught to purposely verbalize the problem-solving process out loud. *Second Step, Grades 1-3* and *Grades 4-5*, coaches students to verbalize the strategy in the following way:

"Let's see, what is the problem? I want to play with the space game, but I don't have the game. What could I do about it? I could take the game away from my friend; I could ask him for it; I could offer to trade for it; I could cry; I could get help from a grownup; we could share it. What might happen if I...?" (evaluate solutions for possible consequences). In this case there are several acceptable solutions, so the child decides, "I think I'll offer to trade one of my books for his game. We'll see if it works." After repeated practice, children are encouraged to go through the steps silently in their minds or by whispering to themselves (Camp & Bash, 1985).

Young children are not expected to remember and recite the complete strategy. This curriculum coaches preschoolers and kindergartners to say the problem-solving steps out loud within the lesson. Most importantly, they are encouraged to generate their ideas out loud in the brainstorming process. With repeated application of the strategy, young children can remember and use key steps.

Behavioral Skills Training

Research suggests that young children can profit from behavioral skills training (O'Connor, 1969; Mize & Ladd, 1990; Yarrow, Scott & Waxler, 1973). Behavioral skills training has been a widely used intervention in elementary grades as well (Beland, 1988, 1989; Goldstein, 1981; Jackson, Jackson & Monroe, 1983).

Behavioral skills training calls for identifying the target behavior, modeling the behavior and guiding the children in role-playing the behavior. For example, you will give steps for "sharing" (the target behavior). Then you will show the children how to share in a model role play. The children then practice sharing, either individually with you or with another student, depending on the age of the child.

Older elementary school children are capable of generating skill steps with the teacher's guidance, observing the teacher's model and then practicing in pairs. When working with preschoolers and kindergartners, it works best for the teacher to *give* the steps to the children, model the steps in a role play, and perform a role play *with* each child. Some kindergartners are capable of generating their own skill steps. This encourages greater ownership of the target behavior. You are the best judge of how much direction your class needs.

Due to the memory capacity of young children, skill steps for target behaviors are kept at a minimum (2-3 steps). Older children are

capable of remembering up to five steps, which enables them to greater refine the skill. Refrain from the temptation to complicate the process for young children. As they grow older, they can add subtleties to their skill repertoire.

You should coach or prompt the children in performing the role plays. Afterwards, provide performance feedback and reinforcement along with the rest of the class. It is also important to utilize opportunities for transfer of training, i.e., guiding the students to use the social skill in real life situations. Since the above components are integral to the entire curriculum, they are more fully explained in "How to Use This Curriculum" and "Transfer of Training" in this Teacher's Guide.

The target behaviors taught in Lessons 4-10 in this unit are as follows:

- joining in
- sharing
- taking turns
- trading
- paying attention
- interrupting politely

You will notice that the first four target skills are friendship skills, while the last two are skills often used with adults. The first skill, joining in, is perhaps the most critical one to teach to impulsive and aggressive children. Recent studies have found that a key way in which aggressive children differ from their more social peers is that they make significantly fewer comments and ask fewer questions of children. By showing interest and not immediately barging into an ongoing play situation, their more socially successful peers are able to size up the situation and ease themselves in (Mize & Ladd, 1990; Neil, Jenkins & Meadows, 1990).

Behavioral skills training combines well with the problem-solving strategy. The lessons provide problem situations which call for specific social skills as possible solutions. For instance, in one lesson a child wants to check out a library book another child has already chosen. Students are asked to generate solutions to the child's problem. A likely and appropriate solution to the above problem is to "offer a trade," a target behavior which can be broken down into skill steps: 1) choose something the person might like, and 2) say, "Would you like to trade (this) for (that)?"

Language Concepts

Many of the language concepts introduced in Unit I are reinforced in this unit. Connectives such as *if—then*, *why—because* and *same—different* are integral to the problem-solving strategy. In addition, some key words are introduced in this unit:

- Children learn what a ***problem*** is and what it means to be ***impulsive.***
- The term ***idea*** is used in place of ***solution*** in the lesson text. If kindergarten teachers prefer, they can resubstitute the latter term.
- ***Sharing, taking turns*** and ***trading*** are introduced and differentiated.
- Children also learn how to ***ignore*** distractions and ***interrupt*** conversations (politely).

Puppets

Impulsive Puppy and Slow Down Snail appear in this unit to introduce the problem-solving strategy and the idea that behavioral skills are solutions put into action. The snail's refrain "Slow down—stop and think" illustrates the difference between impulsive actions and thinking through a problem. You will find that the puppets greatly enhance the children's retention of the fundamental concepts and strategies. Puppet scripts and guidelines for using the puppets appear in the "Puppet Scripts" section in this Teacher's Guide.

Transfer of Training

Research suggests that academic skills will be strengthened when the concepts and skills involved in problem solving are reinforced in the social realm (Shure and Spivack, 1983). It is interesting to note, however, that the concepts and skills are not naturally generalized from academic to social situations as they are from social to academic situations (Douglas, Parry, Marton & Garson, 1976; Meichenbaum, 1977). The skills must be learned and practiced in the social context.

Problem-solving skills are easily applied to cognitive tasks (cleaning up after an art project) and to social conflicts as they arise during the course of a day. Keep the illustrated Problem-Solving Steps visible in the classroom. Refer to them when helping students solve concrete

problems and when mediating social conflicts. In one school, children as young as six made bracelets of the problem-solving steps and used them successfully with other children on the playground.

Once again, use the three-step transfer of training model presented in the "Transfer of Training" section. Guide the children in *imagining the day* by having them identify times when they might use the skills presented in *Second Step*. Behavioral skills such as "sharing," "trading," and "taking turns" are easy to associate with upcoming activities (modeling clay, painting, playing on the swings, etc.).

During the day, you can encourage use of the problem-solving strategy by *modeling thinking out loud* when solving everyday problems, *coaching* children to use the steps in interpersonal conflicts, and *reinforcing the behavior*. Modeling thinking out loud might sound like this:

> Teacher: Oh dear, I have a problem—I forgot to bring the morning snack. Let me see, what can I do? I could have the class bake something. I could send Jenny (room aide) to the store or we could go for a walk to the corner store. Or we could eat part of our lunch early...."

Coaching interpersonal conflicts might sound like this:

> Teacher: Brian, what's happening?
> Brian: They won't give me a turn! (on the see-saw)
> Teacher. So, you want to play on the see-saw and so do they (rephrasing problem). What could you do to get a turn?
> Brian: You can make her get off (points to child).
> Teacher: Telling a teacher is one idea. What else could *you* do?
> Brian: Ask them?
> Teacher: Give it a try and see if it works.

In much the same way, children can practice behavioral skills. Encourage them to verbally rehearse a solution before they actually use it in a real situation. "What words could you use?" or "Pretend I'm _____ and say it to me" are common coaching lines. In the above example, the child could practice asking for a turn with the teacher first, and then try it with the children involved.

Helping children to identify natural reinforcement when it occurs might sound like this:

Teacher: Brian, what just happened?
Brian: They gave me a turn on the see-saw.
Teacher: Yes, they gave you a turn *because* you asked them nicely. How do you feel about that?
Brian: Good!

It is important to *remember the day* by helping the children to identify times when they used the skills:

"Who shared something with another person today?"

"Who practiced interrupting politely today?"

By structuring transfer of training into the day, you can help ensure that children use problem solving and behavioral skills in real situations.

Unit III — Anger Management

Definition

Anger management is a compilation of stress reduction techniques for channeling one's angry feelings into socially acceptable directions. It is not an attempt to sweep the emotion under the carpet, but rather to address the source of the anger in a constructive way.

It is important to note that not all acts of aggression are precipitated by anger, nor does anger always lead to aggressive behavior. Anger is a much maligned emotion, which has its *positive* side. How would constructive social or personal changes come about if the citizenry or individual were not angry or dissatisfied with certain public policies (slavery) or private acts (abuse)? However, anger is frequently a component of aggressive behavior and acts of violence. Anger, the emotion, is not the problem; what one does with anger can be.

Developmental Levels

Since distress is unavoidable for humans, it is important to learn how to modulate, tolerate and endure negative experiences. The ability to deal with stress is a critical component of young children's developmental growth. In fact, emotional regulation begins from practically the moment of birth and changes in significant ways during the first few years of life. A developmental model describes the learning process as follows (Band & Weisz, 1988; Kopp, 1989):

- **0-3 months:** Young infants turn their heads away from unpleasant stimuli and use non-nutritive sucking to pacify themselves when distressed.

- **3-9 months:** Older infants are capable of remembering what has pacified them in the past and can calm down in anticipation of these experiences being repeated; i.e., ceasing to cry when hearing mother's footsteps or her soothing voice.

- **12 months-4 years:** Planned stress control or primary coping begins to emerge slowly around the first year of life and gains in sophistication during the preschool years. Primary coping involves the recognition of a stressful situation followed by a sequence of actions designed to change or modify the situation. If a three-year-old is bothered by an aggressive child, s/he might move to another part of the room and choose a solitary activity which is difficult for others to join in. Early in this stage, children may also consistently use a specific object, such as a blanket or stuffed animal, to reduce stressful feelings.

- **4-6 years:** During this period, secondary coping, the ability to adjust to circumstances as they are, emerges, although primary coping remains the preferred strategy. Secondary coping involves changing one's internal state, while primary coping involves changing one's external state. Whether young children use one coping strategy or the other largely depends on their sense of control in a situation. For example, secondary coping increases when confronted with medical procedures, such as getting a shot, or dealing with authority figures, such as a teacher; both are situations in which young children feel they have little control.

Anger management represents a secondary coping strategy. Children attempt to modify their internal state before they problem solve, the latter being essentially a primary coping strategy. This developmental model suggests that kindergartners may be more capable of effectively learning and using anger management than preschoolers. However, you can think of this age range as an opportune time to introduce secondary coping whether it has emerged yet or not. It is always important to lay the groundwork. Young children will benefit from the techniques even if they don't initiate their use.

Teaching Strategies

This unit presents a secondary coping model specifically designed for older preschool children and kindergartners for dealing with stressful emotions. The affective components of physical relaxation are combined with the cognitive strategies of self-instruction and problem solving.

This approach was originated by Novaco (1975) for use with angry adolescents and refined by Feindler (1984). Since its inception as a therapeutic tool, it has worked well not only with aggressive delinquents but with elementary school children as well. Anger management has also shown promise with preschoolers (Trotter & Humphrey, 1988).

Anger management uses *self-talk* to guide one's behavior in much the same way that thinking out loud aids problem solving. Novaco noted that "anger is fomented, maintained, and influenced by the self-statements that are made in provocation situations" (Novaco, 1975), and that angry feelings are often accompanied by "a combination of physical arousal and cognitive labeling of that arousal as anger" (Novaco, 1979). For example, someone may confront a problem, become physically aroused (hot, tense, accelerated heart beat) and then label her/his feelings—"That makes me so mad!"—which serves to further arouse her/him.

Anger management seeks to *break or reverse this cycle of anger escalation* by substituting positive coping statements and psychological techniques to reduce the physical arousal pattern. This strategy, as refined for this curriculum, is as follows:

Calming Down Steps

1. **How do I feel?**
   (Children recognize sensations that tell them they are angry.)

2. **Take three deep breaths.**

3. **Count slowly to five.**
   (Older children may count backwards.)

4. **Say "calm down" to yourself.**
   (Children use self-instructional statements that reduce arousal.)

5. **Talk to a grownup about it.**
   (Children talk about their feelings and reflect on how they performed in the situation.)

Anger management is naturally paired with the problem-solving approach; after reducing anger, one needs to deal effectively with the situation that provoked the anger in the first place. Anger management can be seen as a prelude to making peace with others.

As with problem solving in Unit II, this strategy also lends itself to the teaching of individual target behaviors. Specific target behaviors taught in Lessons 3-6 of this unit are as follows:

- dealing with being hurt
- dealing with name-calling
- dealing with having things taken away
- dealing with not getting what you want

Illustrated Calming Down Steps are introduced in the first two lessons of the unit. Hang the steps on a classroom wall and refer to them when children are having difficulty with angry feelings.

Language Concepts

Unit III does not introduce many new language concepts, but continues to build on those introduced in the previous two units. The most important term for the children to understand is *calm down*. Calming down can mean the use of any one or more of the techniques listed in the Calming Down Steps.

Transfer of Training

Continue to use the three-step transfer of training model presented in the "Transfer of Training" section. When *imagining the day*, help the children to identify times during the day they might need to calm down (after recess, waiting in line).

There are plenty of opportunities for children to use anger management skills during the course of the day. Since children at this age may have difficulty initiating use of the steps on their own, you will need to guide them. A teacher-child dialogue might sound as follows:

Teacher: *(upon seeing a very angry child)* Mara, take a deep breath. Good. Take two more deep breaths.
Mara: *(quieter, but in tears)* He pushed me.
Teacher: How do you feel about being pushed?
Mara: Mad.
Teacher: Now say to yourself, "calm down."
Mara: Calm down.
Teacher: Say it again very slowly.
Mara: Calm down.
Teacher: Good. Now let's talk about the problem....

You may want to designate a *time-out corner* where students can go to cool off and utilize the techniques. Be sure to follow a period in the time-out corner with a problem-solving session that addresses the child's concerns.

Reinforce behavior by aiding children in identifying the benefits of responding calmly in provocative situations. When *remembering the day*, ask the children to identify times they used the skills to calm down or times they used the behavioral skills presented in this unit.

Handling Disclosure and Reporting

Second Step encourages children to talk about their feelings. It also models standards of behavior, such as how to deal with angry feelings. As a result of exposure to the curriculum, children may disclose abuse (physical or sexual) or neglect. You should be prepared to deal with the situation, should this occur in your classroom.

The following are some suggestions for responding to disclosure:

- If a child discloses during a lesson, acknowledge the child's disclosure and continue the lesson.
- Afterwards, find a private place and talk individually with the child.
- Do not panic or express shock.
- Express your belief that the child is telling you the truth.
- Reassure the child that it is good to tell.
- Reassure the child that it is not her/his fault, that s/he is not bad.
- Determine the child's immediate need for safety.
- Let the child know that you will do your best to protect and support her/him.
- Let the child know what steps you will take.
- Report to the proper authorities.

If you are unsure whether a child's disclosure constitutes abuse or neglect, or if you feel uncertain how to deal with the situation, refer to your school district's guidelines and seek advice from your principal and/or local child protective service. Guidelines for identifying abused and neglected children can be found in *Talking About Touching*, A Personal Safety Curriculum (Committee for Children, 1987).

If you have "reasonable cause to suspect" a child is being abused or neglected, it is your legal responsibility to report your suspicions to your local child protective service or the police. This will set in motion the process of investigation and of getting help for the child. Remember, your role is to report suspicions, not to investigate the situation.

Child abuse laws vary from state to state, and individual schools may have their own reporting rules. Some schools require that the head teacher or principal be informed; s/he will then make the official report. Other policies require that the principal be informed before the teacher makes the report. It is important to note that failure to report by higher administrators does not release teachers who suspect abuse from their legal obligations. Understanding your school policy and the child abuse and reporting laws in your state are the best assurances that you are acting appropriately in any given situation.

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Puppet Scripts

The Impulsive Puppy and Slow Down Snail are to be used in Units II and III. The scripts are numbered and indicated on the lesson cards. They are an *integral part* of these lessons and will delight the children, so allow time to practice and perform the scripts.

