



**TO:** The Board of Education  
Dr. Carol Kelley, Superintendent

**FROM:** Michele Capio, Behavior Interventionist  
Felicia Starks, Senior Director of Administrative Services

**RE:** Social Emotional Learning/Second Step Curriculum

**DATE:** May 10, 2016

**Type of Report:** Informational

**Purpose of the Report:** The purpose of this report is to provide the Board of Education with a proposal of Second Step implementation for the 2016-17 school year.

### **Social Emotional Learning and Second Step:**

In 2003 as part of the Children's Mental Health Act, Illinois became the first state to adopt statewide social emotional learning (SEL) standards. This Act requires all school districts in the state to develop a policy for incorporating SEL into the programming of the district. Utilizing Second Step as a Tier 1 core curriculum many of the standards will be addressed through our PBIS framework. The implementation of district wide SEL instruction will also meet components of Senate Bill 100, which goes into effect this fall. We will be providing ongoing professional development to all school officials and staff members on developmentally appropriate disciplinary methods that promote positive and healthy school climates and working with staff to focus on meeting students needs and addressing root causes of disciplinary issues.

Second Step is one curriculum that has been developed by the Committee for Children, a Seattle nonprofit that develops research-based SEL, bullying prevention, and child abuse prevention curricula and training for children from early learning through grade 8 and the adults who surround them. *Second Step: Skills for Social and Academic Success* for kindergarten through grade 5 is included in CASEL's 2013 *Guide*, which means the full suite of kindergarten through grade 8 *Second Step* programs have received CASEL's top honors.

### **Research Links SEL to Higher Student Success**

- 23% gain in Social Emotional skills
- 9% gain in attitudes about self/others/school
- 9% gain in pro-social behavior
- **11% gain on academic performance** via standardized tests (math and reading)
- 9% difference in problem behaviors
- 10% difference in emotional distress

*Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., and Schellinger, K. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. Child Development, 82, 405-432.*

### **Program Description:**

Second Step teaches skills in the following four areas:

- 1) Skills for learning:** students gain skills to help themselves learn, including how to focus their attention, listen carefully, use self-talk to stay on task, and be assertive when asking for help with school work.
- 2) Empathy:** students learn to identify and understand their own and others' feelings. Students also learn how to take another's perspective and how to show compassion.
- 3) Emotional Management:** Students learn specific skills for calming down when experiencing strong feelings, such as anxiety or anger.
- 4) Problem solving:** Students learn a process for solving problems with others in a positive way.

Each teacher will be provided with a kit that includes all scripted materials and supplemental songs/videos/puppets. Each lesson takes 20-30 minutes with daily 5-10 minute boosters. The kits include a weekly home and school connection that will promote transference of skills between environments for children. Elementary principals will identify a **school-wide time** so all teachers implement the curriculum at the same time and are able to be paired with another staff member to promote community and accountability.

Middle School will implement through advisory time.

The district leadership team will monitor the implementation and needs from staff. The district behavior interventionist will continue to coach the PBIS coaches through the implementation process. They will coordinate a trimester check in for staff meetings, troubleshoot building level issues, and provide coaching when necessary to specific teams and staff.

### **Needs Assessment:**

- **December** the PBIS internal coaches reviewed the school-wide implementation of Second Step at Whittier.
- **January** the PBIS internal coaches and RTI school level leaders researched potential programs (Second Step, CHAMPS, Responsive Classroom, Leader in Me, and Stop, Walk and Talk).
- **February** the PBIS internal coaches and RTI school level leaders focused on Second Step and possible implementation in 2016-17.
- **February** we surveyed 16 random Whittier students about Empathy and Coping skills and asked all staff to share feedback about the program.
- **February** presented at Ad Leadership.
- **March** survey to principals was sent out to assess readiness for implementation next year and all principals shared a desire to move forward.
- **April** presented a more refined proposal to Ad Leadership.
- **April** Yvette Odah, from the Committee for Children, met with representatives from each building to further explore implementation and answer questions.
- **May** all PBIS teams completed the Tiered Fidelity Implementation Tool to evaluate Tier 1 and action plan for next steps. All schools have identified a need for a stronger teaching plan for social emotional learning.
- **May** presented proposal to Ed Council.

**Timeline for Implementation:**

- **May 25, 2016** Staff presentation at the building level staff meetings about Second Step and training plan.
- **Summer 2016**
  - All of the materials will be delivered to each school and uploaded to each schools drive to ease access to videos and songs.
  - Each Internal Coach and PBIS team will receive training and then be responsible for training building wide staff during teacher institute day.
- **Fall 2016**
  - The PBIS teams will train staff in a two-hour training during teacher institute days.
  - The roll out of the Second Step curriculum will be included in report out about district wide programs.
  - Second Step will start at the beginning of the 2016-2017 school year.

