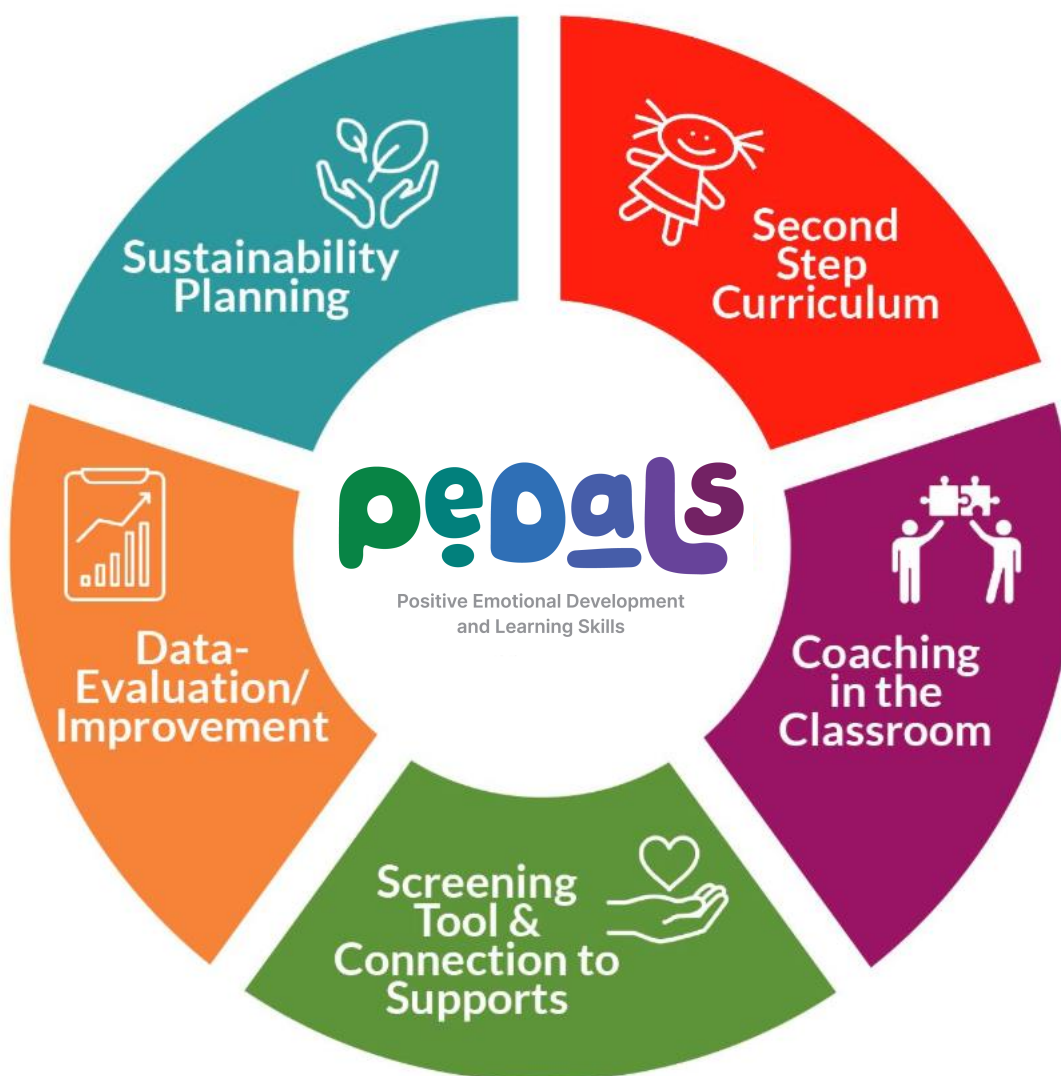


The PEDALS Toolkit



Background on PEDALS and the PEDALS Toolkit

1. Introduction to the PEDALS Toolkit
2. The PEDALS Model
3. PEDALS One-Pager

PEDALS Tools for Classrooms

4. Tip Sheet: Using Second Step with Younger Children
5. General Tips on Second Step for Teachers
6. Suggested Teacher Resources and Teacher Info Center Materials
7. PEDALS Classroom Planning Worksheet
8. PEDALS Weekly Checklist

PEDALS Tools for Administrators

9. Administrative Resource to Adopt, Implement, and Sustain an Early Childhood Social Emotional Curriculum Program-Wide
10. PEDALS Organizational Self-Assessment
11. PEDALS Administrative Goal Setting Worksheet

PEDALS Tools for Coaching

12. Introduction to the PEDALS Coaching Model: The coaching stance, coaching components, and coaching to promote self-reflection
13. PEDALS Coaching Stance
14. PEDALS Coaching Components
15. Coaching to Promote Self-Reflection: How promoting reflective practice differs from evaluative coaching practice
16. PEDALS Classroom Goal Setting Worksheet
17. PEDALS Classroom Item List
18. PEDALS Social Emotional Skills Scale for Teachers
19. PEDALS Social Emotional Skills Scale for Children

PEDALS (Positive Emotional Development and Learning Skills) improves the social and emotional skills of preschool children in early childhood classrooms. It combines an evidence-based curriculum, a social emotional screening or assessment for children, coaching, and resources for teachers and administrators. The PEDALS Toolkit is designed for programs wanting to replicate all or part of the PEDALS model.

What is PEDALS?

The PEDALS model consists of five core components:

- 1. Social emotional curriculum:** PEDALS uses the Second Step Early Learning program, which is universal, evidence-based, and classroom-based. It is a developmentally appropriate, intentional curriculum complete with teaching materials to help preschool children develop and build on social emotional concepts and skills. While the Second Step curriculum works well in the PEDALS model, there are other appropriate social emotional curricula that may fit the model as well.
- 2. In-class coaching by early childhood experts:** We learn best when we get to practice in a real-life context. For this reason, PEDALS includes real-time, expert-level coaching in the classroom, with the goal of helping teachers be successful in using the curriculum and helping children develop and practice social and emotional skills.
- 3. Identification of needs and providing supports:** PEDALS works to ensure that those children who need more than a classroom-based approach to social and emotional development are identified and get the help they need. To accomplish this, PEDALS uses a validated social emotional screening or assessment tool for all children.
- 4. Program self-assessment, improvement, and sustainability planning:** PEDALS uses a systematic approach which includes administrative coaching, regular administrator meetings, and the Toolkit, to enable administrators to develop and implement plans to improve quality and ensure sustainability.
- 5. Data for improvement and evaluation:** Effective improvements flow from relevant data. For that reason, PEDALS collects a variety of data aimed at informing improvement. This data is shared frequently with teachers, administrators, families, coaches, leadership, and funders. PEDALS data collection tools are included in the PEDALS Toolkit.



The PEDALS Toolkit

The PEDALS Toolkit is a set of practical materials designed to help teachers, coaches, and administrators implement, enhance, and sustain PEDALS in their own settings. It includes:

- an overview of PEDALS;
- the PEDALS coaching model;
- practical, valuable, easy-to-use materials for teachers;
- a tip sheet for families;
- instruments for planning, data collection, observation, and assessment;
- materials, samples, and examples to build sustainability.

The materials in the toolkit have been specifically developed for PEDALS. They have been used and fine-tuned by PEDALS teachers, coaches, administrators, and consultants. The assessment instruments, however, have not been tested for validity or reliability.