For starters, read through the scripts and get a flavor for the puppets' individual personalities. Practice different movements with the puppets. Impulsive Puppy moves quickly and can roll over, pant, bark, wiggle, sniff and wag its tail. Slow Down Snail moves and speaks slowly. It can hide in its shell and move its antennae.

After you have become acquainted, practice a few of the scripts and note how they tie into the lessons for which they are designed. The puppets have few lines and can often whisper their lines in your ear if you are uncomfortable with using different voices.

It is not unusual for the children to adore the Impulsive Puppy at first and then reject him later on in the curriculum when he continually makes a mess of things. The children may slowly gravitate to the more prosocial ways of the Slow Down Snail.

Puppet Script #1

Start with Puppy behind your back and Snail in the box.

TEACHER: Today I have two friends I would like you to meet. Here comes one now.

PUPPY: *Puppy comes out panting, barking and wagging its tail.*

TEACHER: Class, this is Impulsive Puppy. Impulsive means doing the first thing that pops into your head. Impulsive Puppy always does whatever pops into his head, and he does it fast and loud. I'll bring Impulsive Puppy around to meet each of you.

PUPPY: *Acts inappropriately by pulling students' hair and clothes, licking faces, sniffing at them and barking.*

TEACHER: *(Pulling puppy back into arms)* Impulsive Puppy, is that the way to make friends? *(To class)* I think I need some help!

SNAIL: *Comes out of box inside his shell, then slowly emerges.*

PUPPY: *Puppy barks at snail.*

SNAIL: *(Move mouth and speak slowly)* Slow Down—Stop and Think. *(Repeat several times as puppy calms down.)*

TEACHER: That's better. Slow Down Snail, I'd like you to meet Impulsive Puppy. Impulsive Puppy, I'd like you to meet Slow Down Snail.

(Snail and Puppy shake antenna and paw.)

TEACHER: That's one way to make friends!

SNAIL: *(Whispers in teacher's ear.)*

TEACHER: *(To Snail)* Oh, you're going to teach Impulsive Puppy a thing or two... *(Snail whispers again.)* and the kids will help teach that puppy. Good! Let's all say good-bye for now. Goodbye, Slow Down. Goodbye, Impulsive Puppy.

PUPPY: *(Leaves barking.)*

SNAIL: *(Waves antennae.)* Slow Down—Stop and Think.

Puppet Script #2

Start with Puppy, and keep Snail inside its shell behind your back.

TEACHER: Impulsive Puppy is here again. Hello, Impulsive Puppy.

PUPPY: *Whimpers and lays his head down.*

TEACHER: *(To class)* How do you think Impulsive Puppy is feeling? *(Class responds.)* Who will ask Puppy why he feels so sad?

PUPPY: *Whispers in your ear.*

TEACHER: So the problem is you want to play, but Slow Down won't come out of the shell to play with you? *(Bringing Slow Down from behind.)*

PUPPY: *Nods, barks repeatedly at shell.*

TEACHER: Let's ask what Slow Down thinks the problem is. Who will ask Slow Down? *(Choose a child.)* You'll have to get very close so Slow Down can hear you inside the shell. *(Child asks.)*

SNAIL: *(Slowly emerges and speaks quietly.)* It's way too noisy out here.

PUPPY: *Puppy barks again and Snail retreats.*

TEACHER: So the problem is Impulsive Puppy wants to play with Slow Down Snail, but Slow Down won't come out because it's too noisy out here.

SNAIL: *(Peeks out and speaks slowly.)* Slow Down—Stop and Think.

PUPPY: *Barks and jumps around.*

TEACHER: Puppy, I think you should take more time to think about the problem. The kids will think about the problem, too. We'll see you both again tomorrow. Everyone, say goobye—very quietly.

PUPPY: *Whimpers.*

SNAIL: *Waves antennae out of shell.*

Puppet Script #3

Start with Puppy barking and Snail inside its shell.

TEACHER: *(To class)* Impulsive Puppy and Slow Down Snail had a problem yesterday. What was it? *(Children respond.)*

TEACHER: *(To class)* Yes, Impulsive Puppy was sad because Slow Down would not come out of the snail shell. And Slow Down thought it was too noisy to come out.

PUPPY: *Barks at shell.*

TEACHER: What could Impulsive Puppy do to get Slow Down to come out and play? (Children respond.)

TEACHER: *(Respond to each suggestion until you have 4-5 ideas:)* That's one idea; what is another?

PUPPY: *Puppy moans as if confused.*

TEACHER: Let's be quiet for a minute and think about these ideas.

SNAIL: *(Peeks out and speaks slowly and quietly)* Slow Down—Stop and Think.

PUPPY: *Barks and jumps around.*

SNAIL: *Quickly retreats into shell.*

TEACHER: Puppy, I think Slow Down is trying to tell us something. Maybe if you don't bark, Slow Down will come out and play!

PUPPY: *Nods and waits.*

SNAIL: *(Slowly comes out.)* You slowed down—you stopped and thought. Let's go play.

PUPPY: *Barks loudly in excitement and quiets down when Snail looks like it will retreat again.*

TEACHER: *(Shake your head.)* Sometimes it takes a while to learn something.

Puppet Script #4

Start with Puppy barking and Snail inside its shell.

TEACHER: Impulsive Puppy, why are you barking? I thought you wanted to play with Slow Down. Slow Down won't come out if it's noisy.

PUPPY: *(Whispers in your ear.)*

TEACHER: *(To class)* Impulsive Puppy says he doesn't know how to be quiet; he wants you to teach him. Would you like to teach Impulsive Puppy how to bark more quietly?

(Coach children to bark quietly. Recognize quiet barkers.)

PUPPY: *Barks quietly like children.*

TEACHER: *(Quietly to class)* Do you think Impulsive Puppy is doing a good job? *(Children respond.)*

TEACHER: *(Quietly)* Look, it's working. Slow Down is coming out.

SNAIL: Slow Down—Stop and Think. *(Hugs Puppy.)*

PUPPY: *Puppy wags tail and pants with happiness.*

TEACHER: Very good, Puppy. You deserve a pretend doggy biscuit for that one.

(Have children feed the puppy.)

Puppet Script #5

Start with Puppy and Snail.

TEACHER: Hello, Slow Down. *(waves antennae)* Hello, Impulsive Puppy. *(barks quietly)* Ah, what a nice quiet bark you have today. I know your birthdays are coming up—how old will you each be?

PUPPY: *Barks five times.*

TEACHER: Five weeks?!

SNAIL: *Counts out five with one antenna.*

TEACHER: Five days?!

TEACHER: *(To class)* I brought them each a birthday present. Let's see how they like them. *(Give vegetable to Puppy and ball to Slow Down.)*

PUPPY: *(Looks at vegetable, confused, and moans.)*

TEACHER: It's lettuce. It's good to eat... Oh dear, you don't like it. How about you, Slow Down, do you like your ball?

SNAIL: *Acts shy; puts antennae down, then looks at vegetable.*

PUPPY: *Wags tail while looking at ball.*

TEACHER: Oh, dear. I'd like to make them both happy. *(To class)* What can I do?

(Class responds. If someone doesn't suggest trading, then you should suggest it.)

SNAIL: *Pushes ball to Puppy.*

PUPPY: *Gives vegetable to Snail. They both act happy.*

TEACHER: It looks like trading was a good idea. Next time I give a present, I'll remember to think first about what the person wants!

(Have everyone say goodbyes.)

Puppet Script #6

Start with Puppy.

TEACHER: Today we're going to talk about....

PUPPY: *Interrupts by barking and pulling on your sleeve.*

TEACHER: Wait, Puppy. As I was saying...today we...

PUPPY: *Interrupts again by pulling on your hair and growling.*

TEACHER: *(In a frustrated voice)* I feel very irritated when you interrupt.

SNAIL: *(Comes out from behind your back.)* Slow Down—Stop and Think....Wait.

PUPPY: *Settles down.*

TEACHER: That's much better. Now I want to listen to you. What did you want to say to me?

PUPPY: *Whispers in teacher's ear.*

TEACHER: Oh, you need to go outside to go to the....Oh, go ahead. We'll see you later. *(Put Puppy outside the door.)*

TEACHER: *(To class)* When you have an emergency, it's okay not to wait to interrupt. *(To Snail)* Thanks for your help, Slow Down.

SNAIL: Slow Down—Stop and Think....and Wait.

Puppet Script #7

Start with Puppy; keep Snail behind your back.

PUPPY: *Barks and growls, acting very angry.*

TEACHER: Impulsive Puppy, how are you feeling?

PUPPY: *Growls in your ear.*

TEACHER: You're feeling very angry. *(To class)* Who will ask Puppy why he is feeling angry? *(Child asks.)*

PUPPY: I buried my doggie bone, and I don't remember *where!*

SNAIL: *Comes out from behind your back.)* Calm Down—Stop and Breathe. *(Takes big slow breaths in front of Puppy.)*

PUPPY: *Takes big slow breaths and begins to settle down.*

TEACHER: That's a good way to calm down. Thanks for showing the Puppy...and us...how to do that. Let's all take three deep breaths. *(Breathe with class.)*

SNAIL: *(Starts to count slowly to five.)* 1...2...3...4...5.

TEACHER: Oh, I see, counting is another way to calm down if we are really angry. Let's all try it. *(Class counts with Slow Down.)*

PUPPY: *Whispers in teacher's ear.*

TEACHER: Oh, you thought of another way to calm down. What is it?

PUPPY: *(Says slowly.)* Calm Down.

TEACHER: I see, "Calm down" is something we can say to ourselves. Let's all say calm down to ourselves. *(Class says Calm Down.)*

PUPPY: *Whispers in your ear.*

TEACHER: Great! Now that Puppy has calmed down, he remembers where his bone is. Bye, now. Thanks for calming us down, Slow Down, we'll see you later.

Puppet Script #8

Start with Puppy and Snail.

TEACHER: Hi, Slow Down—Hi, Impulsive Puppy.

PUPPY: *Whispers in your ear.*

TEACHER: You're going to play the Name Game? How do you play that?

PUPPY: *(To Snail)* You're a silly billy.

SNAIL: *(Laughs.)* You're a puppy wuppy.

PUPPY: *(Laughs.)* You're a snaily-waily.

SNAIL: *(Laughs.)* You're a doggy-woggy!

PUPPY: *(Laughs.)* You're a slimey-limey.

SNAIL: *Looks sad, sniffs, lowers head and antennae.*

TEACHER: What's wrong, Slow Down? *(No answer.)* What do you think is wrong with Slow Down? *(Class responds.)* Maybe Slow Down has hurt feelings.

PUPPY: *(Moans and tries to comfort Snail.)* I didn't mean to hurt your feelings. I was only playing.

TEACHER: Name-calling can be fun; but sometimes it can hurt. When it hurts, we should stop. Are you okay now, Slow Down?

SNAIL: *Nods.*

PUPPY: *Gives a happiness bark.*

TEACHER: I'm glad! Why don't you two play a different game for now. Bye for now.

Take-Home Letters

It is important for children to use the skills they learn through *Second Step* in their natural environment. To encourage skill practice at home, Take-Home Letters have been supplied. The Take-Home Letters include information on what the children are learning, as well as tips and suggested activities. These activities are designed to be fun and easy-to-do. To make the letters accessible to more parents, they have been written on a fifth grade reading level.

The Take-Home Letters include:

- an introductory letter,
- a letter describing each unit, and
- a form letter the teacher fills in for each social skill.

The form letter can be used for most lessons in Units II and III. For example, Lesson 10 in Unit II is on "interrupting politely." Before the lesson, the teacher fills in the name of the social skill and the steps for performing the skill, and then makes a copy for each student. Be sure to keep a blank "master" copy of the letter for use with other lessons.

In addition to sending the Take-Home Letters, it is suggested that you explain the *Second Step* program during a parents' night or parent conferences. Let parents know that you will be sending home regular pieces of information and would like them to participate as much as they can.

TAKE-HOME LETTER
Introduction to *Second Step*

date_____

From the classroom of _____ at _____

Dear Parent(s), Guardian(s),

We are starting a new program in your child's class called ***Second Step.*** The goal of this program is to build your child's social skills and self-esteem by giving her/him tools to solve everyday problems.

Children who learn and use the skills presented in this program are more likely to get along with other people and do better in school.

The *Second Step* lessons are divided into three areas:

1. **Empathy Training**
   Children learn to:
   - identify feelings (happy, sad, mad, scared...).
   - predict how other people feel (by reading faces, body language).
   - show others they care (by responding to others' feelings).

2. **Impulse Control**
   Children learn to:
   - solve problems.
   - perform social skills (sharing, taking turns...).

3. **Anger Management**
   Children learn to:
   - calm down.
   - redirect their feelings in more positive ways.

You will be getting several more Take-Home Letters. These will let you know what your child is learning. Please take some time to try the suggested activities. Talking about the program with your child will help her/him to use the new skills at home.

Also, I'd be happy to hear from you! Please let me know what you think of the *Second Step* program.

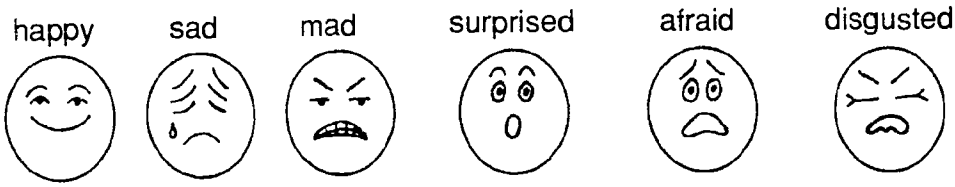
Sincerely,

TAKE-HOME LETTER
***Second Step,* Unit I**

date_____

Dear Parent(s), Guardian(s),

During the next two months your child will be learning about feelings:



Your child will also be learning that:

- people may have different feelings from each other. (One child is scared by something, while another child is excited about the same thing.)
- feelings may change. (For example, a puppy may be lost and then found. In this situation, the feelings go from sad to happy.)
- some actions are accidents. ("Joey didn't mean to do it; it was an accident.")

And your child will learn to:

- predict other's feelings. ("If I grab the ball then Tina might feel sad.")
- tell others how s/he feels. ("I feel sad when you go away.")
- listen to others.

Here are some **suggested activities** you can do with your child:

1) Match the faces above with the feelings.
2) Play "I feel____ when _____ by filling in the spaces with different feelings and situations. ("I feel scared when I get lost in a store.")
3) When reading a book, talk about the characters' feelings and discuss times you and your child felt the same way.
4) When your child is showing a feeling, help her/him to give the feeling a name. ("I see you're frowning; how are you feeling?")

By listening to and talking about feelings, you will be helping your child to feel valued and to be more understanding of others' feelings. I hope that you have time to work on these skills at home. Let me know!

Sincerely,

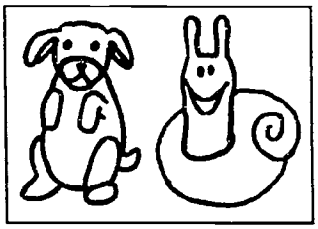
TAKE-HOME LETTER
***Second Step,* Unit II**

date_____

Dear Parent(s), Guardian(s),

Your child will soon be learning how to solve problems along with "Impulsive Puppy" and "Slow Down Snail" (puppets from the *Second Step* program). Your child will be using the following steps:

1. What is the problem?
2. What can I do?
3. What might happen if...?
4. Choose an idea and use it.
5. Is it working? If not, what can I do now?



