

Georgia Division of Family & Children Services

Bobby Cagle, Director

Office of Prevention and Family Support

Second Step Social Emotional
Learning (SEL) Curriculum & Child
Protection Unit

January 21, 2016



Division of Family & Children Services

Let's Get Started

- Georgia Division of Family and Children Services (DFCS)
 - Mission: to prioritize the safety of Georgia's children in the decisions we make and the actions we take. We strengthen families toward independence and build stronger communities with caring, effective and responsive service.
 - Office of Prevention and Family Support (OPFS)
- Primary Goal: to work in partnership with community-based organizations committed to reducing the incidence of child abuse and neglect and improving the overall health and well-being of Georgia's children and families.
 - OPFS Contact: Laura Griggs, Program Specialist
 - Committee for Children Contact: Jennifer Balogh, Regional Outreach Manager



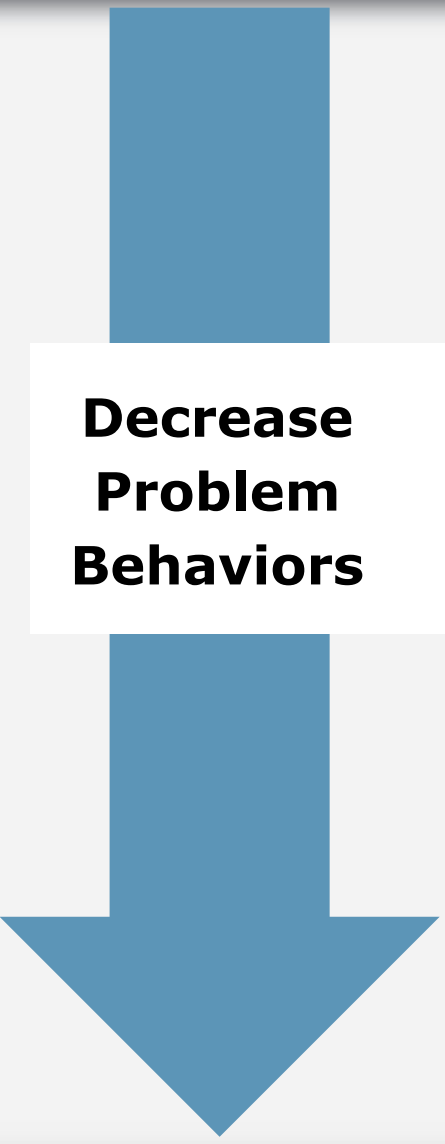
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secondSTEP®

Early Learning – Grade 8



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**Decrease
Problem
Behaviors**



