



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 19, 2017



Division of Family & Children Services

Let's Get Started

- Georgia Division of Family and Children Services (DFCS)
 - Mission: to strengthen Georgia by providing individuals and families access to services that promote self-sufficiency, independence and protect Georgia's vulnerable children.
 - 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 improve the overall health and well-being of Georgia's children and families.
 - OPFS Contact: Laura Griggs, Program Specialist & Deborah Chosewood, Deputy Director
 - Committee for Children Contact: Jennifer Balogh, Regional Outreach Manager



secondSTEP

Early Learning – Grade 8



Division of Family & Children Services



**Decrease
Problem
Behaviors**



**Increase
Students'
School Success**

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



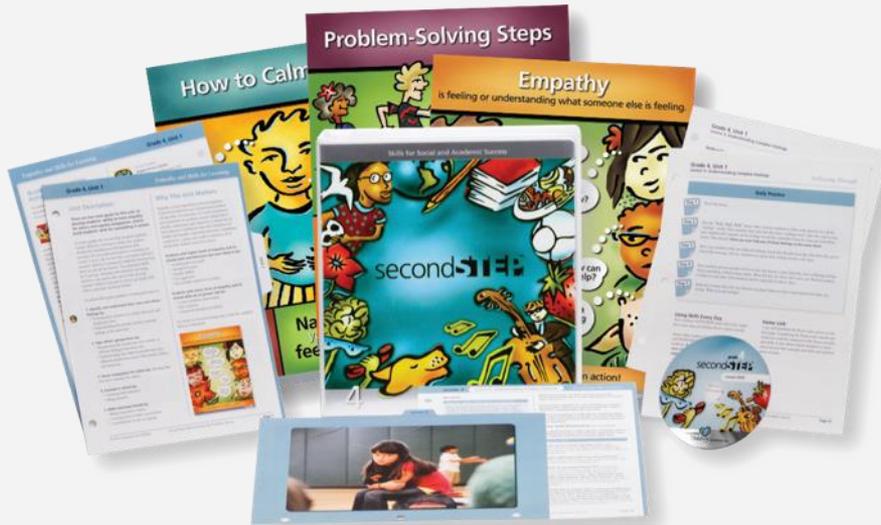
Program Materials: K–3 Kits



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



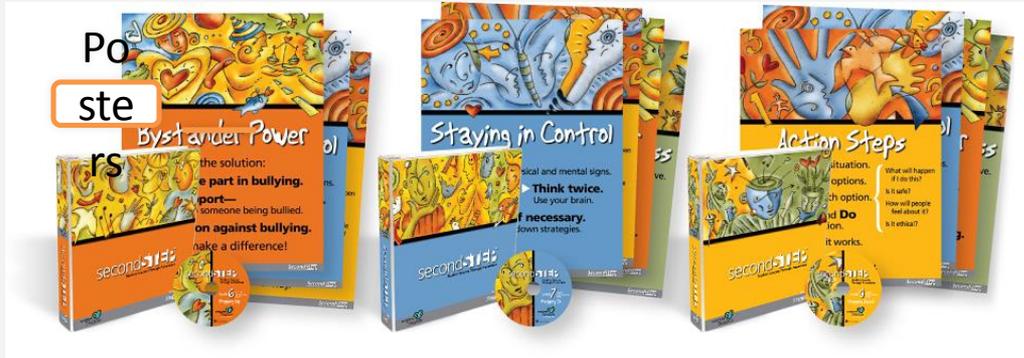
Program Materials: 4–5 Kits



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



Program Materials: 6-8 Kits



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



Program Skills and Topics

EL-Grade 8

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

Add-on Units:

- Bullying Prevention
- Child Protection

Middle School Includes:

- Bullying Prevention
- Substance Abuse



Weekly Lessons

- 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

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

Objectives
Students will be able to:

- Name similarities and differences between people
- Predict how others will feel when teased or 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 lead to 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!