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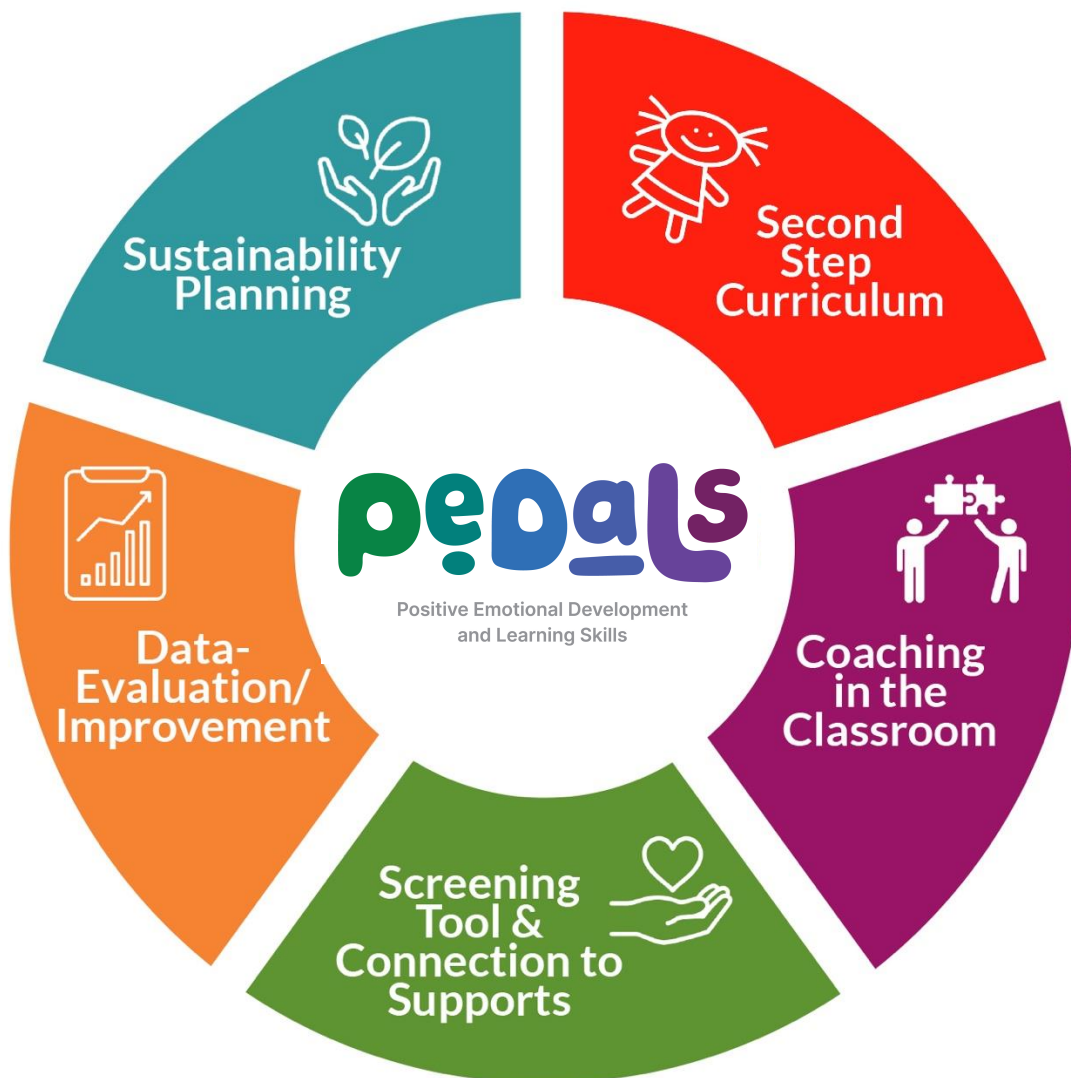
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FOUNDATION



Blue Fund

Blue Fund, funded solely by BlueCross BlueShield of Western New York, awards major grants in Western New York, totaling approximately \$1 million to \$3 million annually, to organizations and initiatives that have a positive impact on key health areas and will demonstrate enhanced measurable outcomes for community health metrics. These include behavioral health, cardiovascular health, diabetes, health care workforce development, healthy children and the opioid epidemic. For more information visit www.bcbswny.com/content/wny/about/community/bluefund.html

The PEDALS Model



PEDALS has been designed to improve the social and emotional skills of preschool children in early childhood classrooms by identifying and using evidence-based practices and materials. Based on extensive research into these evidence-based practices and materials, developers created five components that together make up the PEDALS program. Each component is described below.

- 1. Social emotional curriculum:** PEDALS uses the Second Step Early Learning curriculum (www.secondstep.org/early-learning-curriculum), which is universal, evidence-based, and classroom-based. Second Step is a developmentally appropriate, intentional curriculum that helps preschool children develop and build on social emotional concepts and skills. It promotes school readiness and helps children solve problems, pay attention, improve self-regulation, and manage their emotions and behavior. Second Step includes curriculum lessons and a plan for the transfer of

learning; that is, helping the children practice what they learn in real-life situations throughout the day. The Second Step kit includes all materials to teach the lessons, including puppets, puppet scripts, a CD of songs, activities to build executive function, and information to share with families. This toolkit is based on and reflects the Second Step curriculum. We have found the curriculum to be effective, easy to implement, and cost-effective. As such, it has worked well in the PEDALS model. However, there are other appropriate social emotional curricula that may fit the model as well.

2. **In-class coaching by early childhood experts:** We learn best when we get to practice in a real-life context. For this reason, PEDALS includes real-time, expert-level coaching in the classroom, with the goal of helping teachers be successful in using the curriculum and helping children develop and practice social and emotional skills. PEDALS coaches observe the implementation of the Second Step curriculum and work directly with teachers to make improvements and modifications and to transfer learning to situations throughout the day.

PEDALS coaches spend a significant amount of time in the classrooms – up to four hours per classroom per month. Coaches develop an empathetic partnership with classroom staff and work with them to co-set specific goals and review progress regularly. Because the coaches respond to the individual needs of the classroom and teacher, they are able to provide just-in-time targeted information and coaching support. There is a cascading effect; as coaches model for teachers, teachers model for children, and children model for each other. This dynamic approach to social emotional growth then becomes “the way we do things,” rather than “another thing to do.”

3. **Identification of needs and providing supports:** PEDALS works to ensure that those children who need more than a classroom-based approach to social and emotional development are identified and get the help they need. To accomplish this, PEDALS uses a validated social-emotional screening or assessment tool for all children. PEDALS early childhood programs choose either the Devereux Early Childhood Assessment (DECA) or the Ages & Stages Questionnaires: Social Emotional-2 (ASQ:SE-2). There are a number of other validated social-emotional screening and assessment tools not discussed here that would also fit the PEDALS model. Teachers also use Information from the DECA or the ASQ:SE-2 to individualize strategies and curriculum for the children in their classrooms.
4. **Program improvement and sustainability planning:** Through administrative coaching, PEDALS uses a systematic approach to help programs create a culture of improvement and a focus on sustainability. Programs periodically complete a self-assessment which measures practices that support the implementation of PEDALS. These include communicating with leadership, accessing training opportunities and resources in the community, engaging families, and creating and revising policies and procedures. The assessment helps programs generate ideas for specific goals and develop next steps to strengthen their ability to support social emotional growth. Since the assessment is completed by staff from the program itself rather than an outside observer, staff “own” the results and goals. In our experience, this assessment creates excitement and eagerness in program staff to set goals and plan for next steps. And even more, they feel a sense of pride and ownership when they see that the progress in their programs is reflected in the improvement in their scores.

- 5. Data for improvement and evaluation:** Early childhood programs are increasingly expected to collect and report data on children, and funders are increasingly demanding evidence that their investments lead to improvements. In addition, programs themselves want to know the results of their work and use data to make improvements. PEDALS collects a variety of data aimed at meeting these demands while minimizing the burden on teachers and administrators. Each week, teachers use a PEDALS online data platform to report on curriculum progress, fidelity, and behavior challenges. Each month, coaches use a PEDALS-created tracking form to observe teachers' use of strategies that support social emotional growth in children and children's use of the curriculum strategies. The PEDALS data platform collects, analyzes, and displays the PEDALS data, and a license can be purchased for PEDALS replications.¹ It is also possible to collect the PEDALS data using the data collection tools in the toolkit without the use of the data platform.

¹ The PEDALS data platform was created by Catalyst Insight, LLC. See www.catalyst-insight.com for more information.

What is it? The *PEDALS One-Pager* is a one-page concise overview of PEDALS, the Positive Emotional Development and Learning Skills program.

Why use it? The *PEDALS One-Pager* is the ideal way to introduce people to and disseminate information about PEDALS. Within one page, it includes the rationale, purpose, program components, results, and a teacher endorsement. It is concise, complete, and compelling. It is a written “elevator speech,” and it’s ready to use.