**Increase
Students'
School Success**

**Promote
Social-Emotional
Competence and
Self-Regulation**



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Program Materials: K–3 Kits

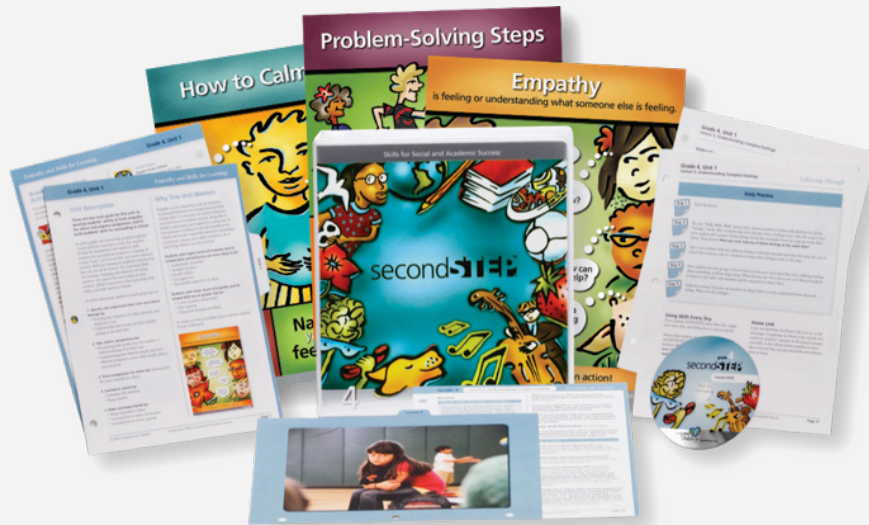


- Posters
- Lesson Cards
- Puppets
- Listening Rules and Skills for Learning Cards
- Teaching Materials Binder
- Unit Cards
- Song CD
- DVD
- Online Resources

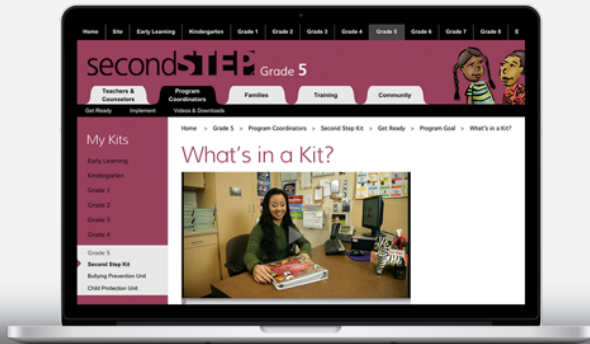


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Program Materials: 4–5 Kits

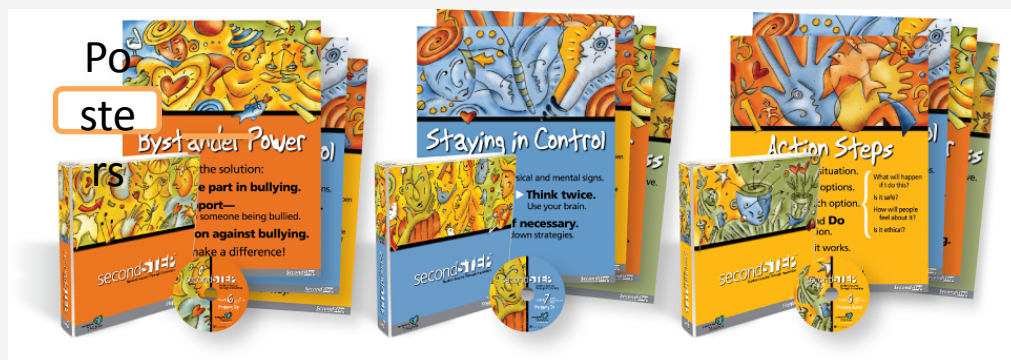


- Posters
- Following Through Cards
- Unit Cards
- Lesson Cards
- DVD
- Online Resources



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Program Materials: 6-8 Kits



- Posters
- Unit Cards
- Lesson Cards
- DVD
- Online Resources



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Program Skills and Topics



K-5

- Skills for Learning
- Empathy
- Emotion Management
- Problem Solving

Add-On Units K-5:

- Bullying Prevention
- Child Protection



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Lessons are easy for teachers, engaging for students

- 20-50 min 1x per week
- Fully scripted, explicit instruction
- 22-28 lessons (Prek-5)
- 13-15 lessons (Gr 6-8)
- Lesson planning notes included
- Engaging activities for skill practice and reinforcement : games, songs, role play
- Academic Integration activities included
- Additional resources online

Lesson 8: Accepting Differences

Lesson Concepts

- Having empathy helps you understand and accept how others are the same as or different from you.
- Accepting and appreciating others' differences is respectful.

Key Words

Similar, different, accept, appreciate, individual

Objectives

Students will be able to:

- Name similarities and differences between people
- Predict how others will feel when teased for being different

Materials

- CD player and *Sing and Step* CD
- Lesson Card 7
- Lesson 8 Handout, one per student
- Following Through Card 8
- Empathy poster
- All Skills for Learning cards (as needed)
- Colored pencils for each student

Why This Lesson Matters

Practice in finding things they have in common with other students can help children develop empathy and avoid the stereotyping that can fuel teasing and other forms of bullying. Teasing is a very common and harmful form of bullying, and it is important for children to understand that it is wrong.