1. Read the question out loud.
2. Students show a thumbs-up or thumbs-down.
3. 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

3. 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.

4. 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.

5. 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

7. What can help Olivia and the other students feel or understand how Yasaman might be feeling? (Imagine being her. Remember when they were teased.) Point to the Empathy poster. Having empathy helps you understand things from someone else's perspective. This helps you accept and appreciate others' differences. Accepting people's differences is respectful.

Let's listen to "The Empathy Song." Show a thumbs-up each time you hear what "empathy" means.

Play the song.

Skill Practice
Today's activity will help you get to know your partner better. Knowing people better helps you accept and appreciate their differences.

Think about the ways you learned you and your partner were similar and different during today's Brain Builder. Think about something you'd like to learn from your partner. Like how Olivia wanted to learn how to make designs from Yasaman.

Have students sit with their *Second Step* partners. Distribute one copy of the Lesson 8 Handout plus colored pencils to each student. Read the directions out loud. Give students about ten minutes to complete the handout. When students are finished, have the class discuss their thoughts and feelings about the activity.

Show a thumbs-up if you learned something new about your partner. Comment on the number of thumbs up. The more you know someone, the more you can appreciate that person as an *Individual*.

Wrap-Up
Today you learned about noticing similarities and accepting people's differences. Accepting differences shows _____ (respect). What can help you understand another person's perspective? (Empathy.) Having empathy and showing respect help you get along with others.

Following Through: Skills and concepts are retained best when regularly practiced and reinforced. See Following Through Card 8.

Grade 3, Unit 2
Lesson 8: Accepting Differences

Following Through

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 lead to 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.

Daily Practice

Day 1 Touch the lessons.

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

1. Read the question out loud.
2. Have students show a thumbs-up for yes or a thumbs-down for no.
3. Have partners who answer the same way step together and slap hands; have partners who answer differently squat down.
4. 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 opposite 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)



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



Professional Development

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)