How to use it. The *PEDALS One-Pager* was developed for the original PEDALS program in New York. If you want to create a similar one-pager for your own PEDALS program, use this example as a guide and adapt it to reflect the specific components and details of your program.

When to use it. Use the *PEDALS One-Pager* any time you want people to have a basic understanding of PEDALS. It can be disseminated electronically or in mailings, to individuals or groups. It can accompany requests for funding. It can be included in materials to recruit early childhood programs to participate in PEDALS. It can be a handout in information sessions or meetings. It can be sent as a follow up to conversations in which people express interest in PEDALS. Because it is both concise and complete, you can also use it to create your own “talking points” about PEDALS.

Some Tips:

- Keep your one-pager simple and easy to read. Keep it to one page. You should be able to hand your one-pager to anyone in the general public and they should understand PEDALS.
- Involve your team in the development of your own one-pager. This will help ensure that it accurately reflects the PEDALS program you are offering.
- Use others involved in and familiar with the development of your PEDALS program to review your PEDALS One-Pager and give comments and suggestions.
- Make sure you get input on your one-pager from major sponsors and developers of the PEDALS program you are offering. This could include funders, sponsoring agencies, staff responsible for PEDALS, etc.

PEDALS works with early childhood teachers and programs to:

- Build children's social emotional skills, increasing kindergarten readiness
- Increase teachers' skills in supporting social emotional development and addressing challenging behaviors
- Identify and help children with social emotional needs

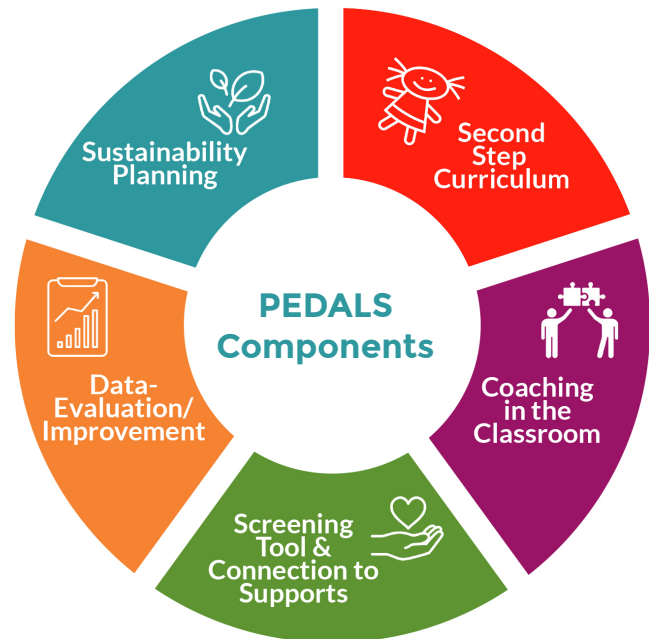
Children with higher social-emotional skills are more successful in school and life. They:¹

- Do better in school
- Are less likely to drop out of school
- Are less likely to commit crimes in adolescence
- Earn more as adults

Towards the beginning of the year "...our classroom was chaos. Children [would] not listen, follow directions, nor focus their attention... Some children had problems communicating their emotions, some others had...behavior problems....

Our classroom has greatly improved. Our children are reflecting their development in different areas such as language, listening, and especially in their social abilities."

- PEDALS Classroom Teacher



PEDALS early childhood programs receive the curriculum, screening materials, training, and coaching at no cost. They also receive a small grant. Each PEDALS cohort runs for two years.

PEDALS works.

- 100% of early childhood programs said PEDALS fit the needs of their teachers and children
- 93% of teachers felt the curriculum improved their children's social-emotional development
- 57% decrease in the number of PEDALS children who scored in the "needs" range for social emotional development²
- 100% of early childhood programs were very satisfied with the curriculum and coaching

To learn more about PEDALS, visit:

<https://hfwcnyc.org/program/pedals/>
For more information, email info@pedalsprogram.org

Notes: 1. Raver CC. Emotions Matter: Making the Case for the Role of Young Children's Emotional Development for Early School Readiness, 2002. 2. As measured by the Devereux Early Childhood Development Assessment Preschool Program, 2nd Edition (DECA-P2).

PEDALS Tip Sheet: Using Second Step with younger children



The Second Step Curriculum is designed for 4- and 5-year-old preschoolers. Some PEDALS classrooms, however, have included children who were younger, 2 ½ - 3 years old. This Tip Sheet provides suggestions and modifications from PEDALS teachers and coaches to help meet the developmental needs of these younger children. These tips are appropriate to use with older children as well, but might be particularly helpful for younger children.

Use Second Step Posters as Visual Aids

- For role-playing or modeling different emotions
- For helping children name their feelings
- For practicing the calm down technique
- For practicing ways to play together, how to trade toys, and how to take turns with friends

Curriculum Reinforcement Techniques

- Modify puppet scripts to meet the needs of the children.
- Repeat lessons and activities as needed for younger children to help them grasp the objectives and skills (it's okay to repeat the same lesson for a second week if needed). Because the lessons build on each other, it's important to do them in order and not skip lessons.
- Use smaller groups to reinforce lesson themes and practice skills. Pair older children with younger children for practice opportunities.
- Repeat Second Step songs and listening rules throughout the day.
- Use scenarios the children are familiar within the classroom to role-play positive social emotional skills from Second Step lessons. Develop these scenarios from situations that may occur between children in a variety of classroom experiences such as the gym, the block center, and the dramatic play area. This will enhance the children's awareness and understanding of their own feelings and the feelings of their peers.
- When it comes to Brain Builders, start with the first five, which are the simplest. If the next Brain Builders are too hard, it's okay to continue to go back to the first five Brain Builders so that children can build confidence and competence. Use the Brain Builders throughout the day, such as during circle time, gym time, transition times, and outside.

Reinforce Social Emotional Language

- Use the Second Step Feelings Cards to help children name their feelings.
- Enhance the children's language skills by using the language of Second Step to describe children's actions or feelings. "You were so angry when your tower fell over." "Look at her smile and clap her hands. She's happy with her painting." "She's taking belly breaths so she can calm down." Use Second Step language in responsive conversations with children. If a child appears worried and says that she doesn't like the visiting clown, follow the child's conversation lead. "You don't like that clown. You're worried about him. I'll help you."

PEDALS General Tips on Second Step for Teachers



Throughout our many years of experience with PEDALS, we have worked extensively with the Second Step program and developed some useful tips on the Second Step components. We want to share them here with you as you begin your work with PEDALS. Complete information and details are found in the Early Learning Teaching Materials Notebook included with the Second Step curriculum.

Puppet Script and Story and Discussion

You can personalize the scripts by using the names of children in your class and class examples. Because the scripts have been carefully thought out, pay attention to and focus on the vocabulary, content, and objectives of the lesson. These activities are designed to be short, 5-7 minutes for older children, and 3-5 minutes for younger children.

Puppet Script and Puppets

If you find it difficult to hold the lesson card while you do the puppet script, consider having an assistant or child hold the card, or propping the card up. You can also use a water bottle to “hold” a puppet.

Because the puppets are a part of the classroom, find a home for them in the classroom where they are visible to the children. They can become a part of other classroom activities such as field trips and lunchtime.

Brain Builders

Brain Builders are short, active, fun games designed to build children’s abilities to manage their thoughts, emotions, and behaviors. As such, they are a vital component of the Second Step curriculum.

Brain Builders can be played often and at any time during the day. They can be played with large or small groups of children. Brain Builders are particularly useful for transitions between activities.

Brain Builders help build the parts of children’s brains that support self-regulation. Although they appear to be merely simple games, they help build children’s brains by developing the following executive function skills:

- **attention**, by focusing attention on the teacher and by listening and watching carefully;
- **working memory**, by remembering what to do in the game; and
- **inhibitory control**, by controlling how they move in the game and when they stop and start.

Practice Opportunities

The best way to help children develop Second Step skills is to observe closely, notice opportunities to practice skills, and take advantage of teachable moments with support and modeling.

We recommend you infuse Second Step throughout the day rather than just at lesson time. This helps the children internalize Second Step skills and strategies and eventually put them into practice on their own.