Teaching Notes

Discussing the topic of teasing may evoke strong feelings in students who have been victims of this form of bullying. Take care to acknowledge students' feelings as they arise. Alert the school counselor or psychologist if a particular student needs more specialized

Warm-Up
Introduction and Review

Have students sit. Show Lesson Card 7. Use the Wrap-Up to review. Today you'll learn about accepting people's differences.

Brain Builder: Common Ground

Have students stand, facing their partners. Let's play Common Ground. You and your partner will learn ways you're alike—or similar—and ways you're different. The space between you and your partner is your "common ground." When you jump to it, it means you've found something in common. Practice the steps slowly. Remind students to use their Skills for Learning. Cue skill use with the Skills for Learning cards. Let's play!

- Read the question out loud.
- Students show a thumbs-up or thumbs-down.
- Partners with the same answer step together, then slap hands. Partners with different answers squat down.

Questions

Do you like: Eating fish? Studying science? Building models? Going on field trips? Climbing ropes?

Play a few rounds. Increase the challenge as desired (see Following Through Card 8). Raise your hand if you and your partner found several ways you're alike. Comment on the number of hands up. You found a lot of common ground! Think about the ways you are similar and different. Give think-time. You'll need to remember them for today's skill practice.

Story and Discussion

Have students sit down. Let's learn about two students who find something they have in common and learn to accept their differences. Show the photo. Here are Yasaman and Olivia. Yasaman recently joined Olivia's third-grade class.



Yasaman Olivia

- How do you think Yasaman feels when students tease and laugh at her? (Sad, hurt, embarrassed.) Teasing or laughing at someone because he or she is different is not respectful.
- Look at the photo again and think about ways the girls are similar. Give think-time. (Both are girls. Both are third-graders. Both are doing art.)

Point to the photo. Olivia notices that Yasaman is really focused on her art project. Olivia also enjoys doing art. She's interested in learning how to make the designs Yasaman is making.

- Think about how Olivia could get to know Yasaman better. Give think-time. Turn and tell your partner your ideas. (Comment on her designs. Ask to learn how to draw the designs. Invite her to play at recess.)

Olivia decides to be assertive and comment on Yasaman's designs. Yasaman explains that they are

Grade 3, Unit 2
Lesson 8: Accepting Differences

Lesson Concepts

- Having empathy helps you understand and accept how others are the same as or different from you.
- Accepting and appreciating others' differences is respectful.

Key Words

Similar, different, accept, appreciate, individual

Why This Lesson Matters

Practice in finding things they have in common with other students can help children develop empathy and avoid the stereotyping that can fuel teasing and other forms of bullying. Teasing is a very common and harmful form of bullying, and it is important for children to understand that it is wrong.

Using Skills Every Day

Have students ANTICIPATE when they might experience being different from others.

Notice when students accept and appreciate others' differences, and REINFORCE the behavior with specific feedback: I noticed how you accepted that Martin preferred not to try the treat you brought for the class. That was respectful.

- Model having empathy for others.
- Remind students to respond empathically.

Have students REFLECT on a time they experienced being different from others.

Daily Practice

Day 1 Teach the lesson.

Day 2 Play "The Empathy Song." Have students make three-step plans for teaching their partners the things they wanted to learn (from the Lesson 8 handout).

Day 3 Have students play Common Ground with partners other than their Second Step partners.

Day 4 Play "The Empathy Song." Discuss ways students can use empathy to help them notice and understand others' differences throughout the day.

Day 5 Have students complete the Weekly Skill Check. Sample check-in statements:

- Having empathy helps me understand and accept how others are different from me.
- Accepting and appreciating people's differences is respectful.