You can **practice** the steps with your child by doing the following:

- Instead of solving your child's problem for her/him ask, "What could you do?" followed by, "That's one idea; what else could you do?"
- When your child comes up with solutions, hold back from judging each idea. After s/he has thought of several ideas, ask your child to evaluate each one (what s/he thinks will happen if s/he tries each one).
- To help evaluate ideas you may also ask:
  - Is it safe?
  - How will people feel?
  - Is it fair?
  - Will it work?
- If one idea doesn't work, encourage your child to try another one.
- Practice solutions with your child. For instance, if s/he is trying to solve the problem of being bored, and chooses to call a friend, have her/him practice what to say before making the call.

In class your child will be practicing the following social skills: *joining in, sharing, taking turns, trading, paying attention* and *interrupting politely*. You may hear about these "role plays" from your child. I will be sending home the steps we use for each social skill so that your child can practice them at home.

On the next page is a list of books for parents which are helpful in teaching the skills found in *Second Step*.

Sincerely,

Books for Parents

How to Talk So Kids Will Listen and Listen So Kids Will Talk by Adele Faber and Elaine Mazlish, New York, Avon Books, 1980.

The following books are by Elizabeth Crary and are available from Parenting Press, Inc., P.O. Box 75267, Seattle, WA 98125:

Kids Can Cooperate

Without Spanking or Spoiling, A Practical Approach to Toddler and Preschool Guidance

The Children's Problem Solving Package (contains six books which can also be purchased individually):

I Want It
I Can't Wait
I Want to Play
My Name Is Not Dummy
I'm Lost
Mommy, Don't Go

TAKE-HOME LETTER
***Second Step,* Unit III**

date_____

Dear Parent(s), Guardian(s),

For the next month your child will be learning what to do about angry feelings. Your child will be taught the following to say to her/himself:

1. How do I feel?
2. Calm down:
   - take three deep breaths.
   - count slowly to five.
3. Say "calm down."
4. Talk to a grownup about my feelings.

The children are taught that it's okay to feel angry. Feeling angry is not "bad," but how one acts when angry is where many children run into problems. Angry <u>behavior</u> (pushing, hitting, etc.) is not all right.

You **can help** your child to deal with anger by doing the following:

- Help your child to recognize when s/he is angry. Ask "how do you feel about that?" or say "Oooh, that must have been hard on you."

- Take deep breaths, count slowly and say "calm down" <u>with</u> your child when s/he is angry.

- Give your full attention when listening to your child's feelings. Some feelings are hard to accept, but a child can often work out these feelings by talking about them.

- Let your child see you use the skills in real life situations. This may mean thinking out loud as you go through the problem-solving steps.

In class your child will be practicing *calming down and dealing with: being hurt, being called names, having things taken away,* and *not getting what one wants.* I will be sending home the steps we use for each social skill so that your child can practice them at home.

Thanks again for your support!

Sincerely,

TAKE-HOME LETTER
A Social Skill

date _____

Dear Parent(s), Guardian(s),

This week your child has been learning and practicing the social skill listed below. Please practice this skill with your child at home. When you see your child use the skill, give praise or a hug for a job well done.

Social Skill: _____

Skill Steps:

_____

_____

_____

Notes from the teacher:

If the skill steps are different from the ones your family uses, talk to your child about the differences. See these ideas as not necessarily replacing ones you are using. Thanks again for your support!

Sincerely,

Children's Books/ Resources

Alexander, Martha. **I Sure Am Glad to See You, Blackboard Bear.** New York: The Dial Press. Neighborhood kids tease a boy, a bully steals his ice cream. (name-calling)

Alexander, Martha. **We're in Big Trouble, Blackboard Bear**. New York: The Dial Press, 1980. A boy's bear learns a hard lesson about leaving other people's things alone. (consequences)

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

Aliki. **We Are Best Friends**. New York: Greenwillow Books, 1982. (friendship)

Allen, Jeffrey; illustrated by James Marshall. **Nosey Mrs. Rat.** New York: Viking Kestrel, 1985. Mrs. Rat snoops and spies on all her neighbors until the tables are turned and she gets her comeuppance. (empathy)

Amoss, Berthe. **Tom in the Middle**. New York: Harper & Row, Publishers, 1968. Tom is frustrated with his little brother who follows him everywhere and hurts his toys and books, and with his big brother who can do almost everything and won't let Tom play with his things. (dealing with being hurt)

Anastasio, Dina. **Please Pass the Peas.** New York: Warner Juvenile Books, 1991. Rhymed text describes appropriate polite behavior. (manners)

Barrett, Joyce Durham. **Willie's Not the Hugging Kind.** New York: Harper Collins Publishers, 1989. A little boy discovers he needs hugs after all. (feelings change)

Barsuhn, Rochelle Nielson; illustrated by Gwen Connelly. **Feeling Afraid**. Elgin, Illinois: The Child's World, 1982. A girl talks about her fears: storms, making friends, being laughed at, confessing to misdeeds. (fear)

Berenstain, Stan & Jan. **The Berenstain Bears and the Bad Dream**. New York: Random House, 1988. After viewing a scary movie, Brother Bear has a scary dream. (fears, similarities and differences)

Berenstain, Stan & Jan. **The Berenstain Bears Get in a Fight**. New York: Random House, 1982. Brother and Sister Bear turn a minor disagreement into a major fight, and it is up to Mama Bear to call a truce. (problem solving)

Berry, Joy Wilt. **Everykid's Guide to Decision Making and Problem Solving.** Sebastopol, California: Living Skills Press, 1987. (problem solving)

Blegvad, Lenore; illustrated by Erik Blegvad. **Anna Banana and Me.** New York: A Margaret K. McElderry Book; Atheneum, 1985. A little girl's fearlessness inspires a friend to face his own fears. (fear)

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

Bonsall, Crosby Newell. **It's Mine**. New York: Dodd, Mead, 1955. (problem solving)

Brandenburg, Franz. **I Wish I Were Sick, Too.** New York: Mulberry Books, 1990. A little girl envies the attention her brother receives when he is sick. (feelings)

Brown, Marc; illustrated by Stephen Kronsky. **Perfect Pigs: An Introduction to Manners**. Boston, Toronto: An Atlantic Monthly Press Book; Little, Brown & Company, 1983. A simple and humorous introduction to good manners to use with family, friends, at school, during meals, on the phone, during games, and in public places. (manners)

Carle, Eric. **The Grouchy Ladybug**. New York: Harper & Row, Publishers, 1977. A grouchy ladybug is looking for someone—anyone—to fight, no matter how big. All day she badgers and bullies until she meets her match. (bullying)

Carle, Eric. **The Very Busy Spider**. New York: Philomel Books, 1984. All the animals try to divert the little spider from spinning her web, but she ignores the distractions and persists, producing a thing of both beauty and usefulness. (preferences, paying attention)

Carlson, Nancy. **Arnie and the New Kid.** New York: Viking, 1990. A little boy learns about a classmate in a wheelchair. (empathy)

Carlson, Nancy. **Harriet's Halloween Candy**. Minneapolis: Carolrhoda Books, Inc, 1982. Harriet learns the hard way that sharing her Halloween candy makes her feel better than eating it all herself. (sharing)

Carlson, Nancy. **I Like Me.** New York: Puffin Books, 1990. A little girl likes and accepts herself. (self-esteem)

Carlson, Nancy. **Loudmouth George and the Big Race**. Minneapolis: Carolrhoda Books, Inc., 1983. George brags, procrastinates, and offers excuses instead of training for the big race – much to his later embarrassment. (if—then)

Chorao, Kay. **Kate's Quilt**. New York: E.P. Dutton, 1982. Kate is disappointed, frustrated, and angry, and throws a tantrum when she receives a quilt instead of a doll as a gift. Her feelings change as the night grows cold and scary. (anger, feelings change)

Cohen, Miriam; illustrated by Lillian Hoban. **So What?** New York: Greenwillow Books, 1982. A little boy learns to accept himself as he is. (problem solving)

Cohen, Miriam; illustrated by Lillian Hoban. **Will I Have a Friend?** New York: Macmillan Publishing Co., Inc., 1967. On a boy's first day of school, he watches kids play and wishes he could join in, then makes a friend by finding a common interest. (joining in)

Cole, Babette. **The Trouble with Mom**. New York: Coward-McCann, Inc., 1983. A young boy's mom, who is a witch, is not immediately accepted by the parents of the children in his new school.

Crary, Elizabeth. **I Can't Wait**. Seattle, Washington: Parenting Press, 1982. (problem solving)

Crary, Elizabeth. **I'm Lost**. Seattle, Washington: Parenting Press, 1985. (problem solving)

Crary, Elizabeth. **I Want It**. Seattle, Washington: Parenting Press, 1981. (problem solving)

Crary, Elizabeth. **My Name Is Not Dummy**. Seattle, Washington: Parenting Press, 1983. (problem solving)

Daly, Niki. **Look At Me**. New York: Viking Kestrel, 1986. A child keeps trying to join in games with two older friends, but they leave him out. (joining in)

Da Rif, Andrea. **Thomas in Trouble**. New York: Margaret K. McElderry Books, 1987. Thomas runs away from home to escape being punished for getting in trouble, but brings more trouble on himself. (impulse control)

Davis, Gibbs; illustrated by Linda Shute. **The Other Emily**. Boston: Houghton Mifflin Company, 1984. Emily believes her name belongs to her alone, but on the first day of school she discovers she's not the one and only Emily in the world. (anger, jealousy, friendship, impulse control)

de Paola, Tomie. **Now One Foot, Now the Other**. New York: G.P. Putnam's Sons, 1981. When his grandfather has a stroke, Bobbie is at first afraid, but overcomes his fear. (empathy)

de Paola, Tomie. **Oliver Button Is a Sissy.** New York: Harcourt Brace, 1979. Oliver doesn't let teasing at school stop him from what he likes to do. (name-calling)

de Lynam, Alicia Garcia. **It's Mine**. New York: Dial Books for Young Readers, 1988. Two children discover that although it's difficult to share a favorite toy, it can be even more fun to play with it together. (fairness, sharing)

Delton, Judy; illustrated by Lillian Hoban. **The New Girl At School**. New York: E. P. Dutton, 1979. A young girl feels lonely and left out her first week at a new school until she discovers ways to join in. (joining in)

Delton, Judy; illustrated by Irene Trivas. **My Mother Lost Her Job Today**. Chicago: Albert Whitman & Company, 1980. When her mom loses her job and becomes frustrated and angry, a girl wonders if anything will ever be the same again. (fears)

Delton, Judy; illustrated by Lynn Munsinger. **The Elephant in Duck's Garden**. Niles, Illinois: Albert Whitman & Company, 1985. After trying many stratagems to remove the elephant in Duck's garden, Bear and Duck discover that the simplest approach is sometimes best. (problem solving)

Dragonwagon, Crescent. **I Hate My Brother Harry**. New York: Harper and Rowe, 1989. A little girl both hates and likes her brother. (anger)

Drescher, Joan. **My Mother's Getting Married.** New York: Dial Books for Young Readers, 1986. A girl is not looking forward to the changes that her mom's marriage will bring. (jealousy, teasing)

Erickson, Karen; illustrated by Maureen Roffey. **It's Dark – But I'm Not Scared**. New York: Viking Kestrel, 1987. A child takes the first steps to understanding emotions and fears, and to overcoming those fears. (fear)

Ernst, Lisa Campbell. **Sam Johnson and the Blue Ribbon Quilt**. New York: Lothrop, Lee & Shepard Books, 1983. 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. (cooperation, name-calling, tolerance)

Ferguson, Alane; illustrated by Catherine Stock. **That New Pet**. New York: Lothrop, Lee & Shepard Books, 1986. The household animals are puzzled by the tailless, featherless new pet their owners bring home – a baby. Eventually their feelings change. (feelings change)

Firmin, Peter. **Boastful Mr. Bear**. New York: Delacorte Press, 1989. Mr. Bear keeps saying: "I'm the biggest and the best, I can do it by myself, I don't need your help," until he realizes he does need friends to help sometimes. (feelings change)

Fisher, Iris L.; illustrated by Miriam Schaer. **Katie-Bo: an adoption story**. New York: Adama Books, 1987. When two boys find out their family is adopting a baby girl from Korea, it means a lot of waiting, excitement, learning about another culture, confusion, nervousness, happiness. (similarities and differences)

Freschet, Berniece; illustrated by Betsy Lewin. **Furlie Cat**. New York: Lothrop, Lee & Shepard Books, 1986. Afraid of everything, Furlie cat becomes a bully scaring everyone else until he finally learns how to be a happy, confident, just-brave-enough cat. (feelings change)

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

Gackenbach, Dick. **What's Claude Doing?** New York: Clarion Books; Tickner & Fields, 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)

Gailoway, Priscilla. **Good Times, Bad Times, Mummy and Me.** The Women's Press, 1980. A little girl feels angry at her mom because she's gone much of the time. (anger)

Goffstein, M.B. **Brookie and Her Lamb**. New York: Farrar Strauss Giroux, 1967. A little girl tries to teach her lamb to read and sing but finds that he is limited to baaing. After a short walk with him to clear her mind, she gives him lessons at which a lamb can excel. (problem solving, empathy, calming down)

Gretz, Susanna. **Roger Takes Charge**. New York: Dial Books for Young Readers, 1987. Roger the pig and his bossy neighbor vie for the honor of being in charge when their parents are shopping. (creative problem solving)

Harper, Anita; illustrated by Susan Hellard. **What Feels Best**. New York: G.P. Putnam's Sons, 1988. A little kangaroo gradually realizes that doing things alone isn't always much fun, and eventually discovers that it's fun to share. (sharing)

Harshman, Terry Webb; illustrated by Doug Cushman. **Porcupine's Pajama Party**. New York: Harper & Row, Publishers, 1988. When Porcupine's two friends sleep over, they watch a scary movie, talk about what they're each scared of and show each other they don't need to be afraid. (friendship, fear)

Havill, Juanita; illustrated by Anne Sibley O'Brien. **Jamaica's Find**. Boston: Houghton Mifflin Company, 1986. A little girl finds a stuffed dog and doesn't bring it to the lost and found right away. (honesty, thinking about one's actions)

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

Hayes, Geoffrey. **Patrick and Ted**. New York: Four Winds Press; A Division of Scholastic, Inc., 1984. Best friends find their relationship strained when one goes away for the summer and the other finds other activities and friends to occupy his time. (preferences, friendship, problem solving, empathy)

Hazen, Barbara Shook; illustrated by Leslie Holt Morrill. **Fang**. New York: Atheneum; Macmillan Publishing Company, 1987. Although he is big and looks fierce, Fang the dog is afraid of many things. (overcoming fear, problem solving)

Henkes, Kevin. **All Alone**. New York: Greenwillow Books, 1981. A boy explains why it is sometimes nice to be alone. (preferences, calming down)

Henkes, Kevin. **Bailey Goes Camping**. New York: Greenwillow Books, 1985. Bailey is too young to go camping with his brother and sister but his parents take him on a special camping trip – in the house. (creative problem solving)

Henkes, Kevin. **Jessica.** New York: Puffin Books, 1989. A little girl has an imaginary friend. (friendship)

Henkes, Kevin. **Sheila Rae, The Brave**. New York: Greenwillow Books, 1987. When a brave girl, who usually looks out for her sister, becomes lost and scared one day, her sister comes to the rescue. (self-esteem, self-talk)