You can find Second Step language and vocabulary to reinforce throughout the day on each Weekly Theme card.

Books

Books are an important weekly component of Second Step. The book doesn't have to be on the Second Step booklist to "count" as a Lesson-related book; any book related to the Lesson theme "counts."

You can refer to the PEDALS booklist and work with your Coach if you need ideas on specific social emotional books to use with each lesson.

The Second Step Teaching Materials Notebook provides ways to use social emotional books to reinforce Second Step skills (on page 16 for the blue Second Step kit, page 8 in the green kit).

Curriculum Connections

You can reinforce children's skills by integrating them into other activities in the learning environment. The program's Curriculum Connections gives children a chance to connect Second Step skills and concepts to other curriculum areas such as dramatic play, movement, or science. Curriculum Connections for each Second Step unit are found on the Unit Cards.

Weekly Planning Suggestions

We've learned from teaching teams that they've found it valuable to spend some time each week preparing for Second Step using the recommendations below. They've also found that, with experience, they can do this in under 10 minutes.

- Read over Weekly Theme Card
- Practice with the puppets
- Watch videos of the curriculum components on the Second Step website
- Review Unit Card
- Listen to the Second Step CD
- Practice weekly Brain Builder

PEDALS Suggested Teacher Resources and Teacher Info Center Materials



Below is a list of suggested materials for a "Teacher Info Center" at each PEDALS site that we find a good match for the PEDALS approach to social and emotional development. The "Teacher Info Center" is intended to provide teachers with additional resources, tools, and knowledge that will assist in enhancing children's social and emotional growth and development. Also, the "Teacher Info Center" is a place that will support teachers with supplemental information when families have questions regarding their child's social emotional skills and behavior. These materials are only suggestions, they are not required, and your program will likely identify additional useful resources that are not listed here.

Books

- Activities for Building Character and Social-Emotional Learning by Katia S. Petersen, Ph.D.
- ASQ:SE-2 User's Guide by Jane Squires, Diane Bricker, & Elizabeth Twombly
- ASQ:SE-2 Learning Activities & More by Elizabeth Twombly, Leslie J. Munson, and Lois M. Pribble
- Beyond Behavior Management – The Six Life Skills Children Need by Jenna Bilmes
- Building Your Bounce by Nefertiti Bruce Poyner
- Flip-it by Rachel Sperry
- No Biting: Solutions and Support for Toddler Programs by Gretchen Kinnell
- Powerful Interactions by Amy Laura Dombro, Judy Jablon, and Charlotte Stetson
- Promoting Resilience in Preschoolers: A Strategy Guide for Early Childhood Professionals by Karen B. Cairone and Mary Mackrain
- Social Emotional Tools for Life by Michelle Forrester and Kay Albrecht
- Socially Strong, Emotionally Secure – 50 Activities to Promote Resilience in Young Children by Nefertiti Bruce Poyner and Karen Cairone
- The Dance of Interaction – A Guide to Managing Children's Challenging Behaviors by Jeanine Fitzgerald
- The Thinking Teacher: A Framework for Intentional Teaching in the Early Childhood Classroom by Sandra Heidemann, M.S., Beth Menninga, M.A.Ed., & Claire Chang, M.A.
- Uncover the Roots of Challenging Behavior: Create Responsive Environments Where Young Children Thrive by Michelle Salcedo, M.Ed.

Second Step Booklist can be downloaded (need to log in) at <https://app.secondstep.org/early-learning/teachers-counselors/second-step-kit/teach-reinforce/weekly-theme-overview/using-storybooks>

NAEYC Early Learning Program Accreditation Standards and Assessment Items for quality early learning programs for children birth through kindergarten, by the National Association for the Education of Young Children: www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/early-learning/standards_and_assessment_2019.pdf

List of online resources (see PEDALS: Useful Websites for Teachers below for suggestions)

These websites are intended to provide teachers with additional resources and tools that will assist in enhancing children's social and emotional growth and development. Your program will also likely identify additional useful resources that are not listed here.

Second Step online community (requires a login provided with Second Step kit) Go to

<https://app.secondstep.org/Site/Community> (will need to log in).

- You or your administrator can go to the community tab and sign their school or agency up. This will allow your teachers to communicate with each other on different social emotional topics, and access forums where PEDALS teachers can interact with other teachers from programs all over. Teachers can ask questions and post their own ideas to share.
- **Free social-emotional and Second Step webinars** www.secondstep.org/webinars
- **National Association for the Education of Young Children (NAEYC)** www.naeyc.org
 - NAEYC is a nonprofit organization that promotes high-quality early learning for all children birth through age 8. Its website includes position statements on best early childhood education practices, a blog, the NAEYC For Families site, and a members-only site with early care and education resources, including electronic issues of *Young Children*- NAEYC's peer-reviewed, professional journal.
- **Zero to Three** www.zerotothree.org
 - ZERO TO THREE is a national nonprofit organization that provides families, professionals, and policymakers with information about nurturing young children's early development. Its website provides resources on promoting social emotional development, mental health screening, and assessment, early childhood mental health, and more.
- **Center on Social and Emotional Foundations for Early Learning** <http://csefel.vanderbilt.edu>
 - Includes a discussion of the pyramid model as well as resources to support social emotional competence.
- **Mind Yeti (from the makers of Second Step)** www.mindyeti.com
 - Mind Yeti helps teachers and students create a happy, calm, and positive classroom.
 - Twelve guided audio sessions to help kids calm down, focus their attention, and connect to others and the world.
- **Devereux Center for Resilient Children (makers of the Devereux Early Childhood Assessment, or DECA)** www.centerforresilientchildren.org
 - Free and archived social emotional webinars, including: Flip-it, Building Your Bounce, and Promoting Resilience in preschool <https://centerforresilientchildren.org/home/webinars/>
 - Free informational newsletter.
 - Free handouts.

- **Ages & Stages Questionnaires Social-Emotional, Second Edition (ASQ:SE-2)**
<http://agesandstages.com/products-services/asqse-2/>
 - A family-completed assessment tool focused on social and emotional development in young children.
- **Foundations supporting PEDALS**
 - The Health Foundation for Western & Central New York <https://hfwcnny.org/> (PEDALS description at <https://hfwcnny.org/program/pedals/>)
 - The Peter & Elizabeth Tower Foundation <https://thetowerfoundation.org/>
 - The Ralph C. Wilson, Jr. Foundation www.rcwjrf.org
 - The Blue Fund www.bcbswny.com/content/wny/about/community/bluefund.html

PEDALS Classroom Planning Worksheet



What is it? The *PEDALS Classroom Planning Worksheet* is a form which identifies specific tasks and plans that must be in place for successful implementation of Second Step in the classroom. It also provides a structure for making and recording decisions and plans.

Why use it? “It’s all in the details.” This is especially true in implementing Second Step where all the materials, lessons, activities, books, and home links are designed to work together to support children’s social emotional learning. Many materials and processes must be thought out, prepared, and in place for the curriculum to work well. The *PEDALS Classroom Planning Worksheet* lays out the tasks that must be done, the decisions that must be made, and the processes that must be in place. It also helps to ensure they will get done by having teachers and assistants identify – and write down – who will do each task and when it will be done. When the form has been completed, the teachers and assistants have their own working document that they can refer to and use in preparing to implement *Second Step*.

How to use it. The *Classroom Planning Worksheet* is used for each individual classroom participating in PEDALS and is completed by the teachers and assistant teachers together. It includes several specific “Tasks for Implementation” and a set of items on “Planning for Implementation.” Each task and planning item is clearly spelled out and followed by questions such as “Who will do this? When will this be done?” Teachers and assistants record their responses to these questions right on the form; the set of responses becomes the plan to prepare the classroom for implementation of Second Step.

When to use it. Use the *Classroom Planning Worksheet* before implementing the Second Step curriculum. Some tasks may require time, so working on this sheet should be done well in advance of starting the curriculum. It can also be used to orient new classroom staff.