Grade 3, Unit 2
Lesson 8: Accepting Differences

Following Through

Common Ground

Preparation

Have students stand facing their partners, with space between them.

Steps

- Read the question out loud.
- Have students show a thumbs-up for yes or a thumbs-down for no.
- Have partners who answer the same way step together and slap hands; have partners who answer differently squat down.
- Increase the challenge as desired.

Questions

- Do you like playing tag?
- Do you like drinking orange juice?
- Do you like doing puzzles?
- Do you like listening to music?
- Do you like cleaning out your desk?

Increasing the Challenge

Attention (A), Working Memory (WM), and Inhibitory Control (IC)

- Introduce an opposites rule: If partners answer the same way, they squat; if they answer differently, they step to "common ground." (A, WM, IC)
- Have students tally how many questions they answered the same way. (WM)
- Have pairs of students compare their tally with other pairs' tallies. (WM)



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Resources on secondstep.org



1

Teaching &
Implementation Tools

4

Staff Training Resources

2

Video Examples &
Classroom Demos

5

Digital versions of
program resources

3

Spanish Translations

6

Family Resources and
tools to engage families



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Professional Development for teachers

Training materials for teachers is available online at secondstep.org and is included in the cost of the program

- Early Learning Training Toolkit (approx 3 hrs)
- K-5 Online Interactive Training (approx 1 hour)
- Middle School Video Training Modules (approx 2 hrs) and Lesson Prep Videos (5 min each)
- Ongoing support via phone and web-based meetings
- Second Step Leadership Institute (for district level leaders)



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secondSTEP Child Protection Unit



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Child Protection Online Training

1

School Leaders: Policies & Procedures

2

All Staff Training: signs, behavior, reporting

3

Teaching the lessons, engaging with families



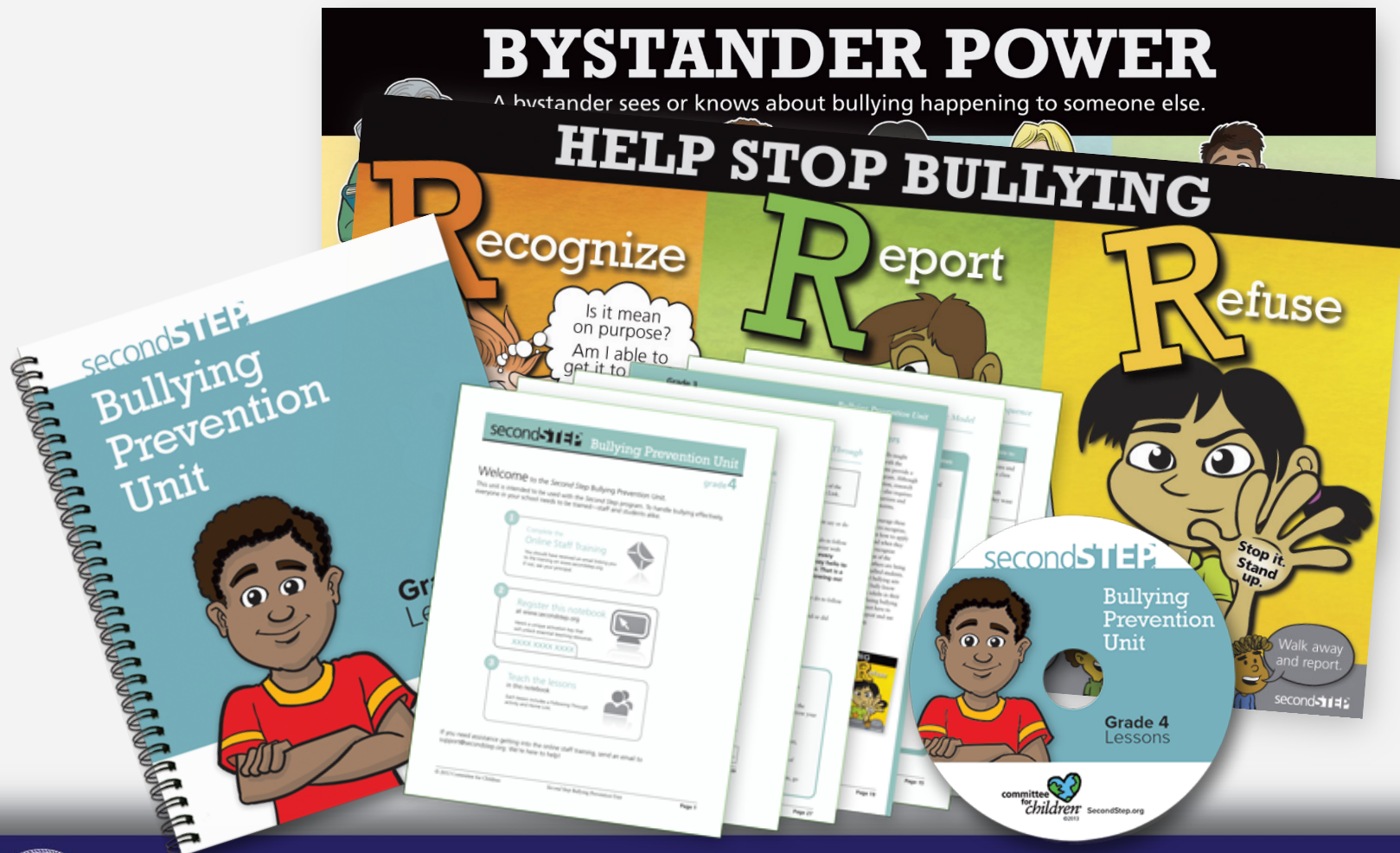
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Child Protection Student Lessons