Hoban, Lillian. **Will I Have a Friend?** New York: MacMillan, 1967. (friendship)

Hoban, Russell; illustrated by Lillian Hoban. **A Bargain for Frances**. New York: Harper & Row, Publishers, 1970. After Thelma tries to trick Frances, Frances convinces her that it's better to be friends than to have to be careful about playing with each other. (friendship)

Hoban, Russell; illustrated by Lillian Hoban. **Best Friends for Frances**. New York: Harper & Row, Publishers, 1969. Frances teaches Albert about friendship, and learns to appreciate her little sister Gloria while doing so. (friendship)

Hutchins, Pat. **The Doorbell Rang**. New York: Greenwillow Books, 1986. Each time the doorbell rings, there are more people who have come to share Ma's wonderful cookies. (sharing)

Hutchins, Pat. **The Surprise Party**. Toronto: The Macmillan Company, 1969. When Rabbit whispers to Owl that he's having a party, he starts a chain of misunderstanding. (listening)

Isadora, Rachel. **Opening Night.** New York: Greenwillow Books, 1984. A young ballerina experiences the off-stage and on-stage excitement of opening night at the ballet. (feelings)

Jones, Rebecca C.; illustrated by Wendy Watson. **The Biggest, Meanest, Ugliest Dog in the Whole Wide World.** New York: Macmillan, 1982. A boy is terrified of the dog next door, until one day he throws his ball at it in defense and their relationship changes. (feelings change)

Jones, Rebecca C. **Matthew and Tilly.** New York: Dutton Children's Books, 1991. A fight between friends and friends making up. (friendship, problem solving)

Joosse, Barbara M. **Better With Two**. New York: Harper & Row, Publishers, 1988. Laura tries to make Mrs. Brady feel better when her dog Max dies. (empathy, caring)

Joosse, Barbara M.; illustrated by Emily Arnold McCully. **Dina's Mad, Bad Wishes**. New York: Harper & Row, Publishers, 1989. Dina wishes horrible things for her mother when the two have a fight. Apart from each other, they work out their anger with physical activi ..nd use of their imagination. (calming down)

Joosse, Barbara M.; illustrated by Kay Chorao. **Spiders in the Fruit Cellar**. New York: Random House, 1983. Elizabeth is old enough to go to the fruit cellar alone, but she is afraid of the spiders lurking there. (fear)

Kachenmeister, Cheryl. **On Monday When It Rained.** Boston: Houghton Mifflin Company, 1989. (feelings)

Kavanaugh, James J. **Will You Be My Friend?** New York: Harper and Rowe, 1985. (friendship)

Keats, Ezra Jack. **Apt. 3**. New York: The Macmillan Company, 1971. Two brothers seek the source of the harmonica music they hear somewhere in the apartment building, and make a surprising discovery. (overcoming stereotypes, prejudices)

Keats, Ezra Jack. **Goggles**. New York: Aladdin Books, 1969. Peter and a friend find motorcycle goggles but some bigger boys start chasing them. (bullying, problem solving)

Keats, Ezra Jack. **Letter to Amy.** New York: Harper Trophy, 1968. Peter accidentally bumps into Amy when he rushes out to mail an invitation to her. (accidents)

Keats, Ezra Jack. **Louie**. New York: Greenwillow Books, 1975. Louie, who never talks and has no friends, falls in love with a puppet at a puppet show. (being different, generosity, friendship)

Keats, Ezra Jack. **Louie's Search.** New York: Four Winds Press, 1980. Louie goes out looking for a father and instead finds a music box he's accused of stealing. (trying to be noticed, shyness, fear)

Keller, Holly. **Cromwell's Glasses**. New York: Greenwillow Books, 1982. When Cromwell the rabbit gets glasses, his siblings make fun of him until others begin to do the same; then they defend him. (differences, empathy)

Keller, Holly. **Geraldine's Blanket**. New York: Greenwillow Books, 1984. When her parents insist that Geraldine get rid of her baby blanket, she finds a way to keep it with her all the time. (problem solving)

Kellogg, Steven. **The Mystery of the Stolen Blue Paint**. New York: The Dial Press, 1982. A girl wants to paint pictures rather than read to her cousins. When her paint disappears she accuses the cousins. (problem solving, admitting you're wrong graciously, making amends)

King, Larry L. **Because of Lozo Brown**. New York: Puffin Books, 1988. Fears about meeting a new neighbor and how these feelings changed. (feelings change)

Lasker, Joe. **He's My Brother**. Chicago: Albert Whitman & Company, 1974. A boy talks about his brother who has a learning disability. Things he can and cannot do. (empathy, similarities and differences, teasing, self-esteem)

Lasker, Joe. **Nick Joins In**. Chicago: Albert Whitman & Company, 1980. When Nick, confined to a wheelchair, enters a regular classroom for the first time, he and his new classmates must resolve

their initial apprehensions about mainstreaming. (understanding others who are different, overcoming fears, making friends)

Leaf, Munro. **Manners Can Be Fun**. New York: Harper & Row, Publishers, 1936, 1958, 1985. What to do when we meet people, when we play with others, when night comes, etc. (manners)

Lester, Helen; illustrated by Lynn Munsinger. **It Wasn't My Fault**. Boston: Houghton Mifflin Company, 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/intentions)

LeTord, Bijou. **My Grandma Leonie**. New York: Bradbury Press, 1987. A child describes things she did with her grandma and how she felt when she died. (feelings, what to do about them, love)

Levi, Dorothy Hoffman. **A Very Special Friend.** Washington, D.C.: Kendall Green Publication, 1989. A little girl has a new friend who is deaf. (similarities and differences, empathy)

Lewin, Hugh; illustrated by Lisa Kopper. **Jafta**. Minneapolis: Carolrhoda Books, Inc., 1983. African boy describes some of his everyday feelings by comparing his actions to those of various animals. (feelings)

Lionni, Leo. **Six Crows**. New York: Alfred A. Knopf, Publisher. 1988. An owl helps a farmer and six crows reach a compromise over the rights to the wheat crop. (anger, problem solving, compromise)

Lobel, Arnold. **Frog and Toad Are Friends.** New York: Harper and Row Publishers, 1970. Frog and Toad show each other they care. (friendship, caring)

Marshall, James. **George and Martha.** Boston: Houghton Mifflin Company. 1972. Five stories about two great friends who teach each other about dignity, honesty, trust, privacy and the value of friendship.

Marshall, James. **George and Martha Round and Round**. Boston: Houghton Mifflin Company, 1988. George and Martha disagree on some things but don't allow this to come between their friendship. They learn that jokes are o.k. sometimes, but not at the expense of others, and that friends don't have to like the same things. (friendship, caring)

Martin, Bill Jr. & John Archambault; illustrated by Ted Rand. **White Dynamite and Curly Kidd**. New York: Holt, Rinehart & Winston, 1986. 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. (fear)

Mayer, Mercer. **Just for You**. New York: A Golden Book; Western Publishing Co., Inc., 1975. A little boy tries to do nice things for his mom but things don't seem to work out. (caring)

Minarik, Else Holmelund; illustrated by Maurice Sendak. **Little Bear's Friend**. New York: Harper & Row, Publishers. 1960. Little Bear makes a friend. (helping, sharing, caring)

Minarik, Else Holmelund; illustrated by Maurice Sendak. **No Fighting, No Biting**. New York: Harper & Brothers, Publishers, 1958. Cousin Joan tells Rosa and Will a story about two alligators who squabble until they meet a big hungry alligator and learn to pay attention to their mother. (keeping out of a fight)

McPhail, David. **Sisters**. New York, San Diego, London: Harcourt Brace Jovanovich, Publishers, 1984. Though two sisters are different in many ways, they are alike, too. (similarities and differences)

Murphy, Joanne Brisson. **Feelings.** Ontario: Black Moss Press, 1985. Photographs of different feelings.

O'Brien, Anne Sibley. **Don't Say No!** New York: Henry Holt & Co., Inc., 1986. A little girl feels frustration when everyone tells her no. (dealing with not getting what you want)

O'Brien, Anne Sibley. **I Don't Want to Go**. New York: Henry Holt & Co., Inc., 1986. A boy doesn't want to leave the park and has a tantrum. (dealing with not getting what you want)

O'Brien, Anne Sibley. **It's Hard to Wait**. New York: Henry Holt & Co., Inc., 1986. A boy tries to patiently wait for his dad to play with him. (waiting, patience)

O'Donnell, Elizabeth. **Maggie Doesn't Want to Move.** New York: Alladin Books, 1987. A little boy explains through his baby sister how afraid he is to move. (fear)

Passen, Lisa. **Fat, Fat Rose Marie.** New York: Henry Holt and Company, 1990. A little girl stands up to the class bully to protect her friend. (name-calling, teasing)

Piper, Watty (retold by); illustrated by George & Doris Hausman. **The Little Engine That Could.** New York: Golden Press, 1954. When other engines refuse, the Little Blue Engine tries to pull a stranded train full of dolls, toys and good food over the mountain. (alternative solutions, self-talk, empathy)

Pollard, Barbara Kay. **Feelings, Inside You and Outloud, Too.** Berkeley: Celestial Arts, 1975. Photographs show different feelings.

Powers, Mary Ellen. **Our Teacher's in a Wheelchair.** Niles, Illinois: Albert Whitman & Company, 1986. Nursery school teacher leads active existence despite partial paralysis requiring use of wheelchair. (similarities and differences, empathy)

Schlein, Miriam; illustrated by Judith Gwyn Brown. **I Hate It.** Chicago: Albert Whitman & Company., 1978. Children identify situations that make them feel negative. (feelings)

Sendak, Maurice. **Where the Wild Things Are.** New York: Harper & Row, Publishers, 1963. When mischievous Max is punished, he works out his anger through imagination, sailing off to be king in a land of wild creatures. (calming down)

Seuss, Dr. **Green Eggs and Ham.** New York: Beginner Books; A Division of Random House, Inc., 1960. Sam I Am tries to convince his friend to eat something he doesn't want. (feelings change, feeling disgusted)

Simon, Norma. **I Am Not a Cry Baby.** New York: Puffin Books, 1989. Situations when you may feel like crying. (sadness)

Simon, Norma; illustrated by Dora Leder. **Nobody's Perfect, Not Even My Mother.** Chicago: Albert Whitman & Company, 1981. Children learn that nobody's perfect, yet people can be wonderful just the same. (similarities and differences)

Simon, Norma; illustrated by Dora Leder. **Why Am I Different?** Chicago: Albert Whitman & 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, preferences)

Stevenson, James. **Fast Friends**. New York: Greenwillow Books, 1979. A turtle and a snail base their friendship on similarities, and a mouse and a turtle learn, through trial and error, how to be friends. (similarities and differences, friendship)

Stevenson, James. **No Friends**. New York: Greenwillow Books, 1986. Worried that they won't make friends in their new neighborhood, Mary Ann and Louie listen to Grandpa reminisce about the new friends he made when he moved to another neighborhood. (friendship)

Stren, Patti. **Hug Me**. New York, Hagerstown, San Francisco, London: Harper & Row, Publishers, 1977. Elliot the porcupine wants a friend to hug more than anything else in the world. He tries many different solutions, gets angry, gives up, and then finds someone! (alternative solutions, friendship)

Surat, Michele Maria. **Angel Child, Dragon Child.** New York: Scholastic Books, 1989. A Vietnamese girl shares her story with the class bully and in turn he becomes her friend. (teasing, empathy)

Testa, Fulvio. **Wolf's Favor**. New York: Dial Books for Young Readers, 1986. By doing a simple favor for Porcupine. Wolf sets off an unnatural chain of good deeds from stronger animals to weaker ones. (if–then)

Thomson, Pat; illustrated by Bob Wilson. **One of Those Days**. New York: Delacorte Press, 1986. When her daughter complains about her bad day at school, a mother compares it to her own disaster-filled day. (feelings)

Tsutsui, Yoriko; illustrated by Akiko Hayashi. **Anna's Secret Friend.** New York: Viking Kestrel, 1986. When Anna moves to a new town she waits and longs for a new friend. (friendship)

Udry, Janice May; illustrated by Maurice Sendak. **Let's Be Enemies.** New York & Evanston: Harper & Row, Publishers, 1961. John thinks James is too bossy, and decides to go tell him they are enemies now, but by the time he delivers the message, they're friends again. (feelings change)

Viorst, Judith; illustrated by by Ray Cruz. **Alexander and the Terrible, Horrible, No Good, Very Bad Day**. New York: Atheneum, 1973. Some days, nothing goes right for Alexander, and he thinks about going to Australia. (dealing with negative feelings)

Waber, Bernard. **An Anteater Named Arthur.** Boston: Houghton Mifflin & Company, 1967. Most of the time Arthur is kind, helpful, understanding, well-behaved, sensible, orderly, responsible, loving, but sometimes, Arthur is a problem. (accidents/intentions)

Waber, Bernard. **But Names Will Never Hurt Me**. Boston: Houghton Mifflin & Company, 1976. A girl named Alison Wonderland learns to live with her name. (name-calling, teasing)

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

Waber, Bernard. **Ira Sleeps Over.** Boston: Houghton Mifflin, 1972. 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. (fear)

Wells, Rosemary. **Benjamin and Tulip**. New York: The Dial Press, 1973. Every time Benjamin passes Tulip's house, she beats him up. Finally they come to a truce. (problem solving)

Wells, Rosemary. **Timothy Goes to School**. New York: The Dial Press, 1981. Timothy learns about being accepted and making friends during his first week at school. (friendship, joining in)

Wilhelm, Hans. **Let's Be Friends Again**. New York: Crown Publishers, Inc., 1986. A boy overcomes his anger and learns to forgive his sister for setting his pet turtle free. (calming down, problem solving)

Winthrop, Elizabeth; illustrated by Marylin Hafner. **Katharine's Doll.** New York: A Unicorn Book; E.P. Dutton, 1983. After quarreling over a doll, two girls realize that people make the best friends. (problem solving)

Winthrop, Elizabeth; illustrated by Martha Weston. **Lizzie and Harold**. New York: Lothrop, Lee & Shepard Books, 1986. Lizzie wants a best friend more than anything else, but, as she explains to Harold, who would like to be her best friend, it must be a girl. (friendship)

Wolde, Gunilla. **Betsy and Peter are Different**. New York: Random House, 1975. Explores the differences in Betsy and Peter, their home lives, and the things they enjoy. (similarities and differences, preferences)

Yashima, Taro. **Crow Boy**. New York: The Viking Press, 1955. 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)

Ziegler, Sandra. **Understanding.** Chicago: Children's Press, 1989. Shows different ways of being understanding. (caring, empathy)

Zolotow, Charlotte; illustrated by Ben Shecter. **If It Weren't for You**. New York: Harper & Row, Publishers, 1966. A boy lists everything he would be able to do if it weren't for his younger brother, but ends with the realization that he'd be alone.

Zolotow, Charlotte; illustrated by Ben Shecter. **The Hating Book**. New York: Harper & Row, Publishers, 1969. Through a misunderstanding, two friend snub each other and are unhappy until they finally talk and straighten things out. (problem solving)

Zolotow, Charlotte; illustrated by Maurice Sendak. **Mr. Rabbit and the Lovely Present**. New York: London; Richmond Hill, Ontario: Scholastic Book Services, 1962. A rabbit helps a little girl problem-solve to find a present for the girl's mother. (brainstorming)

Zolotow, Charlotte; illustrated by Emily Arnold McCully. **The New Friend**. New York: Thomas Y. Crowell, 1968. A little girl reminisces about her old dear friend who now has a different friend, and though she is sad, plans to find a new friend herself. (friendship)

Zolotow, Charlotte; illustrated by Arnold Lobel. **The Quarreling Book**. New York: Harper & Row, Publishers, 1963. 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.