Some tips:

- Include all teachers and assistants in the classroom when completing this worksheet. It helps orient everyone to the various components of the curriculum and strengthens the team’s understanding of Second Step.
- Encourage all members of the team to take on tasks so everyone can participate in the implementation of the curriculum from the very beginning.
- Use the *Classroom Planning Worksheet* to set initial goals on *PEDALS Classroom Goal Setting Worksheet*.
- Create a plan to review the *Classroom Planning Worksheet* to check on and document progress. Identify any barriers and problem solve together to address them. Review the items under “Planning for implementation” at regular intervals to evaluate how your plan is working. If it is not working, decide how to approach it. Do you need help from your coach? your administrator? Do you need to be more purposeful about carrying out these components of Second Step? Regular and careful attention to your plan will greatly increase the likelihood you will be successful.

PEDALS Classroom Planning Worksheet



This worksheet helps in the planning for implementation of Second Step in the classroom and should be filled out by the Lead Teacher and Assistant Teacher(s) together. This is an opportunity to brainstorm. It is not final. It's okay if you need to make changes as you start Second Step implementation!

Program name

Classroom #

Lead Teacher's first & last name

Assistant/Aide's name/s

Tasks for Implementation:	
Where in the classroom will you hang up the posters? Who will be responsible for hanging up the posters? When? (The posters should be at children's eye level)	
Where will you put the puppets? (The puppets should be where the children can see them, at children's eye level)	
Who will print and send home the weekly home links?	
Who will register the Second Step Kit online? When?	
Who will be responsible for laminating the posters? When will this task be completed?	
What other materials do you need to implement Second Step (other than the kit)? How will you get those materials?	

Planning for implementation:	
How will you incorporate Second Step into your lesson plans? When will that happen? For ideas, see page 6 in: https://app.secondstep.org/Portals/0/EL/Toolkit/Participant_Handout_Packet.pdf	
When during the day will you implement your main Second Step lesson?	
When will you incorporate the listening rules and Second Step songs throughout the day? (Remember, songs can be sung during transitions, circle time, outdoors, gym, music and movement time, and more.) Who will lead the songs?	
When will you implement the brain builders? (Remember, brain builders can be done in small and large groups, at circle time, transitions, during gym, outdoors, and more.) Who will lead the brain builders?	
When will you do the skill-practice activities? (Remember, skill-practice activities can be done in small and large groups.) Who will lead the skill-practice activities?	
Who will pick the Second Step book for each weekly theme? (Remember, you can refer back to the PEDALS booklist and work with your coach if you need ideas.) Where are some different places you can get books?	
How and when will all staff plan for incorporating practice opportunities throughout the day? (see Second Step Teaching Materials notebook, blue notebook pages 20-21, green notebook pages 12-13; also see “Using Skills Every Day” on each Second weekly theme card and Unit Cards.)	
How will all classroom staff plan for incorporating Second Step vocabulary and language throughout the day? (See “Key Words” on each Second Step Weekly Theme Card.)	
How will Second Step Weekly Checklist data be collected/inputted (on paper or directly into the computer)? Who and when?	
What other planning do you need to do, or task do you need to complete, to implement Second Step in the classroom in September?	

PEDALS Weekly Checklist



What is it? The *PEDALS Weekly Checklist* is an easy way to track fidelity to the Second Step curriculum, progress in the lessons, and challenging behaviors in the classroom.

Why use it? The Second Step curriculum is most effective when all of the curriculum components are being completed regularly and progress is being made in the curriculum.

This *Weekly Checklist* acts as a reminder to complete the curriculum components, as well as highlights any components the classroom is struggling to implement regularly. It also provides administrators and teachers the opportunity to meet collaboratively, to review the information, and to set and track goals.

How to use it. It is recommended that the *Weekly Checklist* be filled out throughout the week as components are completed as it can be difficult for classroom staff to remember everything they did at the end of a busy week.

When to use it. The *Weekly Checklist* should be completed weekly by the staff in each PEDALS classroom (one per classroom). Results should be reviewed and discussed regularly with a Coach or administrator to identify strengths and opportunities for growth, and co-set measurable and achievable goals (see *PEDALS Classroom Goal Setting Worksheet*). For example, your data may indicate that you're doing few brain builders and you may set a goal of increasing the number of brain builders for the next month.

Some Tips:

- Complete the *Weekly Checklist* as you complete the components. It works better than trying to remember at the end of the week what you did earlier in the week.
- Consider using tick marks for those activities you complete more than once in the week.
- Keep the *Weekly Checklist* somewhere visible and easily accessible (e.g., on a clipboard hung on the wall) to make it easy to quickly record when a component is completed.

PEDALS Weekly Checklist



Week of: _____

Site Name: _____

AM, PM, or full-day?: _____

of class days during this week: _____

Second Step Lesson #: _____

Classroom #: _____

Lead teacher's name _____

Second Step Activities: This week, did you complete...?	Check one	
	YES	NO
The Puppet Script		
Story and Discussion		
Skill-Practice Activity 1		
Skill-Practice Activity 2		
Brain Builder Game		
Song		
Practice Opportunities (outside of regularly scheduled Second Step activities)		
Home Link sent home		
Lesson-related children's book If yes, book name and author: _____ (book does not need to be the recommended book, any book related to the lesson can be used)		

	Check one	
	YES	NO
This week, did you complete any PEDALS or social-emotional activities with families other than sending home the Home Link? (e.g., sent home SE info in newsletter, taught family belly breathing at family orientation, sent home SE activity for "homework," etc.) If yes, briefly describe: _____		

Over the week, how often did disruptive behaviors impact your classroom, to where classroom staff had to stop what they were doing to deal with the behaviors? (check one)

VERY rarely or never	Rarely	Sometimes	Often	VERY often

Were there any changes or notable happenings in your classroom this week? (e.g., field trip, new child, substitute teacher, etc.)



Administrative Resource to Adopt,
Implement, and Sustain an Early Childhood
Social Emotional Curriculum Program-Wide

By: Gretchen Kinnell

Introduction

Deciding to Implement and Sustain a Social Emotional Curriculum

Early childhood professionals have long recognized the importance of emotional competence and social skills as a foundation for learning and for success in life. In the past, the view of the general community was largely that learning to get along with others was nice, and that it was good that early childhood programs gave children the chance to learn and practice social skills. At the same time, there was a belief that these were in a sense “soft skills” and were not as important as what were referred to as the “academic skills” related to reading, writing, and math. In recent years, however, the importance of emotional competence and social skills has been clearly demonstrated and documented by research. We now understand that social and emotional well-being is the cornerstone of learning, a crucial factor for success in school and in life.

In the past, development of social skills was usually left up to the classroom teacher and could vary from teacher to teacher, and from year to year within the same program. Many early childhood programs are now considering being more purposeful in their approach to helping children develop emotional competence and social skills. In addition, formal curricula have been developed for this purpose by both commercial enterprises and non-profit organizations.

This tool kit is designed to help early childhood programs think through the decision to adopt a social emotional curriculum and to give them the tools to implement it.

These tools can also help to sustain a social emotional curriculum that an early childhood program has worked hard to initiate. It is unfortunate but true, that early childhood programs experience high staff turnover. Turnover is often accompanied by changes in classroom practices; this can pose a real challenge to the consistent implementation of any curriculum. To address this issue, we can look at the example of health and safety practices in early childhood programs, which seem to be quite consistent even when there is staff turnover. Looking at health and safety practices, we find that they:

- are based on requirements in the regulations and had been thought out;
- are seen as very important;
- are usually defined and written in several places – handbooks for families and staff, family newsletters;
- are regularly documented on prepared forms;
- are part of the orientation for new staff;
- are often checked on; and
- are often reviewed and discussed at staff meetings.

Together these practices form an infrastructure that supports the health and safety practices, leading to the sustaining of those practices. They remain largely the same even when teachers change. If teachers do not follow them, there are usually

measures in place to address the situation. It is understood that when it comes to health and safety, there is a definite set of expectations and required practices.

An early childhood program needs a similar infrastructure for the social emotional curriculum, and the tools in this tool-kit can help programs create it.