**Budgetary Impact: \$75,127.20**

Staff Responsible	Staff	Hours	Cost	Task
Administrative Assistants	10	40	\$0	Uploading songs and videos
Middle School Behavior Team (\$31.25/hr.)	7	16	\$3,500	Developing curriculum sequence for advisory
PBIS Teams (\$31.25/hr.)	40	7	\$8,750	Full day team training prior to implementation
Behavior Interventionist & PBIS Coach (\$31.25/hr.)	2	8	\$500	Training preparation
Second Step Materials (quote below)	-	-	\$62,377.20	Materials for program implementation
<b>Total</b>			<b>\$75,127.20</b>	



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QUOTE	
Quote ID	907502
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Customer ID	112804

BILL TO:	SHIP TO:
Oak Park School District #97 Accounts Payable 970 Madison Street Oak Park, IL 60302	Oak Park School District #97 970 Madison St Oak Park, IL 60302 Attn: Michele Capio

SHIP VIA	REQUESTED BY	QUOTE DATE	TERMS	CUSTOMER REF NO
UPS Ground	Michele Capio	3/21/2016	Prices valid for 30 days	

LINE	PART NUMBER	DESCRIPTION	QTY	UNITS	UNIT PRICE	EXTENDED PRICE
00001	000879	SS Grades K-5 Bundle with Principal Toolkit	8	EA	2,249.00	17,992.00
00003	000877	SS Early Learning, Kinder & Gr 1-5 Bundle	2	EA	2,449.00	4,898.00
00005	000876	SS Grades K-5 Bundle	19	EA	2,099.00	39,881.00
00007	000870	SS Kindergarten Kit	3	EA	409.00	1,227.00
00009	000871	SS Grade 1 Kit	3	EA	409.00	1,227.00
00011	000873	SS Grade 3 Kit	2	EA	359.00	718.00
00013	000874	SS Grade 4 Kit	2	EA	389.00	778.00

Quote created by Yvette Odah.

**Prices valid for 30 days from quote date**  
**Please include quote ID: 907502 on your order to guarantee pricing**

Continued



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LINE	PART NUMBER	DESCRIPTION	QTY	UNITS	UNIT PRICE	EXTENDED PRICE
00015	000875	SS Grade 5 Kit	1	EA	389.00	389.00
00017	000690	SS Grade 6-8 Bundle	2	EA	1,099.00	2,198.00

Quote created by Yvette Odah.

Sales Total	69,308.00
Volume Discount	-6,930.80
Shipping & Handling	0.00
Misc. Charges	0.00
Tax Total	0.00
<b>TOTAL</b>	<b>62,377.20</b>

Prices valid for 30 days from quote date  
 Please include quote ID: 907502 on your order to guarantee pricing

## **Whittier Teacher Feedback**

“I love it. Everything about it!!”

“I find Second Step to be an outstanding curriculum. I see younger and younger kids feeling stressed or unable to handle emotions they experience. I have a student who needed belly breathing just at the time I taught that lesson. The videos and the games as well as the real life situational photo cards are all excellent tools for teaching the emotional health tools that Second Step promotes.”

“I think it’s a valuable resource. The skills students are discussing each week are very applicable to their experiences with friends/peers. The pictures are colorful and the lessons easy to understand with good strategies that are easy to apply. The videos are great as well. To be honest, I haven’t used the songs. I listened to one from the first unit and it seemed a little “Babyish”. That probably had more to do with me singing than the actual song.”

“As a school social worker, it is very beneficial to know that all students are receiving the same core social/emotional curriculum. When I work with students in pullout groups, I can build off this curriculum. In addition when I see students for behavioral need, I can draw on the lessons the students are being taught about emotional regulation and problem solving. It provides a common language for all adults to follow. The vertical alignment across grade levels is great!”

“It is amazing to hear 1<sup>st</sup> graders understand and use the word empathy.”

“I have been pleased with the first grade Second Step program thus far. I think the language used in the program is straightforward and makes sense. I really like the engaging visuals included with the lessons. The songs and videos are also an important companion to the lessons.”

“Second Step is organized and very easy to use. The big ideas we’ve covered so far in 4<sup>th</sup> grade are perspective taking and handling strong emotions (several lessons on each) and I’ve been able to refer to the strategies in the curriculum many times throughout the year. There are also meaningful home links for them to complete with an adult at home that tie in out-of-school situations to the strategy at hand.”

## **Student Feedback**

### **16 students were surveyed randomly (K-5)**

100% of the students asked to name one of the calm down steps from Second Step were able to identify one (belly breathing, name the feeling, etc.).

70% were able to define Empathy (some kids may not have covered that unit this academic year).