PICTURE SETS

Moods & Emotions. Norcross, Georgia: ABC School Supply, Inc.; Carson, California: Lakeshore Curriculum Materials Co.

See How You Feel. Norcross, Georgia: ABC School Supply, Inc.

RECORDS

Everybody Cries Sometimes. Norcross, Georgia: ABC School Supply, Inc.

Feelin' Good. Carson, California: Lakeshore Curriculum Materials Co.

Ideas, Thoughts & Feelings (Hap Palmer). Norcross, Georgia: ABC School Supply, Inc.; Carson, California: Lakeshore Curriculum Materials Co.

I Like Myself. Norcross, Georgia: ABC School Supply, Inc.; Carson, California: Lakeshore Curriculum Materials Co.

Mr. Rogers' Feelin' Good Record Set. Carson, California: Lakeshore Curriculum Materials Co.

Won't You Be My Friend? Norcross, Georgia: ABC School Supply, Inc.

You Are Special (Mr. Rogers). Norcross, Georgia: ABC School Supply, Inc.

GAMES

One Dozen Feeling Games (Elizabeth Crary). Seattle. Washington: Parenting Press.

Additional Activities

Unit I

1. During circle time say, "Tell me about a time you felt happy....sad..... mad," etc.

2. Draw feeling faces on paper plates and glue them on popsicle sticks. During circle time, ask the children to choose a face which shows how they are feeling and hold it up to their face. Children may want to share why they made their choices.

3. Put strips of paper, each labeled with a different feeling, into a grab bag. Have each child reach into the bag and withdraw a paper. Read the feeling out loud and have the child make the appropriate expression; or whisper it to the child, who then acts it out, and have the other children guess the feeling.

4. Put a blank piece of poster paper on the wall and title it "Feelings." Have the children brainstorm different feelings, and write them on the poster. Keep the poster up throughout the week, adding to it as children think of different feelings.

5. Lead the children in singing a song and changing their voices to show different emotions. See if the song sounds different when using a sad voice as compared to a happy voice, etc.

6. Explore individual preferences by asking the children:
   - What present would make each person in your family happy?
   - Would your family members like the same present, or different presents?
   - What is your favorite color? Food? Toy? Book?

7. Have the children draw pictures of a time their feelings changed.

8. Encourage the children to think about consequences by playing the "What If?" game. Ask what might happen if:
   - the sun didn't come up.
   - we never put away the classroom toys, books, etc.
   - we never brushed our teeth.
   - we always dropped our trash on the ground.
   - we never apologized when we caused an accident.
   - we never took turns.

9. Explore how children might make ammends for the following situations:
   - accidentally breaking a friend's toy.

- spilling something at the lunch table.
- bumping into someone, causing the person to fall down and scrape a knee.
- losing something you borrowed from a friend.
- forgetting to invite a friend to your birthday party.

10. Have the children make a book about their feelings using words and drawings. You may want to write labels or sentences for them on the bottom of the drawings, such as:
    - I feel happy when...
    - I feel sad when...
    - I feel angry when...

11. Play "Telephone" during circle time by saying a short sentence in one child's ear and have her/him say it to the next child, and so on around the circle. See if the sentence changed by the time it got to the last child. Discuss how hard it is to listen sometimes.

12. Tell the children that they are going to practice "talking" without using their voices. Before going on a walk in the neighborhood or park, have the children make up sign language for things they might see, such as a bird, dog, truck, etc. On the walk have the children make the signs when they see these things. This encourages children to use their eyes for listening, as well as their ears.

13. To encourage caring behavior, have the children adopt something in the environment—a tree or other plant—and do things to care for it, such as watering, feeding, weeding and planting companion plants.

14. Create a post office system with several classes. Have the children decorate shoe boxes or paper pockets to serve as mail boxes. Encourage the children to "send" special things (a feather) or drawings they've made to other children. Kindergartners may want to send letters.

Unit II

15. Give a Problem-Solving Step card to each of five children. Ask them to form a line in the right order, facing the class. Give the five a problem and have each child perform the step for the problem.

16. Put a blank piece of poster paper on the wall. At the top, write a target skill the children are working on, such as "sharing." Tell the children that they should put a mark on the poster every time they see

someone else doing the skill during the day. They cannot give a mark for themselves. Later have a sharing time for children to recognize others who have performed the target skill.

17. Have the children take turns bringing morning or afternoon snack and sharing it with the class by passing it out.

18. Create a *Second Step* corner where children can look at and talk about lessons which have been been presented already. Some children will enjoy playing teacher with the lessons.

19. Ask the children to bring in books or toys from home which they would like to trade with others or give to younger children in other classes. Ask them to get their parents' permission first.

20. Teach the children a new version of "Mother, May I?" The children ask the person who is "It", "Excuse me, may I (take three big steps)?" The person who is "It" responds by saying, "Yes you may" or "No, you may not; you may _____ instead." The first person to reach the goal line becomes "It", and the game starts again.

Unit III

21. Encourage children to draw or paint pictures of other strong feelings.

22. Create a comfortable corner with pillows, books and musical tapes for children who want to be alone to calm down.

23. Teach the children simple stretching exercises to release stress.

24. Introduce the children to records and tapes of calming music.

25. Kindergartners can learn other forms of self-talk in addition to "calm down." Help them to think of self-talk for the following situations:

- You are mad because someone is taking too long on the swing.
- You are really thirsty and someone is taking too long at the drinking fountain.
- You have to run around the school gym, and you're so tired you don't know if you can make it.
- You are mad at your sister/brother for messing up your room.
- You are about to get a shot at the doctor's office.
- Any of the situations presented in Lessons 3-6.

Second Step Songs

Below are the words to the songs recorded on the song/tape. Immediately following are song sheets for those teachers who would like to accompany on a guitar, piano, etc.

Second Step Song, Unit I

How I Feel

I feel proud when I build a big tower;
I feel mad when it gets knocked down.
I feel happy when I eat an ice cream cone;
I feel sad when it plops on the ground

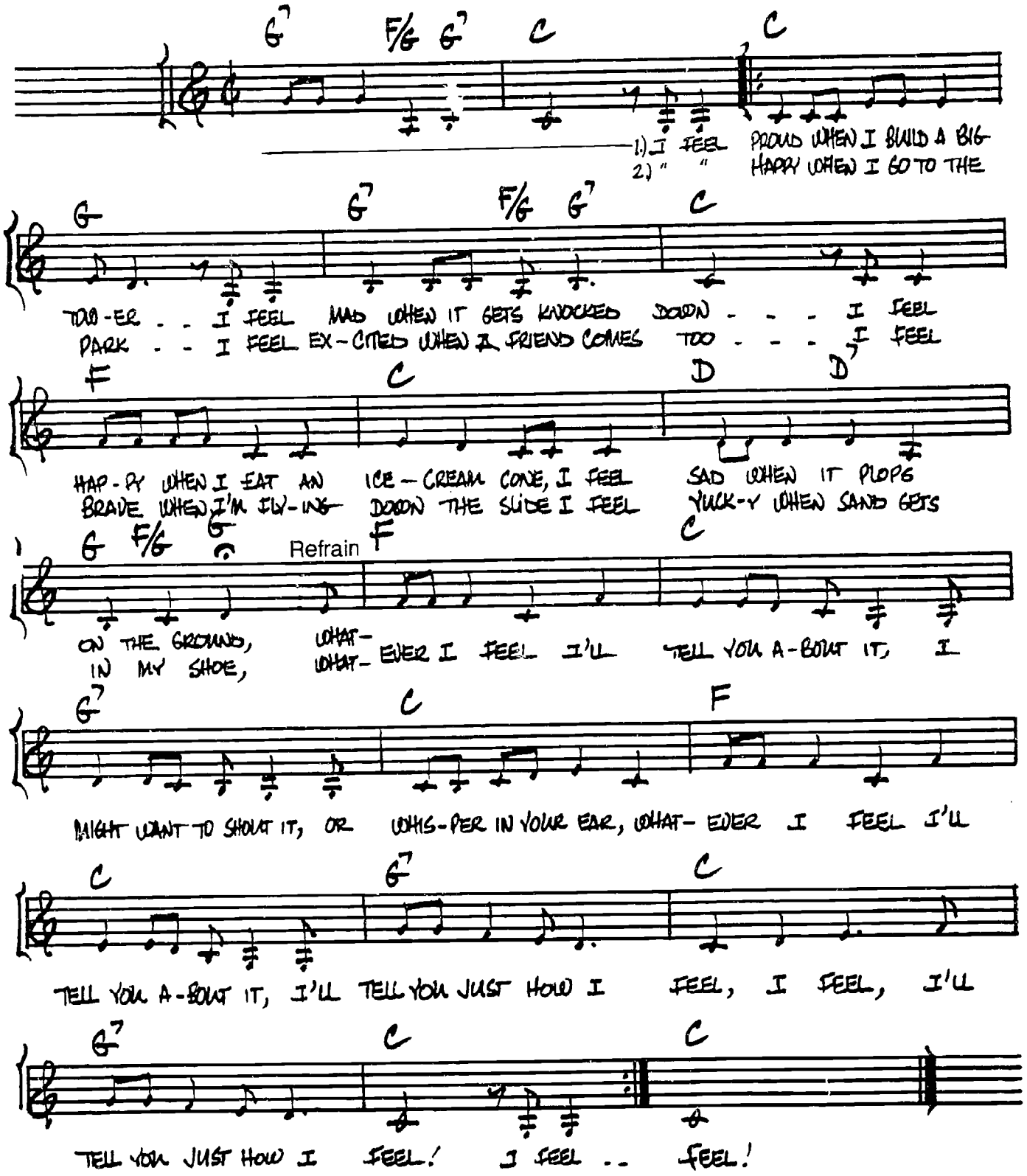
Refrain:
Whatever I feel I'll tell you about it.
I might want to shout it,
Or whisper in your ear.
Whatever I feel I'll tell you about it.
I'll tell you just how I feel, I feel.
I'll tell you just how I feel.

I feel happy when I go to the park;
I feel excited when a friend comes, too.
I feel brave when I'm flying down the slide;
I feel yucky when sand gets in my shoe.
(Repeat refrain)

I feel happy when the sun is shining;
I feel surprised when lightning flashes.
I feel excited when I watch the stars come out;
I feel scared sometimes when thunder crashes.
(Repeat refrain)

I feel happy when I come to school;
I feel shy when I make a new friend.
I feel a little bit sad when you say goodbye;
I feel glad when I see you again.
(Repeat refrain)

How I Feel



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3.) I feel happy when the sun is shining;
I feel surprised when lightning flashes.
I feel excited when I watch the stars come out;
I feel scared sometimes when thunder crashes.
(Repeat refrain)

4.) I feel happy when I come to school;
I feel shy when I make a new friend.
I feel a little bit sad when you say goodbye;
I feel glad when I see you again.
(Repeat refrain)

Work It Out

Deep in the jungle where the monkeys play,
A baby monkey cries, "I want my way!"
The mother monkey says, "There's no need to shout;
Just wait your turn and work it out."

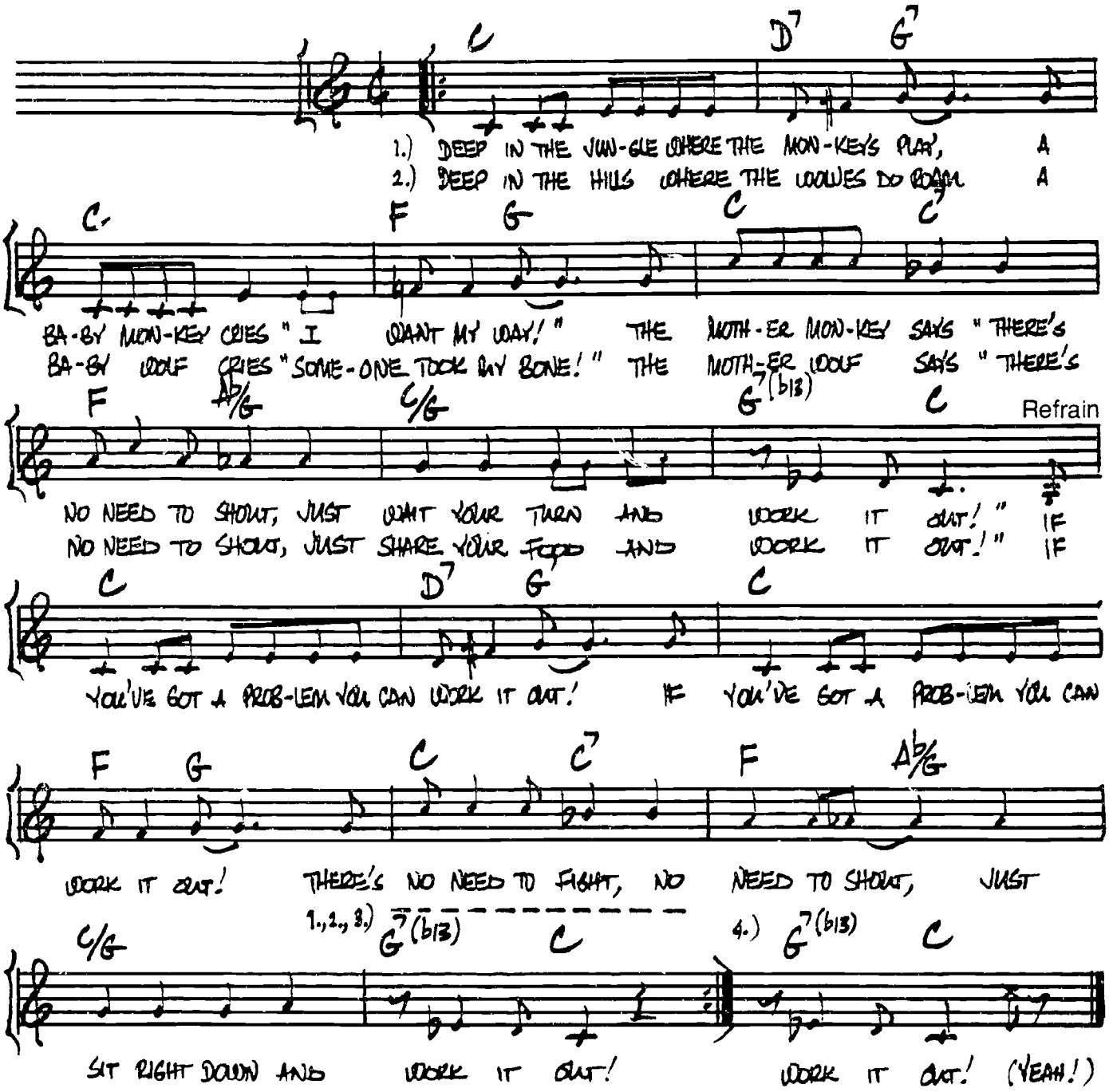
Refrain:
If you've got a problem, you can work it out.
If you've got a problem, you can work it out.
There's no need to fight, no need to shout;
Just sit right down and work it out.