This tool kit contains information on a variety of aspects related to implementing and sustaining a social emotional curriculum. It also contains sample statements and forms designed so that they can be easily adopted or adapted as needed by busy early childhood program administrators. Not every program or site is likely to need all the components of the tool-kit; rather, administrators should select those components that will help meet the goals and needs of their programs.

The tool kit specifically refers to the Second Step curriculum, but most of the strategies and materials can be revised for other curricula.

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Roles and Responsibilities in Implementing a Curriculum

Decision-Making Entity: Board of Directors, Executive Director, Owner

This body or individual is responsible for making a formal decision to implement a curriculum and to allocate resources necessary to ensure successful, faithful implementation. They direct the administrator to develop the structures to formalize and sustain the implementation. They request and receive periodic reports on the progress and outcomes of implementing the curriculum from the administrator.

Program Administrator

The program administrator is responsible for ensuring the curriculum is implemented and for developing the structures to formalize and sustain the implementation. If the administrator is also the supervisor of classroom staff, he or she also performs the duties of the supervisor listed below. The program administrator also reports to the board of directors, executive director or owner on the progress and outcomes of implementing the curriculum.

Supervisor

Staff who supervise classroom teachers and assistants are responsible for observing the classrooms to ensure that the curriculum lessons and activities are being faithfully implemented. The supervisor is also responsible for giving staff feedback and helping them improve skills in implementing the curriculum.

Lead Teacher

The lead teacher in each classroom is responsible for scheduling curriculum lessons, including them in lesson plans, and teaching the lessons or assigning them to assistants. He or she is also responsible for carrying out activities throughout the day, as outlined in the curriculum. This person looks for opportunities to incorporate the language and strategies from the curriculum into relevant situations that occur throughout the day.

Teaching Assistant/Aide

Teaching assistants and aides lead curriculum activities or help children participate in them under the direction of the lead teacher. They also look for opportunities to incorporate the language and strategies from the curriculum into relevant situations that occur throughout the day.

Developing Guiding Principles

Guiding principles are a set of statements that articulate the beliefs upon which a program is built and operates. For approaches to helping children develop social skills and emotional competence, the guiding principles would include beliefs and decisions the early childhood program considers important. They reflect thought, discussion, and decision. The statements are relatively simple, straightforward, and clearly articulate the program's position related to the issue.

It may be tempting to look for a good set of guiding principles that someone else has developed and just adopt them. However, guiding principles are most effective when they are carefully developed by the early childhood program. The process is valuable because it requires people to really identify, think through and articulate a position on issues. Here is a process to facilitate this process:

- Think of the types of issues, values, and beliefs that should be considered.
- Choose one to begin with.
- Discuss the various positions or thoughts related to it.
- Decide on a position.
- Draft a statement that presents the position.
- Review the statement and have others review the statement for clarity or questions.
- Discuss the questions or comments and decide whether or not to revise the statement.
- Review again.
- Adopt the statement.

Sample Guiding Principles for Developing Social Skills and Emotional Competence:

1. We recognize that social and emotional well-being is the cornerstone of learning, and we devote time and attention to the well-being of each child. We understand that our relationships with children are crucial to their emotional well-being. We understand that this relationship results from our providing genuine warmth, responsiveness, and support to each child.
2. We recognize that, at the preschool level, specific social skills and emotional competence can also be taught and then practiced in real situations that arise in the classroom.
3. We recognize the importance of intrinsic motivation in the development of social skills and emotional competence and value approaches that promote it.
4. We seek and choose curricula to develop social skills and emotional competence that reflect our values and guiding principles, are consistent with the way young children think and learn and are evidence-based and research-based.
5. We recognize that our approach to developing social skills and emotional competence in young children must be understood, embraced, and faithfully implemented by all staff.
6. We recognize parents/caregivers as children's primary relationship and the main influence on their social and emotional development, and ensure that we present our approach to parents/caregivers clearly, and look for opportunities to share it with them.
7. We respond to parents'/caregivers' questions, concerns and suggestions related to their children's social skills and emotional competence with understanding and respect even when we decide not to comply with suggestions that are counter to our guiding principles.
8. We recognize that there may be outside pressures to use approaches based on extrinsic motivation such as reward systems or punishment systems. We respond to such pressures with clear explanations and appropriate practices based on our guiding principles.

Formalizing the Decision to Adopt and Implement a Curriculum

Once the work of developing guiding principles has led to the articulation of an approach and the choice of a curriculum (see page 7 for Developing Guiding Principles), it must be supported by the weight of a formal approval of or adoption by the program's decision-making entity. Without this, implementing the approach and the curriculum might never actually happen or might begin and then falter.

In order to formally adopt and implement any curriculum, the decision-making entity needs to know how and why the curriculum was chosen and it needs to know what resources will be needed to implement it. The information from the guiding principles can be used to explain how and why the curriculum was chosen. The information about resources needed to implement it must be determined based on the actual curriculum. Refer to "Determining Resources Needed to Adopt a Curriculum" below.

Here is a sample statement to formalize the adoption of a curriculum. It includes information about resources needed to implement the curriculum.

 Name of curriculum will be adopted as the curriculum we use to promote and develop emotional competence. It will be incorporated into our administrative and program structures to ensure faithful implementation. Resources including list resources will be allocated to implement the curriculum.

Determining Resources Needed to Implement a Curriculum

Here is a guide to determine the resources needed to implement a curriculum.

- Cost of the curriculum – This is usually set by the developer of the curriculum. Most social and emotional curricula come in the form of classroom kits. Each classroom will need its own kit. This is easily calculated. Note that if the curriculum is developed for preschoolers, kits will only be needed for classrooms serving preschool-age children. Infant and toddler classrooms would not be included in the calculation.
- Staff training and orientation – The curriculum developer usually provides materials, formats, and recommendations for staff training and orientation. This may include a combination of face-to-face training and on-line training. Using the information from the developer, determine the resources needed by figuring the cost of the trainer(s) and any costs for food or additional materials to conduct the training. Another resource will be staff time even though it may not represent a cash outlay. List it in terms of the number of staff who will need to be trained and the length of time for the training. Include all classroom staff (including assistants, aides, and classroom grandparents) where the curriculum will be implemented. It is vital that supervisors are also included in the training because they will be responsible for ensuring that the curriculum is being faithfully implemented. Consider inviting therapists, family partners, and any other staff who work with children and families.
- Developers of some curricula may have very specific requirements and costs for staff training and orientation. They may require that training be conducted only by their trainers; they may limit the number of people who can be trained in a session. They may require the purchase of additional sessions. All of these considerations will almost certainly affect the choice of a curriculum.
- After the initial training, the new curriculum will be incorporated into the program and administrative structures. If programs choose to implement additional supervisory or mentoring processes to support the implementation of the new curriculum, the staff time required should be added to the resource allocation.

Sample statement related to the resources needed:

Resources including \$600 for curriculum kits for two classrooms and one full day for 8 staff for training will be allocated to implement the curriculum.

Sample Statement for Family Handbook

Note: This statement can also serve as a set of "talking points" to use in conversations with parents/caregivers and as the basis for newsletter articles.

We have put a great deal of thought into how we can best help children learn to value themselves and others and learn skills to get along with others. We accomplish this in two ways. One is by having warm relationships with children and always responding to them with respect so they know they can trust us. The other way is by teaching them specific skills using the Second Step program. Second Step is a curriculum that includes lessons to help children learn behavior and social skills and then to practice those skills throughout the day. The Second Step program was developed by experts specifically for young children and has been studied by researchers and found to be very effective.

Second Step helps children develop a sense of doing the right thing "because it's the right thing to do" rather than to get a reward or avoid a punishment. This intrinsic motivation is a key to success in life, and so we value it for your children.

You may be surprised not to see "bad behavior" charts, reward systems, or punishment methods in our program. This is not an oversight. We deliberately avoid them because they are based on outside motivation, and our focus is on helping children develop motivation that comes from within themselves. This is the kind of motivation that leads to self-discipline, which is what we value for your children.

We do our best to inform families about exactly what their children are learning through Second Step. Second Step includes information and activities for families for each lesson, and we send these sheets home every week. We invite families to ask questions about Second Step and our approach to helping children value themselves and others and learn skills to get along with others.