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Bullying Prevention Unit



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Bullying Prevention Unit Training Modules

1

Policies & Procedures for Administrators

2

Recognize, Respond, Report for ALL staff

3

How to teach the lessons and engage families



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Jennifer Balogh, Outreach Manager

CALL 800-634-4449 ext 6522

EMAIL jbalogh@cfchildren.org

VISIT cfchildren.org



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Second Step & Child Protection Unit (CPU) Funding FY17 Overview

- This Statement of Need (SoN) is for implementation of the Second Step (SS) SEL (Social-Emotional Learning) Curriculum (for grades Pre-K-8th) and the Child Protection Unit (CPU) for grades Pre-K-5th.
- **In addition**, applicants may apply to implement the optional Bullying Prevention Unit (BPU) for grades K-5th.
- This is a 1 year funding opportunity for schools/organizations that are awarded, and implementation will be for Pre-K through 8th grade. School districts/non-profits may choose to apply to implement in as many schools and grades as they wish. Reporting throughout the 1 year period to OPFS is required.



Applicant Eligibility

- Must be a **public**, or **private non-profit** school system of Georgia, or an afterschool program within a **non-profit** organization.
- Must serve as a fiscal agent for the contract and point of contact for OPFS-DFCS.
- Must be responsible, liable, and oversee financial program and post-award reporting requirements.



Application Timeline

- SoN due with a postmarked date of February 29, 2016 by 5pm.
- Awarded contractors will be notified sometime in April/ May.
- The contract period begins July 1, 2016 and ends June 30, 2017. There will be a 2 month planning period during which teachers must be trained.
- Those awarded will have July 1, 2016 – September 5, 2016 as a planning period and full service implementation will be expected September 8, 2016.
- Pages 15-16 in the SoN contains a timeline for reporting.



Second Step Implementation

- Teachers or counselors must implement the curriculum, and they have until September 5th to be trained. Steps to become trained will be included in the kit that the contractor will purchase.
- Must be implemented with all children, not just those identified as 'at risk.'
- Service implementation must begin September 8, 2016.
- If implementing in an after-school setting, must clearly demonstrate the ability to break out by grade level in order to implement the curriculum with fidelity.