Deep in the hills where the wolves do roam,
A baby wolf cries, "Someone took my bone!"
The mother wolf says, "There's no need to shout;
Just share your food and work it out."
(Repeat refrain)

Deep on the ground where the mice do creep,
A baby mouse cries, "I'm trying to sleep!"
The mother mouse says, "There's no need to shout;
Just ask nicely—we can work it out."
(Repeat refrain)

Deep in the pond where the frogs do splash,
A baby frog cries, "He made me crash!"
The mother frog says, "There's no need to shout;
Apologize now and work it out."
(Repeat refrain)

Work It Out



3.) Deep on the ground where the mice do creep,
A baby mouse cries, "I'm trying to sleep!"
The mother mouse says, "There's no need to shout;
Just ask nicely—we can work it out."
(Repeat refrain)

4.) Deep in the pond where the frogs do splash,
A baby frog cries, "He made me crash!"
The mother frog says, "There's no need to shout;
Apologize now and work it out."
(Repeat refrain)

Take a Deep Breath

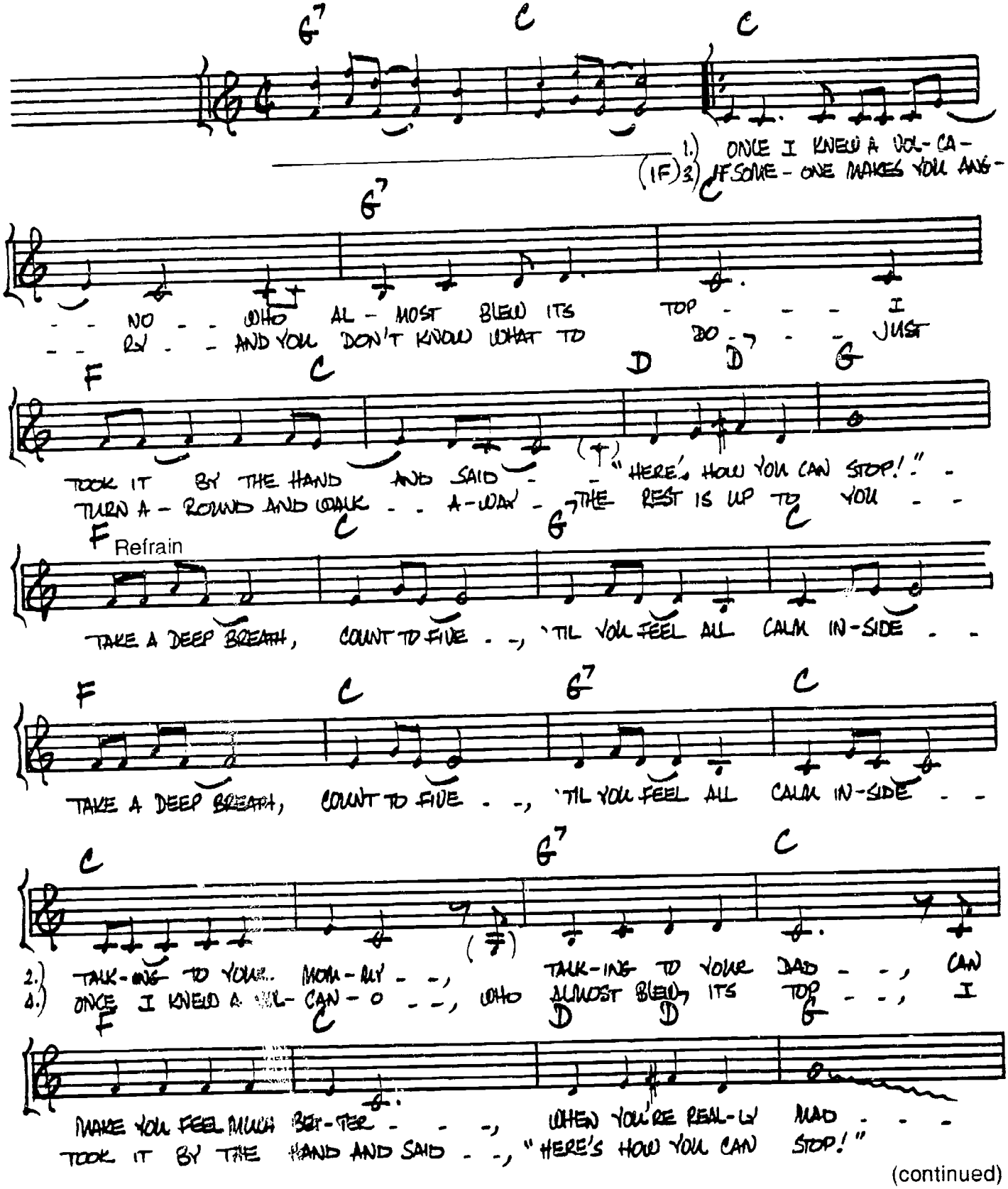
Once I knew a volcano
Who almost blew its top.
I took it by the hand and said,
"Here's how you can stop"...

Refrain:
Take a deep breath,
Count to five
Till you feel all calm inside.
Take a deep breath,
Count to five
Till you feel all calm inside.

Talking to your mommy,
Talking to your dad
Can make you feel much better
When you're feeling mad...
(Repeat refrain)

If someone makes you angry
And you don't know what to do,
Just turn around and walk away;
The rest is up to you...
(Repeat refrain)

Take a Deep Breath



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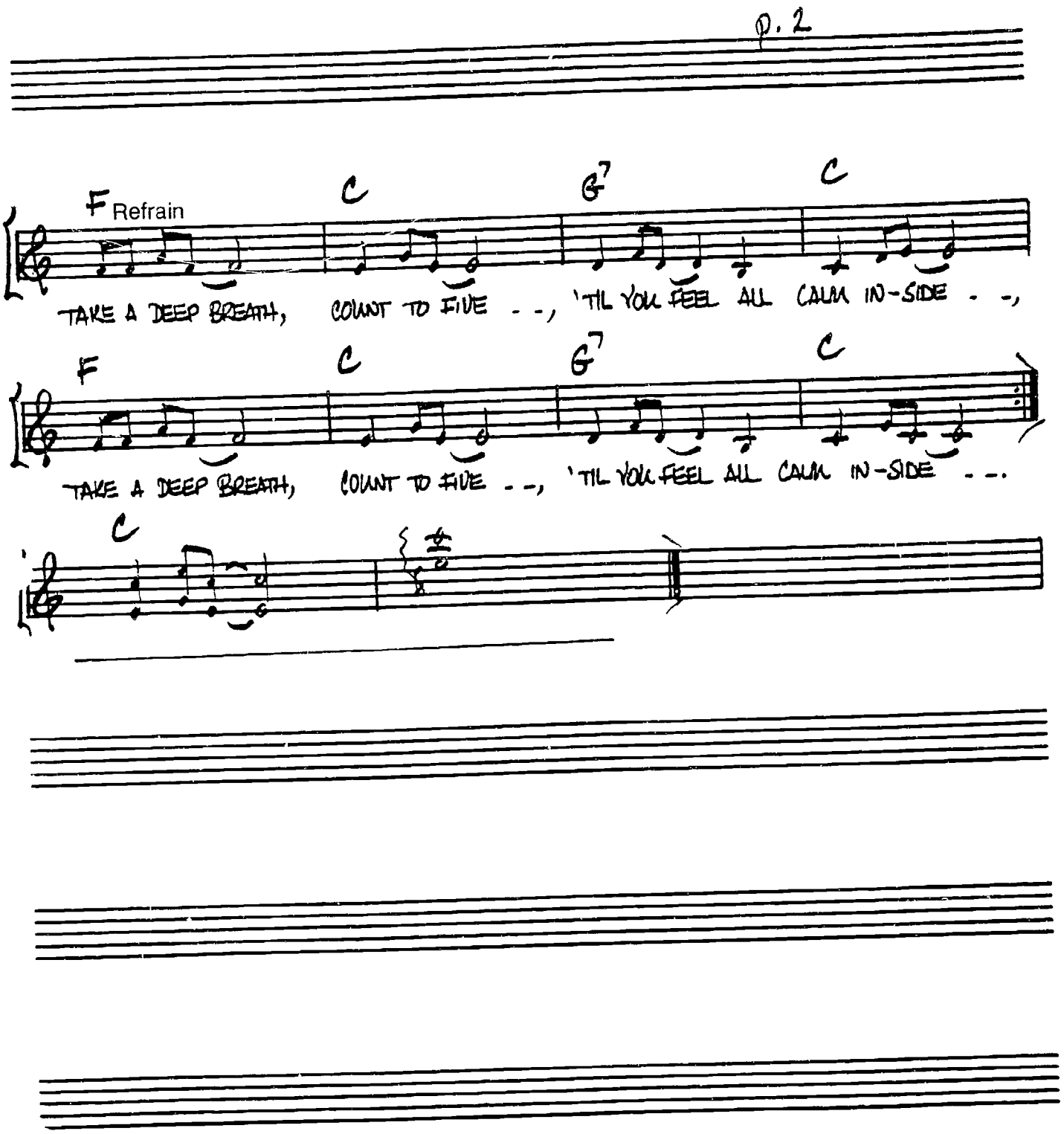
p. 2
F Refrain
C
G7
C
TAKE A DEEP BREATH, COUNT TO FIVE - -, 'TIL YOU FEEL ALL CALM IN-SIDE - -,
F
C
G7
C
TAKE A DEEP BREATH, COUNT TO FIVE - -, 'TIL YOU FEEL ALL CALM IN-SIDE - -.
C

Guide To Feelings *Second Step*

The following descriptions of the six basic emotions are adapted from guidelines established by Ekman and Friesen (1975). This list is designed to be used by the teacher as a guide for discussing facial cues with the students. The cues have been written in the simple language, but you may need to do some adjusting for the children in your class. It works best to model the expression as you verbally and physically point out the cues. For clarity and simplicity, teachers may not want to point out all the cues to the children, but focus on the "most telling" and easy to describe two or three cues.

1. Happy:

- The corners of 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 tear.

3. Angry:

- The lips are pressed together, open 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 pupil).
- The eyebrows go up high in a curve.
- Wrinkles go 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.

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Problem Card Set
(accompanies Unit II, Lesson 1)

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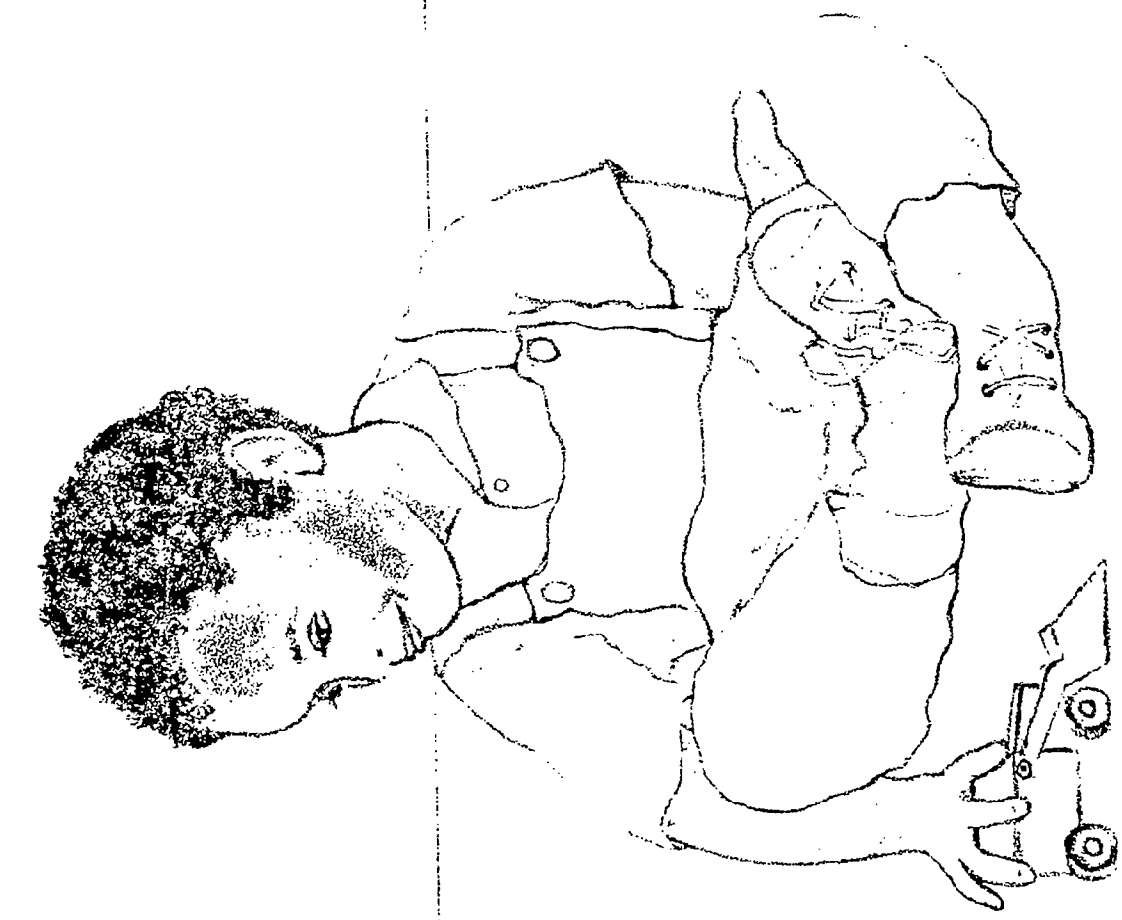
Problem Card Set



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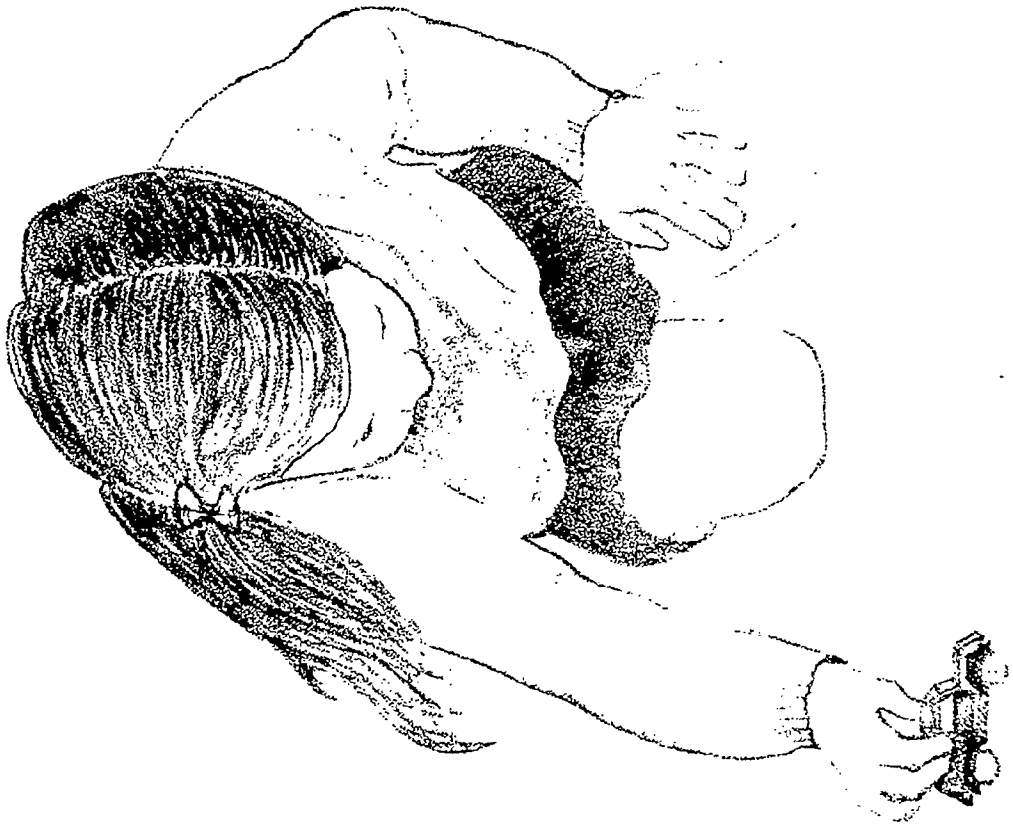