Sample Statement for Staff Handbook

We have put a great deal of thought into creating an approach to help children develop emotional competence and learn social skills. All staff are expected to carry out our approach as designed. Implementation of this approach is included in staff performance assessment.

Our approach is based on developing positive relationships with children and helping them develop the skills to have such relationships with others. We create these relationships by providing genuine warmth, responsiveness, and support to each child. We also create an atmosphere of acceptance of and caring for each other within our classrooms.

Our focus is on helping children develop intrinsic motivation to care for each other with acceptance and respect. We don't use "bad behavior" charts, reward systems or punishment systems in our program. This is not an oversight. We deliberately avoid them because they are based on outside motivation, and our focus is on helping children develop motivation that comes from within themselves.

At the preschool level, we use the Second Step program to develop emotional competence and teach social skills. Second Step is a curriculum that includes lessons to help children learn behavior and social skills and then to practice those skills throughout the day. The Second Step program was developed by experts specifically for young children and has been studied by researchers and found to be very effective.

We provide orientation and training on the Second Step curriculum to ensure that all staff who work with preschool children have the information they need to successfully implement it. If staff have questions about our approach to develop emotional competence and social skills (including questions about Second Step), they are encouraged to bring them to the program director. Staff may not, however, use practices that are inconsistent with our approach to helping children develop emotional competence and social skills.

Incorporating Second Step into Job Descriptions

Job descriptions are the early childhood program's formal documents outlining staff responsibilities. Incorporating Second Step into an appropriate item on the job description is a clear indication that there has been an administrative decision to adopt it and an expectation that staff will carry it out. All staff should have a copy of their job descriptions.

Job descriptions can be used in a number of ways:

- Prospective staff may request a job description to review before applying for a position.
- Staff orientation should include a thorough review of the job description.
- Job descriptions can be referenced during routine, on-going supervision and during supervision sessions to address specific performance concerns or issues.
- Performance appraisals should reflect the job description to indicate that what is being expected is also what is being assessed (see "Incorporating Second Step into Performance Appraisals").

Sample Statements for Job Descriptions for Classroom Staff

Here are two sample statements that can be incorporated into existing job descriptions for classroom staff. The first one specifically addresses the program's overall approach to the development of social skills and emotional competence and includes Second Step. The second one is more general and includes Second Step as one of the curricula chosen by the program. It may be easier to incorporate the second example into an existing job description statement. The first one would more likely be a separate item.

Sample Statement #1:

Employee learns, supports, and implements the program's approach to the development of social skills and emotional competence, including the Second Step curriculum at the preschool level.

Sample Statement #2:

Employee learns, supports, and implements curricula chosen by the program, including the Second Step curriculum at the preschool level.

Sample Statements for Job Descriptions for Supervisors

Here are two sample statements that can be incorporated into existing job descriptions for employees who are responsible for supervising classroom staff. The first one again specifically addresses supervision related to the program's overall approach to the development of social skills and emotional competence and includes Second Step. The second one is more general. It may be easier to incorporate the second example into an existing job description statement. The first one would more likely be a separate item.

Sample Statement #1

Employee observes classroom staff to ensure the program's approach to the development of social skills and emotional competence (including the Second Step curriculum at the preschool level) is being faithfully implemented. Employee documents observations and uses them to provide feedback to classroom staff and in performance appraisals.

Sample Statement #2

Employee observes classroom staff to ensure faithful implementation of curricula chosen by the program, including the Second Step curriculum at the preschool level. Employee documents observations and uses them to provide feedback to classroom staff and in performance appraisals.

Incorporating Second Step into Performance Appraisals

The performance appraisal is a formal document that specifically names and measures those aspects of an employee's performance that are seen as important. Items on a performance appraisal typically mirror the employee's job description. An item related to Second Step is a clear indication that there is a formal policy on the approach to helping children develop social skills and emotional competence and at the preschool level, it includes the Second Step curriculum.

Below is a fairly simple way to add such an item to an existing performance appraisal along with a common rating scale. These items reflect statements from job descriptions (see "Incorporating Second Step into Job Descriptions"). As for all items on a performance appraisal, there should be space for comments and documentation.

Sample Statements for Performance Appraisals for Classroom Staff:

Sample #1

Employee understands, supports, and implements the program's approach to the development of social skills and emotional competence, including the Second Step curriculum at the preschool level.

Sample #2

Employee understands, supports, and implements curricula chosen by the program, including the Second Step curriculum at the preschool level.

These could work with several commonly-used rating scales such as:

Rarely	sometimes	usually
--------	-----------	---------

Poor	fair	good	Excellent
------	------	------	-----------

Comments and documentation from observations:

Sample Statements for Performance Appraisals for Administrators/Supervisors:

Sample Statement #1

Employee observes classroom staff to ensure the program's approach to the development of social skills and emotional competence (including the Second Step curriculum at the preschool level) is being faithfully implemented. Employee documents observations and uses them to provide feedback to classroom staff and in performance appraisals.

Sample Statement #2

Employee observes classroom staff to ensure faithful implementation of curricula chosen by the program, including the Second Step curriculum at the preschool level. Employee documents observations and uses them to provide feedback to classroom staff and in performance appraisals.

Again, these could work with several commonly-used rating scales such as:

Rarely	sometimes	usually
--------	-----------	---------

Poor	fair	good	Excellent
------	------	------	-----------

Comments, reviews of observations and documentation:

Orienting Staff to Second Step

The faithful implementation of Second Step begins with orientation and training for all classroom staff. When all teachers and assistants have a full understanding of the curriculum, they will be able to participate in helping children practice the skills during real-life situations that arise in the classroom. This transfer of learning is vital to children's success in developing the social skills and emotional competence promoted by Second Step. It cannot be relegated to or by default fall to a designated Second Step teacher, and it certainly cannot be compromised by staff who do not understand or use the Second Step approach.

The orientation process will depend in part on the program structure. Some programs operate on a traditional school schedule with a date at which children and teachers start the year; other programs operate on a continuous registration schedule with new staff starting throughout the year. Some programs may be able to orient all new staff at the same time; others may need to orient staff individually as they join the program. All programs, however, need a plan to ensure that staff have the training they need to faithfully implement Second Step.

Following is an orientation chart that includes suggested orientation activities and spaces for programs to write in the methods, time frames, and persons responsible for each activity.

Some activities, such as the explanation of the program's commitment to Second Step, might be done within a larger orientation context. An example would be going over the staff handbook where it would be stated and explained.

Training on the Second Step curriculum should be based on the recommendations of and materials provided by the developer of Second Step. It is important that new staff learn about Second Step first-hand through the instruction materials. While it may be tempting to give new staff a quick overview of Second Step and then expect them to "catch on" by observing it in action, this shortchanges both those new staff and the experienced staff they are joining. A thorough training provides them with the depth of understanding that is required to implement Second Step faithfully and fully with their colleagues in the classroom. This does require time, a resource often in short supply. However, the results are well worth the investment.

Based on the staff member's position and the program's own policies, procedures, and decisions, there may be requirements for specific processes associated with Second Step. For example, lead teachers may be required to include Second Step lessons in their lesson plans, staff may be collecting data on behaviors or

documenting children's independent use of Second Step strategies. Any such specific requirements should be included in the orientation.

Plan for Staff Orientation to Second Step

Orientation Activity	When and How	By whom
Explanation of the program's commitment to Second Step		
Clarification of role in implementing Second Step (Some staff may be presenting lessons; others might not; all staff will be responsible to help children practice Second Step skills during situations that arise in the classroom)		
Training on the Second Step curriculum and transfer of learning process		
Program processes as required Examples may include: • lesson plans • data collection • documentation • _____ • _____		

Observing for Faithful Implementation of Second Step

Supervisors are responsible for observing staff and classrooms to ensure that the early childhood program's philosophy, procedures, and practices are being implemented as intended. This faithful implementation is vital to the success of Second Step; it includes both the presentation of the curriculum and the active facilitation of the transfer of learning throughout the day. The only way to determine whether and how well Second Step is being implemented is through direct observation and written documentation.