Second Step Implementation

- All lessons must be implemented by the end of the school year.
 - 28 for Early Learning (Pre-K)
 - 22 for Elementary (1-5); Kindergarten has 25
 - 13 for Middle School (7-8); 6th grade has 15
- One lesson should be implemented per week in order to maintain model fidelity. Lessons should be taught in sequential order. Middle School lessons can be split into 2 parts and taught twice per week.
- In implementing Second Step we have found that you really need to purchase one kit for each classroom.



Application Instructions

- Submit 1 original, 3 copies of original, and 1 electronic copy on CD or thumb drive. The proposal narrative must be in word, the budget in excel and all attachments as pdf's.
- Original copy should have signatures in blue ink.
- Bind the original application with binder clips.
- The application must be submitted in order of the chart listed on page 9 of the SoN (3e. Application Order).
- Submit with a postmarked date no later than 5:00 pm on February 29, 2016.
- We will not accept hand deliveries, office-metered postmarks, faxed or emailed applications.
- Address is listed on page 7 of the SoN.



Application Formatting

- Number every page.
- 12 point font, 1 inch margins.
- White paper, 8 ½ inches by 11 inches.
- Footer with the fiscal agent's name and page number.
- Adhere to page limits where applicable.
- Only use paperclips and binder clips to bind.
- Restate and number each proposal narrative question, followed by response.
- Please follow **all** instructions in the SoN related to application formatting to ensure your proposal is read by the reviewers.



Proposal Narrative Breakdown

- Proposal Summary (page 10 of SoN)
 - Statement of school need: please state how your school could benefit from this program. Use of statistics is a good idea for this section.
 - Target Population to be served: please list the target population that will be receiving Second Step.
 - Description of implementing school and grade level(s) to be served by SS SEL & CPU: *Clearly describe the breakout of grades if implementing in an after-school setting.*
 - Example: All 5th grade students, in 4 classrooms, at ABC Elementary School, will be receiving the SS SEL & CPU during Math class.
 - Description of importance and outcomes: please state why Second Step is important and how it will impact outcomes at the school/organization.



Proposal Narrative Breakdown

- Administration- *Only applicable to non-profits*
 - Implementing agency: This is your non-profit that is implementing Second Step. Provide a description of the agency and name the fiscal agent if it is different from the applicant agency.
 - Qualifications and experience managing contracts: List past and current contract management experience.
 - Does the fiscal agent have the ability to maintain a quarterly cash flow? Yes or No.
- Target Population
 - Geographic location: Identify county, neighborhood, and school population that will receive curriculum.
 - How many classrooms and students: State in narrative and fill out Form D (page 19 of SoN).
 - Note: Each school does not need to submit an application; just the school district and in your proposal you will list each school who will be implementing.



Proposal Narrative Breakdown

- Methods and Procedures
 - Program Timeline (A-1): Comprehensive timeline to cover July 2016 – June 2017 (see A-1). Page 20 of SoN
 - Plan for ongoing technical assistance and support to teachers.
 - Timeline should include your plan to implement the curriculum during the listed time periods. This might include training teachers, curriculum lesson days, planning, special events that involve or showcase Second Step etcetera etcetera.



Proposal Narrative Breakdown

- Plan for teacher “buy-in”: How you will engage teachers, motivate them, and relay the importance of the curriculum.
- Describe how non-teaching staff will be utilized: Only teachers or counselors can implement the curriculum, but how will other staff be involved?
- Describe your system’s/school’s plan to engage parents.
- Describe how Second Step will enhance/complement other initiatives, partnerships with other community organizations: Community buy-in and partnership demonstrates that this program can be sustained once OPFS-DFCS funds end.