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Problem Card Set

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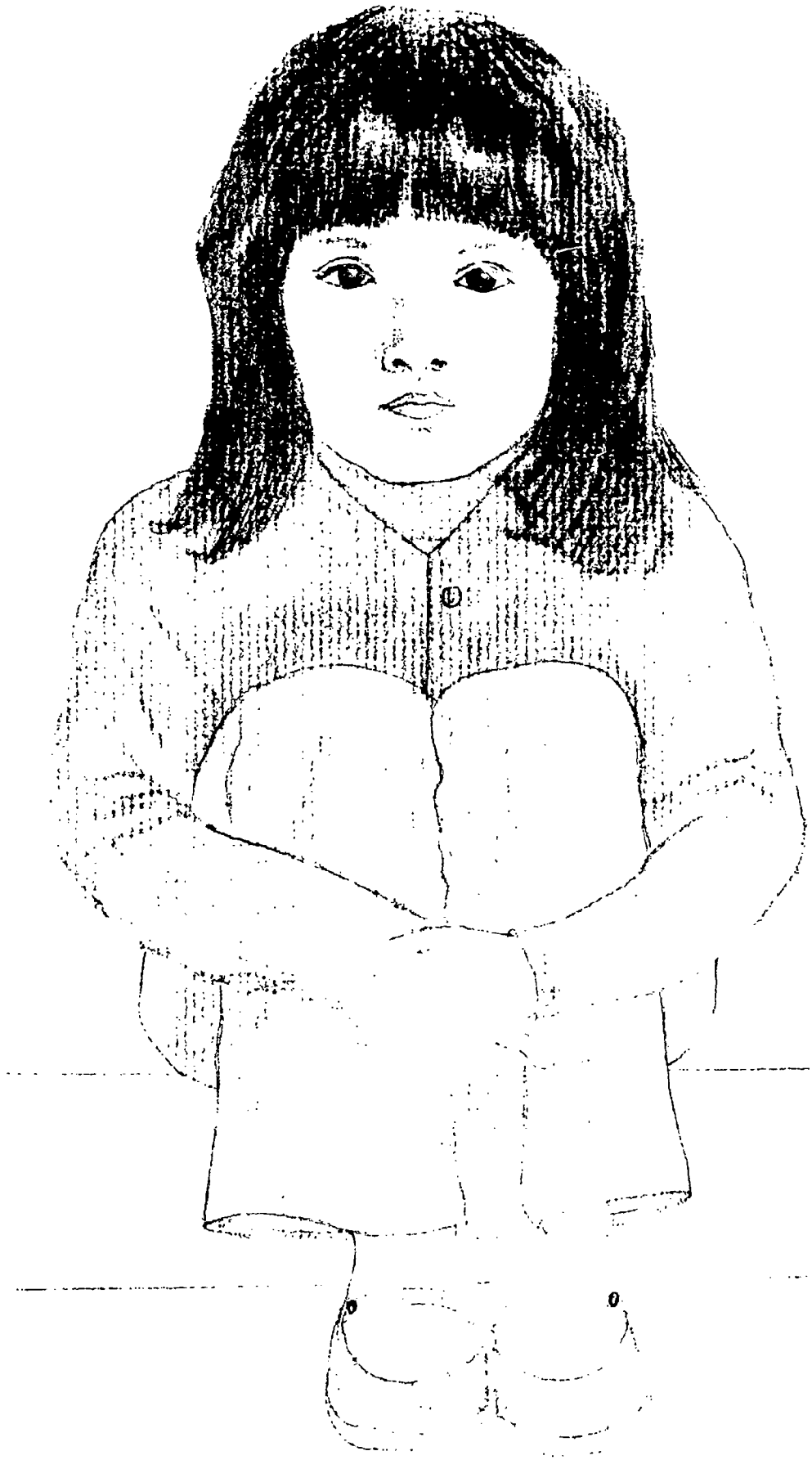
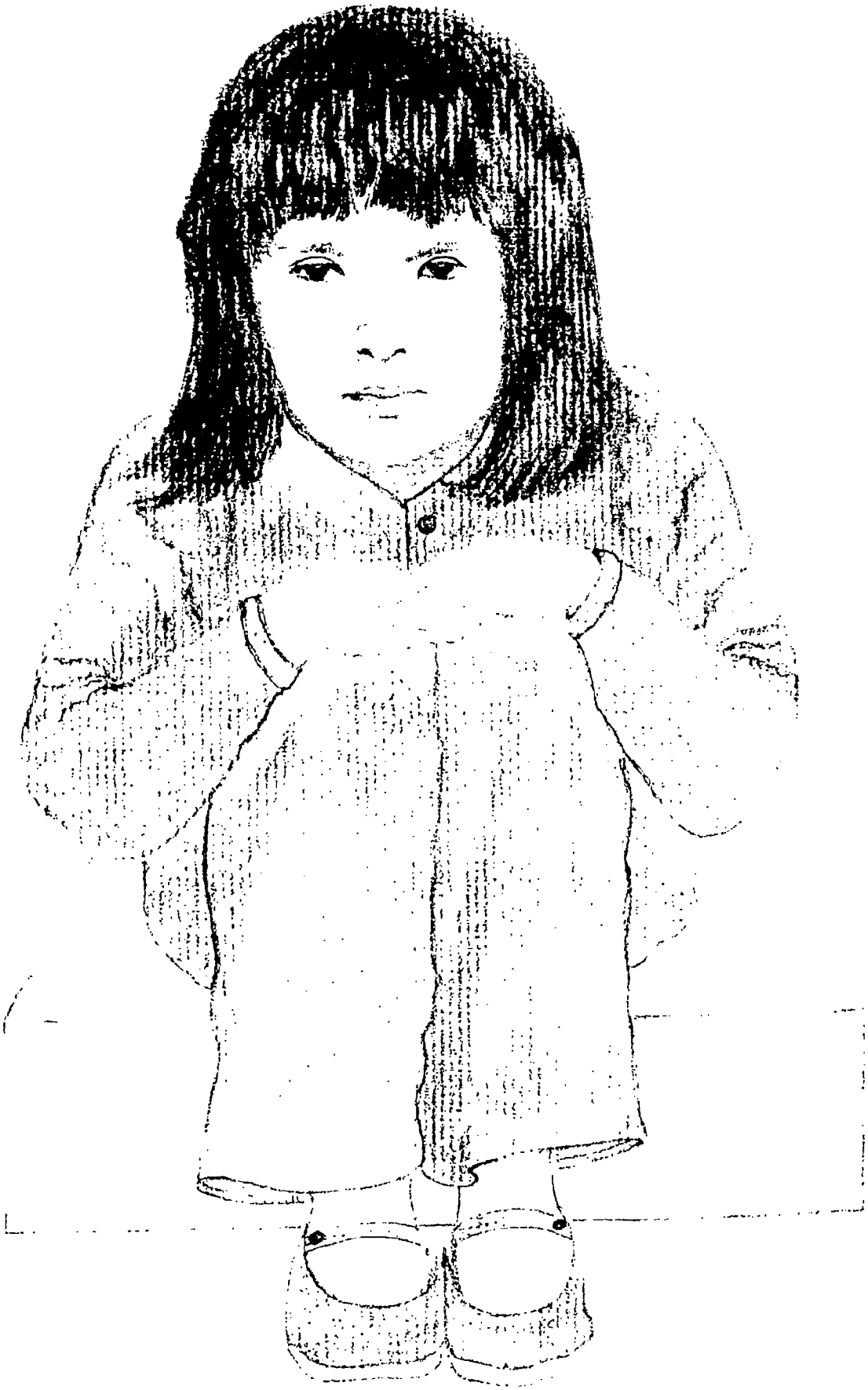
Problem Card Set



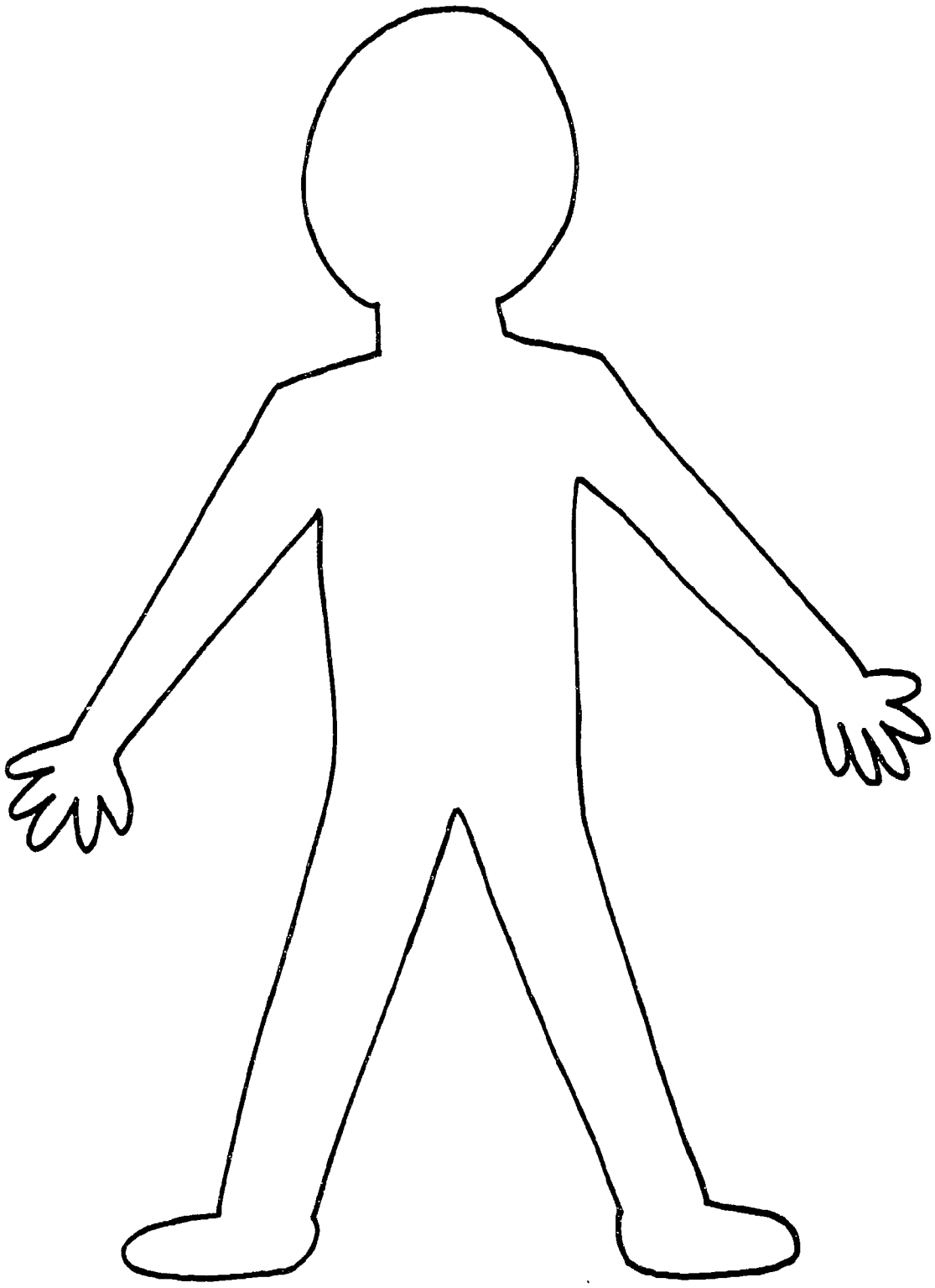
A Little—A Lot
(accompanies Unit III, Lesson 1)



A Little—A Lot

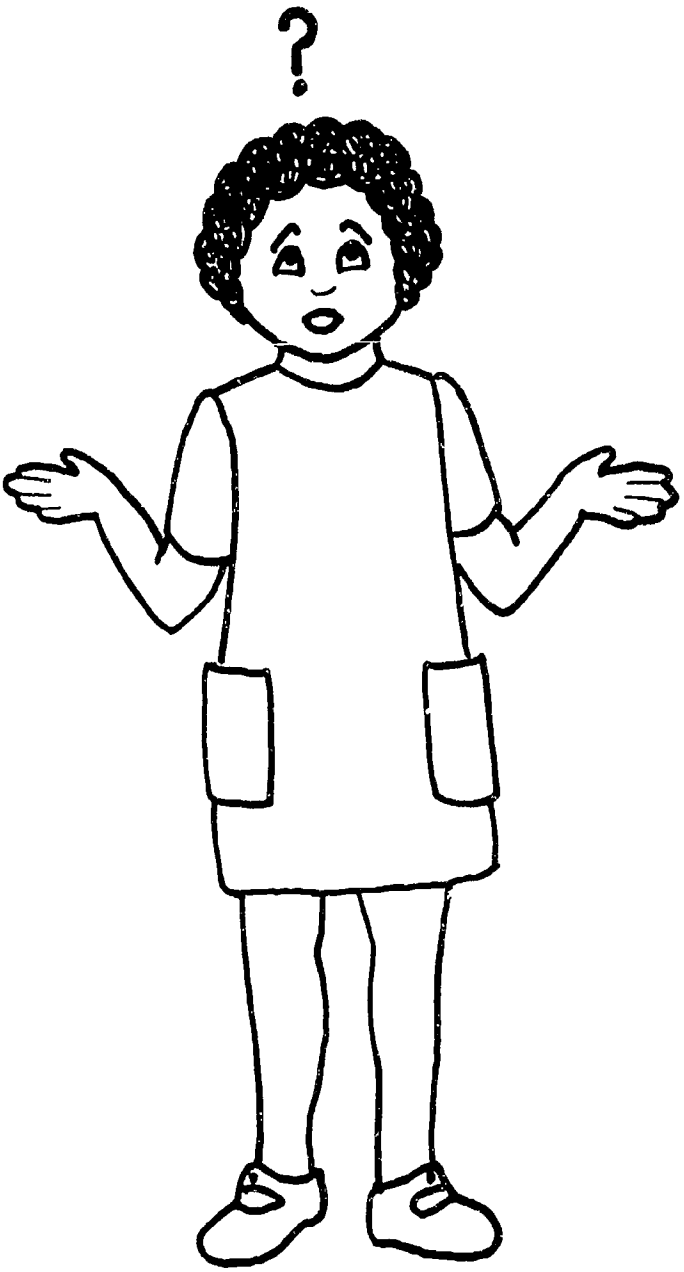
A Little—A Lot

Body Outline



Problem-Solving Step #1

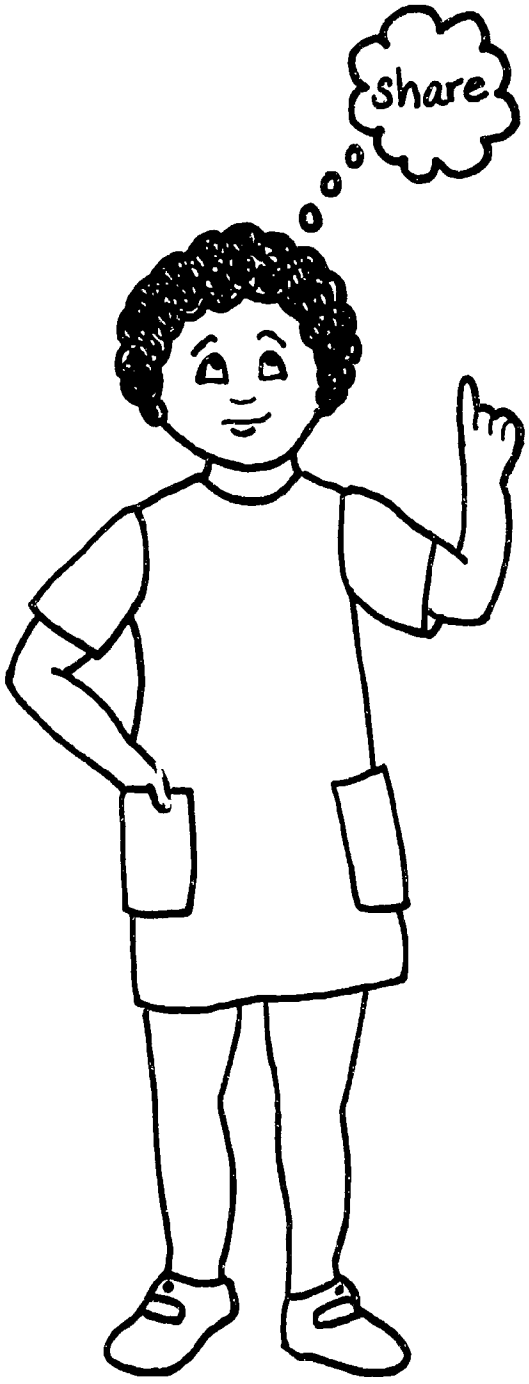
What is the problem?