secondSTEP Child Protection Unit



Division of Family & Children Services

Child Protection Online Training

1

School Leaders: Policies & Procedures

2

All Staff Training: signs, behavior, reporting

3

Teaching the lessons, engaging with families

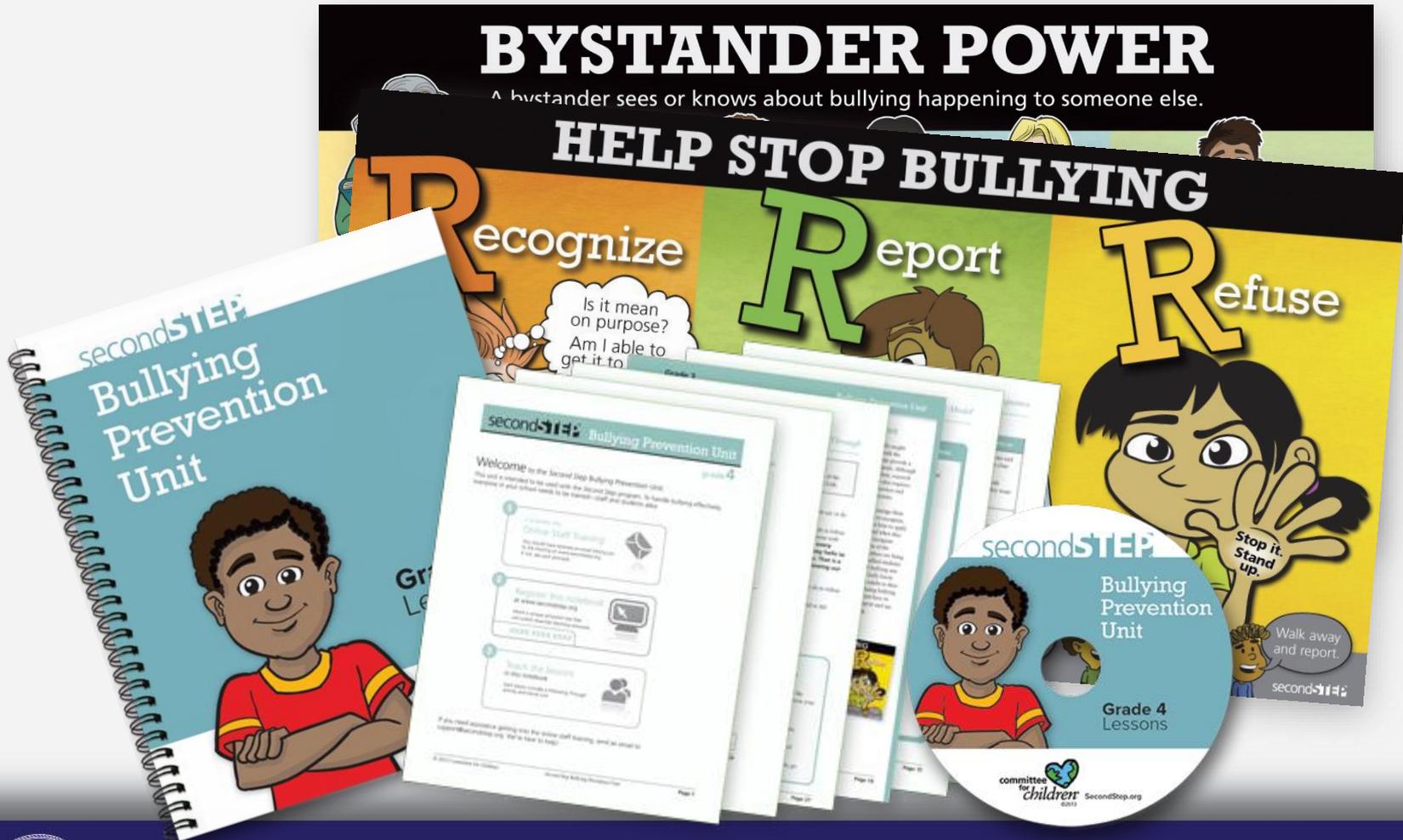


Child Protection Student Lessons

The image displays a collection of educational materials for child protection lessons. The central focus is a large poster titled "WAYS to Stay Safe". The poster features three key messages in speech bubbles: "Recognize Is it safe? What's the rule?", "Report Tell an adult", and "Refuse Say word mean". Each message is accompanied by a photograph of a child. To the right of the poster are several overlapping documents: a "Grade 2 Unit Card" with "Lesson Overviews", a "Child Protection Unit" with "Academic Integration Activities", and a "Home Link 1" page. A laptop in the foreground shows a video player with a young boy speaking, likely a video component of the lessons.



Bullying Prevention Unit



Division of Family & Children Services

Bullying Prevention Unit Training

1

Policies & Procedures for Administrators

2

Recognize, Respond, Report for ALL staff

3

How to teach the lessons and engage families



Reinforcement Tools

Second Step Principal Toolkit

- Morning announcements
- School assembly scripts
- Staff meeting activities
- Conversation guides
- Digital tools and more!



Fun Extras



District-wide Success





Jennifer Balogh, Outreach Manager

CALL 800-634-4449 ext 6522

EMAIL jbalogh@cfchildren.org

VISIT cfchildren.org



Division of Family & Children Services

Second Step & Child Protection Unit (CPU) Funding FY18 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, as well as the Principal Toolkit.
- This is a 1 year funding opportunity for schools/organizations that are awarded. Districts/non-profits may choose to apply to implement in as many schools and/or 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 10, 2017 by 5pm.
- The contract period begins July 1, 2017 and ends June 30, 2018. There will be a 2 month planning period during which teachers must be trained.
- Those awarded will have July 1, 2017 – September 8, 2017 as a planning period and full service implementation will be expected September 11, 2017.
- Page 15 in the SoN contains a detailed timeline for reporting.