Proposal Narrative Breakdown

- Plan for orientation and training of teachers, counselors, principals, bus drivers, etc.: Please detail when they will be trained. All implementing staff must participate in training once curriculum is purchased.
- Describe what subject the Second Step curriculum will be implemented in.
 - Further define the target population to include as many details as possible. Ex. 6th graders during Social Studies Classes in ABC Middle School OR Second Step SEL curriculum and CPU with K-5th on Tuesdays during Health classes at ABC Elementary School
- Describe your plan for implementation of the Bullying Prevention Unit if applicable.



Budget Template Instructions

- Attachments
 - Form A: Face Sheet: Ensure signature of Superintendent/Executive Officer in blue ink.
 - Form B: Budget Template must be submitted in Excel.
 - Form C: Second Step Assurances Form: Blue ink. Signed by Superintendent and principal of each school. Non-profits signed by executive officer and program contact.
 - Form D: Target Population and Sponsorship Form: Blue ink. Fill accordingly.
- System Wide Sponsor & a School Sponsor.
 - It is also important that each school have a sponsor who will be directly responsible for ensuring the implementation of Second Step in each school, in addition to the system wide sponsor.
 - It is not essential that this person be the principal, but experience has shown that the schools that have the principal as the sponsor experience greater success with implementation of Second Step.



Budget Template Instructions

- A-1 Timeline: July 2016 – June 2017
- A-2 MOU: Only if fiscal agent is different from implementing agency.
 - MOU does not apply to one school implementing where fiscal agent is county Board of Education.
- A-3 Fiscal Agent Financial Statements
- A-4 Legal Agreement with Fiscal Agent



Budget Template Instructions

Form B: Second Step Budget Template			
School System:			
Material Costs			
Grade Level	Cost		
K - 5 Bundle	\$0.00		
6 - 8 Bundle	\$0.00		
Pre-K Kit	\$0.00		
Kindergarten Kit	\$0.00		
Grade 1 Kit	\$0.00		
Grade 2 Kit	\$0.00		
Grade 3 Kit	\$0.00		
Grade 4 Kit	\$0.00		
Grade 5 Kit	\$0.00		
Grade 6 Kit	\$0.00		
Grade 7 Kit	\$0.00		
Grade 8 Kit	\$0.00		
BPU	\$0.00		
BPU Bundle	\$0.00		
CPU Only	\$0.00		
CPU Only Bundle	\$0.00		
Total Costs of Materials	\$0.00		



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Budget Template Instructions

- Type in the name of the school system on the tab title, Form B.
- Use the tabs at the bottom of the workbook to select the bundle or kit you will order.
- Once you are in the desired tab, enter the number of classrooms that will use the bundle or kit and the number of bundles or kits you will order.
 - Note: the number of bundles or kits may not exceed the number of classrooms.
 - Note: There are 16 tabs with kit purchasing options. Please read carefully and select the correct tab or tabs when completing the budget template.
- Amounts from the tabs will filter into the first tab.
 - Note: Certain cells of the workbook are locked. Contact OPFS if you have problems with the form.



Outcome Measures

- Each quarter, contractors must submit a report (reporting form will be created by OPFS) that will review progress made during the school year.
 - Note: This reporting form and a reporting guide will be sent to you if awarded a contract
- Measures to be Reported:
 - Academic Achievement (95% of target population will be promoted to next grade)
 - Student Behavior (75% free of in school suspension; 90% free of out of school suspension and expulsion)
 - Child Maltreatment (97% free from child maltreatment)
 - Number of students served and number of classrooms implementing.
 - Note: Will be looking at number of students and classrooms to align with proposal narrative.



Notification of Awards

- OPFS will notify contractors via U.S. mail and/or email in May/June 2016.
- Communication via telephone, email, and/or fax regarding award notices is prohibited before official notification by OPFS.



Contact Information

- Laura Griggs, Program Specialist, OPFS

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404-657-5152

- Jennifer Balogh, Regional Outreach Manager, CfC

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