What can I do?

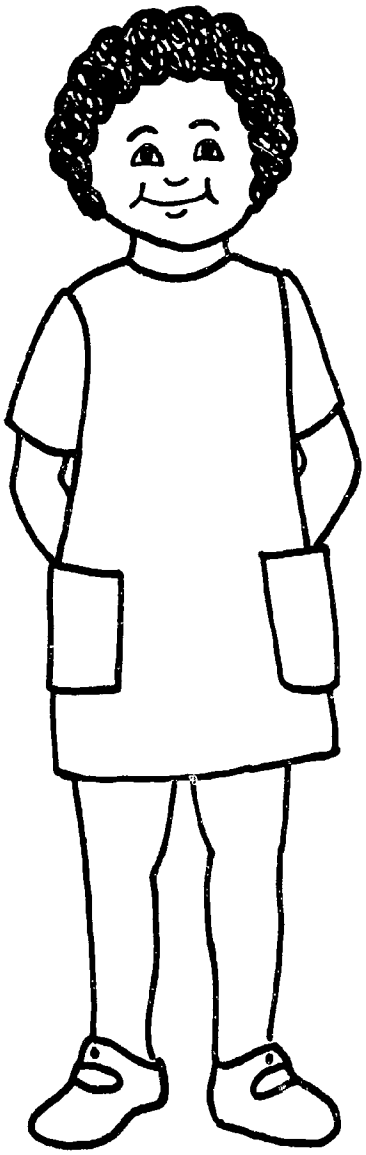
What might happen if...?

Choose an idea and use it.



Is it working?

If not, what can I do now?

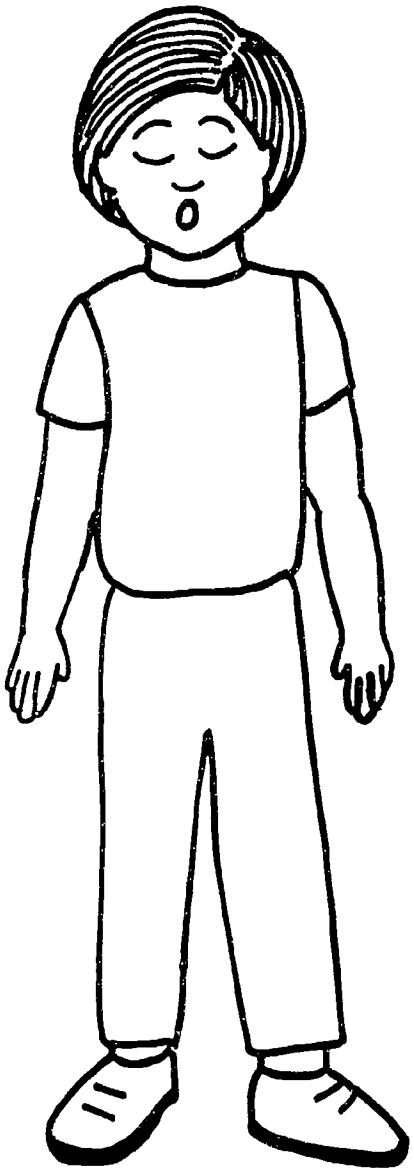


What To Do When You Are Angry

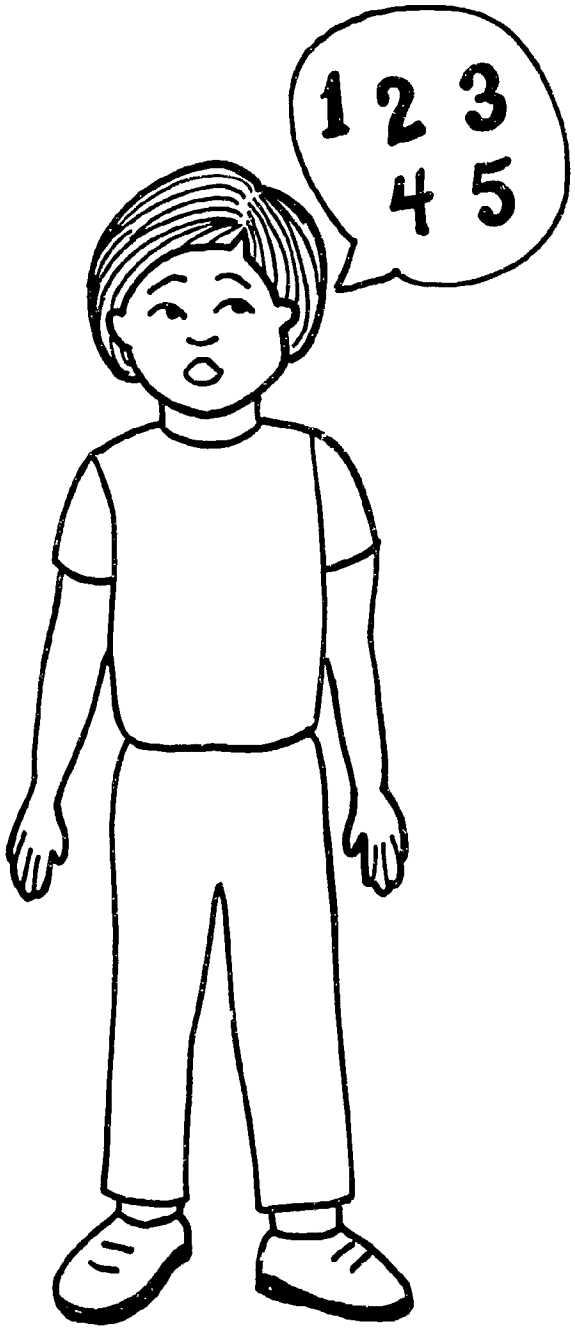
Calming Down Step #1

How do I feel?

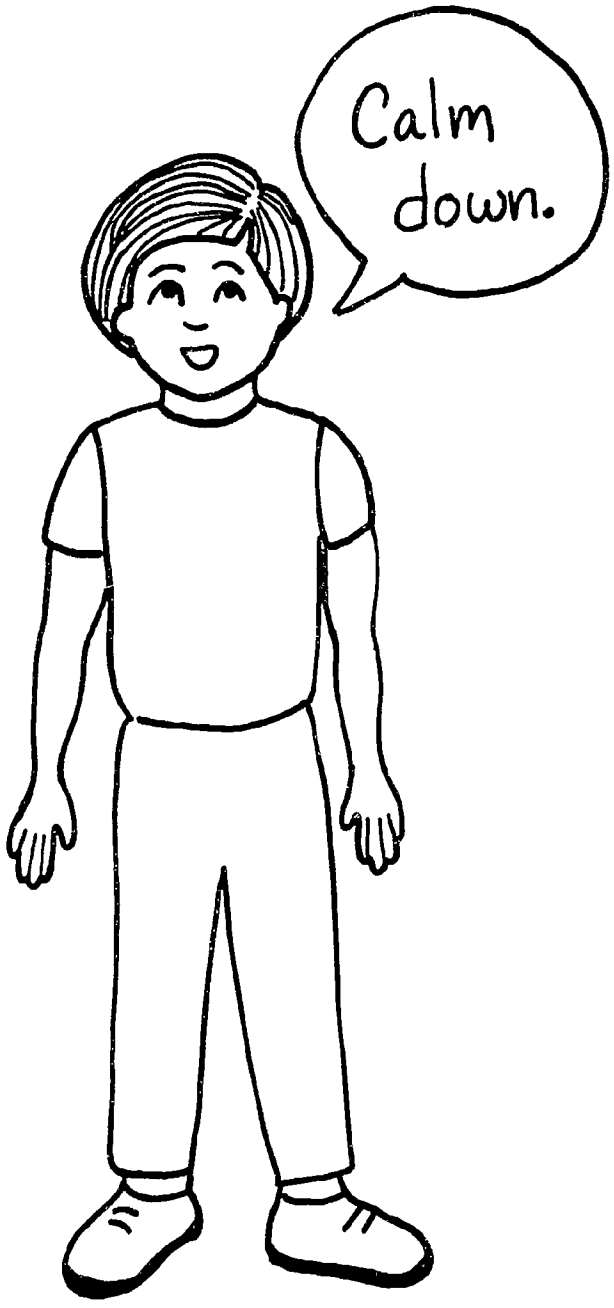
Take three deep breaths.



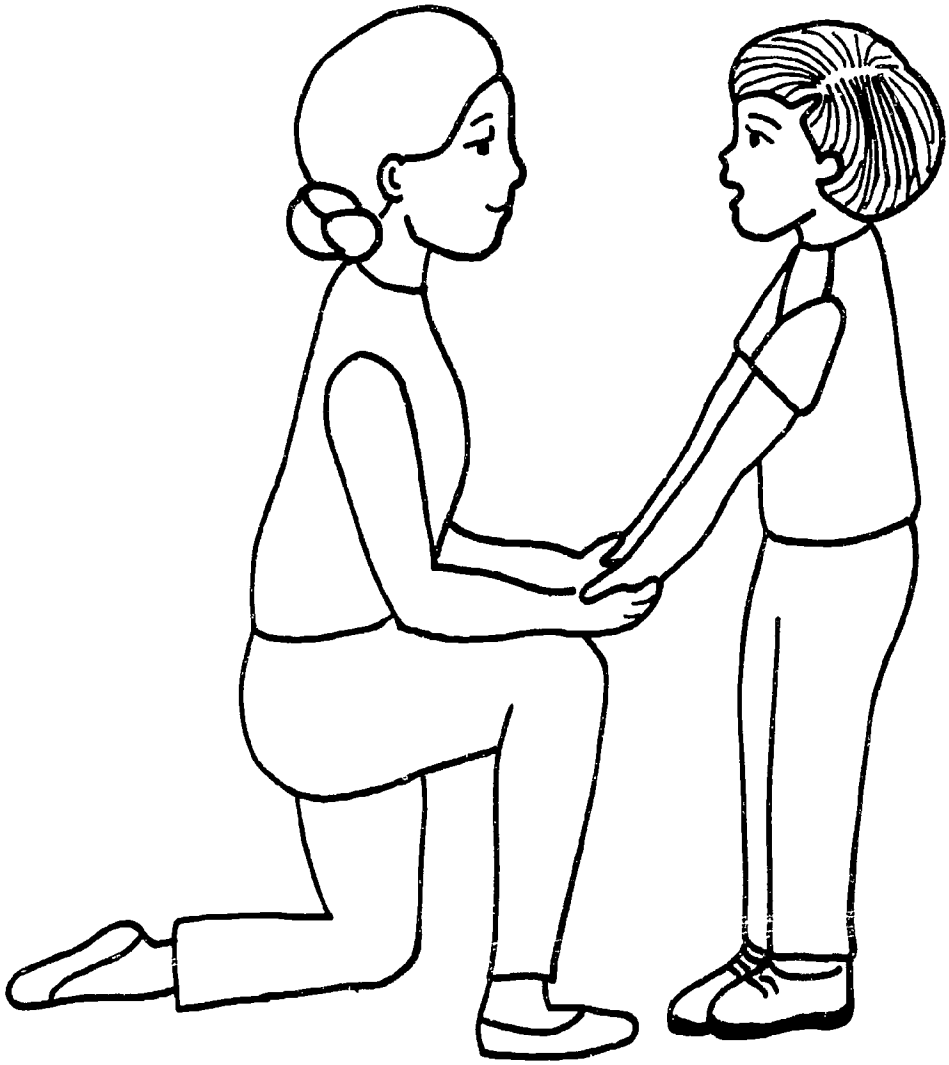
Count slowly to five.



Say "calm down" to yourself.



Talk to a grownup about it.



SECOND STEP
Lesson Presentation Evaluation

Teacher_____
Coach_____

This checklist is designed to give the teacher feedback by a peer coach on presenting lessons from the *Second Step Preschool-Kindergarten* curriculum. It can also be used by the teacher for self-evaluation purposes.

Unit: __Empathy __Impulse Control __Anger Management

Lesson title and #: _____

	Excellent	Good	Improve
1. **Story and Discussion**			
• showed photo to all children	Δ	Δ	Δ
• nonjudgmental of children's responses	Δ	Δ	Δ
• addressed children's needs when appropriate	Δ	Δ	Δ
• managed participation and kept pace flowing	Δ	Δ	Δ
2. **Teacher Role Play**			
• modeled the lesson's skill, behavior or concept accurately	Δ	Δ	Δ
• pointed out the steps before and after model role play	Δ	Δ	Δ
• evaluated performance	Δ	Δ	Δ
3. **Student Role Plays**			
• facilitated student role plays smoothly and clearly	Δ	Δ	Δ
• used appropriate cueing and coaching	Δ	Δ	Δ
• gave children appropriate performance feedback	Δ	Δ	Δ
4. **Activity** (on some lessons in place of role plays)			
• facilitated activity smoothly and clearly	Δ	Δ	Δ
5. **Transfer of Training**			
• helped children target times when they might use their new skills	Δ	Δ	Δ
6. **Followed lesson**	Δ	Δ	Δ
7. **Met lesson objectives**	Δ	Δ	Δ

8. Praise for the teacher:

9. Suggestions and ideas for the teacher to strengthen the lesson:

10. Teacher, what do you feel were your strengths?

11. Teacher, what would you like to improve?