Second Step Implementation

- It is preferable for teachers to implement the curriculum, and they have until September 8th 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 11, 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.
- Principal Toolkit



Second Step Implementation

- All lessons must be implemented by the end of the school year.
- 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 10, 2017.
- 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 (4)

- Proposal Summary (page 9 of SoN) – 4a.
 - *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.



Proposal Narrative Breakdown (4)

- *Description of the BPU and grade level(s) to be served*
- *Description of how the Principal Toolkit will enhance the Second Step program and overall school climate*
- *Description of importance and outcomes: please state why Second Step is important and how it will impact outcomes and climate at the school/organization.*



Proposal Narrative Breakdown (4)

- Administration – 4b.
- *Provide a brief description of the applicant's qualifications and experience with managing contracts and cash flow for contracts.*
- *Describe the applicant's accounting system. Is the system automated, manual or a combination?*
- *If the implementing agency is not the applicant, name the implementing agency and provide a description of the implementing agency.*



Proposal Narrative Breakdown (4)

- Target Population – 4c.
- Applicants must serve one or more of the following grades: Pre-K through 8th
 - *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, Target Population and School Sponsorship Form (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 (4)

- Methods and Procedures – 4d.
 - *Program Timeline (A-1)*: Comprehensive timeline to cover July 2017 – June 2018 (see A-1). Pages 20-21 of SoN
 - Timeline should include your plan to implement the curriculum during the listed time periods. This might include training teachers, curriculum lesson days, planning, and special events that involve or showcase Second Step.
 - *Plan for ongoing technical assistance and support to teachers.*



Proposal Narrative Breakdown (4)

- *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*: It is recommended that teachers 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*: This can include Positive Behavioral Intervention Strategies (PBIS) or partnerships with community organizations.



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 Homeroom 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.*
- *Describe how the Principal Toolkit will be used to enhance school climate, if applicable.*



Budget Worksheet Instructions

- Select the Budget Worksheet tab at the bottom of the page.
- Choose the kit or bundle kit that you need and type in the amount needed in the Quantity Column.
- The Subtotal and Grand Total will automatically calculate at the bottom based on the quantities you enter.
 - Note: Certain cells of the workbook are locked. Contact CfC if you have problems with the form.
- The Example tab gives guidance on how to complete the Budget Worksheet using an example school.
- The Price List tab shows the prices for each kit and bundle offered.



Proposal Attachment Instructions

- *Form A:* Face Sheet: Ensure signature of Superintendent/Executive Officer in blue ink.
- *Form B:* Budget Worksheet must be submitted in Excel. Applicants are required to receive budget approval from Jennifer Balogh with Committee for Children before applying (page 12 of SoN).
- *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 (page 17 of the SoN).
- *Form D:* Target Population and Sponsorship Form: Blue ink. Fill accordingly.
- System Wide Sponsor & a School Sponsor (page 19 of the SoN).
- It is 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.



Proposal Attachment Instructions

- *A-1 Timeline: July 2017 – June 2018*
- *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*



Other Required Forms

- *School Systems must submit the following:* OPFS Employer Criminal Background Check Form, Tax Compliance Form, Security & Immigration & Compliance Contractor Affidavit, Vendor Management Form, & W-9.
- *Non-Profits must submit the following:* Background Check Form (Para 122), Tax Compliance Form, Security & Immigration & Compliance Contractor Affidavit, Certificate of Liability Insurance (Para 129) Form, Corporate Resolution Form, Vendor Management Form, & W-9.
- Please submit all *DFCS Required Attachments* (you can find these attachments on the OPFS website: (<http://dfcs.dhs.georgia.gov/office-prevention-and-family-support>) when you submit your proposal.



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 of application.



Notification of Awards

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



Contact Information

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<http://dfcs.dhs.georgia.gov/off-ice-prevention-and-family-support>



Division of Family & Children Services