Effective observation and documentation can answer two questions:

1. Is Second Step being faithfully implemented?
2. How do we know this?

The answer to the first question is a conclusion based on the documentation in the second question. It is not enough, then, to simply check "yes" next to a set of indicators. Documentation of actual practices, behaviors, and interactions is essential. If Second Step is not working well, documentation from observations can be helpful in determining specific areas in which implementation is breaking down. This helps supervisors and teachers create a plan to improve those specific practices.

Observations take several forms. Supervisors may do formal observations where they are in classrooms solely to observe. Such observations are typically for a specific length of time, usually at least half an hour long. Supervisors record what they see and hear in the classroom, writing observations that are detailed and objective. These observations become the documentation used to complete checklists and to reach conclusions.

Supervisors may also make observations in the course of classroom visits for other purposes and in seeing children and teachers in the hall, on the playground, etc. This is different from the formal observation format, but the observations made in these settings and during these times are no less valid. Supervisors often see examples of teacher-child interactions in these less formal settings, and such interactions are where the transfer of learning, which is so vital to Second Step is most likely to occur. Observations gleaned from these settings are written down in the same manner as those from formal observations; they also contribute to the documentation used to complete checklists and to reach conclusions.

It is not necessary to do a separate observation of Second Step. Rather, the supervisor should become familiar with the indicators of faithful implementation,

look for examples of the indicators, write them down, and date them during the course of other observations. Observations for Second Step cannot be completed on a “once and done” basis. They need to take place at several different times during the day because some Second Step activities such as curriculum lessons are scheduled for specific time frames; activities in Second Step such as Brain Builders may be incorporated into larger time frames, and there is no way to schedule the interactions that lead to the transfer of learning. Opportunities for these interactions arise during the course of the day, and supervisors need to see and document that teachers notice the opportunities and act on them.

Second Step is also a developmental curriculum. As such, teacher practices such as presenting lessons would be seen as soon as teachers begin implementing the curriculum. Children’s behaviors, such as the spontaneous use of Second Step strategies, will not be seen until the children have had experience with those strategies and feel comfortable and confident using them. Observations of curriculum, then, should be done over many months, and all documenting observations should be dated so progress can be noted.

Here are indicators of faithful implementation of Second Step:

- Teachers present Second Step lesson(s) using the puppets, curriculum cards and materials, and children are actively engaged.
- Teachers use the Second Step techniques at other times throughout the day. Examples: “scripts” (how to pay attention, for example), activities such as Brain Builders, and Second Step songs.
- Teachers prompt children to think about Second Step approaches to situations (e.g., “Remind yourself about the steps to calm down”).
- Children spontaneously use or initiate Second Step strategies without being prompted by a teacher (e.g., children say and do the four Listening Rules before the teacher begins reading a book to the group).
- Teachers acknowledge and comment positively when children spontaneously use some of the Second Step techniques or see children initiate techniques without teacher prompting (e.g., “You said and did all the steps to pay attention so you’d be able to pay attention to the book I’m getting ready to read. That’s exactly the right thing to do!”).
- Second Step materials – posters, feelings cards in the room where children can see them.

- Home Links and Family Letters are being sent to families.

Here is the same information in the form of an “Evidence Sheet” for faithful implementation of Second Step:

- What evidence did you see that teachers present lessons using the Second Step curriculum and materials and that children are engaged?
- What evidence did you see that teachers use the Second Step techniques at other times throughout the day? Examples include “scripts” (how to pay attention, for example), activities such as Brain Builders, and Second Step songs.
- What evidence did you see that teachers prompt children to think about Second Step approaches to situations (e.g., “Remind yourself about the steps to calm down”).
- What evidence did you see that children spontaneously use or initiate Second Step strategies without being prompted by a teacher (e.g., children say and do the Listening Rules before the teacher begins reading a book to the group)?
- What evidence did you see that teachers acknowledge and comment positively when children spontaneously use some of the Second Step strategies or see children initiate strategies without teacher prompting (e.g., “You said and did all the Listening Rules so you’d be able to pay attention to the book I’m getting ready to read. That’s exactly the right thing to do!”)?
- What evidence did you see of Second Step materials – posters, emotion cards, etc. – in the classroom where children can see them?
- What evidence did you see that Home Links and Family Letters are being sent to families?

Following is a form that can be used to record documentation of the indicators of faithful implementation of Second Step for each classroom.

Documentation of Faithful Implementation of Second Step

Indicator	Evidence/Documentation from Observation	date(s) observed
Teachers present lessons using the Second Step curriculum and materials; children are actively engaged		
Teachers use the Second Step strategies at other times throughout the day		
Teachers prompt children to think about Second Step approaches to situations		
Children spontaneously use or initiate Second Step strategies without being prompted by a teacher		
Teachers acknowledge and comment positively when children spontaneously use Second Step strategies or initiate strategies without teacher prompting		
Second Step materials such as posters and emotion cards are in the classroom where children can see them		
Home Links and Family Letters are being sent to families		

Measuring the Effectiveness of Second Step Using Teacher Feedback

Opportunities for teachers to reflect and give feedback on their experiences with Second Step provides valuable information about how the program is working and how teachers feel about their involvement with the program. This sends a clear message that teacher feedback is important and can serve as the basis for improving the program. For example, if a large number of teachers report that they do not feel confident implementing Second Step after the initial training and orientation, the administrator can meet with teachers to figure out how to improve that training and orientation process. Sharing and using the results of teacher feedback increase the likelihood that teachers will feel engaged in the program; as such it increases teacher “buy-in” which is crucial to successfully implementing and sustaining to the social and emotional program.

The sample surveys are designed to be used at three specific times:

1. After the initial training and orientation to Second Step;
2. At the curriculum midpoint when half of the lessons have been completed; and
3. When all the curriculum lessons have been completed.

These surveys yield both data and comments. The surveys can easily be aggregated to provide reports to a Board of Directors, Executive Director, or owner. In addition, comments can be used to initiate discussion at staff meetings.

Sample Initial Teacher Survey

Teacher _____

Date _____

1. At this point, I feel confident in implementing Second Step in my classroom.

Strongly Disagree	Disagree	neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

Follow up questions:

If indication was 1, 2 or 3

What would it take for you to feel more confident?

If the response was 4 or 5

What makes you feel confident?

2. What would you have us know about Second Step and how you feel it may work in your classroom?

Sample Mid-Point Teacher Survey

Teacher _____

Date _____

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
At this point, I feel Second Step is working well in my classroom.	1	2	3	4	5
I notice children using Second Step strategies on their own at different times during the day.	1	2	3	4	5
I notice children reminding other children who are upset how to use Second Step strategies to feel better.	1	2	3	4	5
I think Second Step is making a difference in the behavior of the children in my classroom.	1	2	3	4	5

Which statement most closely applies to your classroom?

___ **All** of the staff in my classroom consistently help children use Second Step strategies throughout the day.

___ **Some** of the staff in my classroom consistently help children use Second Step strategies throughout the day.

___ **None** of the staff in my classroom consistently help children use Second Step strategies throughout the day.

If there is anything you would like us to know about Second Step and how it's working in your classroom, please tell us here. (use back as needed)

Sample End-Point Teacher Survey

Teacher _____

Date _____

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I think Second Step has made a difference in the behavior of the children in my classroom.	1	2	3	4	5
I feel more effective and confident when addressing children's challenging behaviors.	1	2	3	4	5
Families have commented positively on the Second Step program. (Perhaps their children told them about activities or used some of the strategies at home or parents/caregivers used the home-based materials.)	1	2	3	4	5
I see children using some of the Second Step activities or strategies on their own.	1	2	3	4	5

What would you like to say about your experience with Second Step in your classroom? (Please feel free to write additional comments on the back.)

If you think back to when you began the Second Step program, were there any children you felt had serious behavior challenges?

___ NO ___ YES If YES, how many children? ___ If YES, go on.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The Second Step program is having (or has had) a positive effect on the behavior of children I identified as having serious behavior challenges.	1	2	3	4	5

Follow up questions:

If you answered 4 or 5, what do you think it was about Second Step that helped the children you identified as having serious behavior challenges? _____

If you answered 1, 2, or 3, if Second Step did not benefit those children, what do you think might be the reason? _____

(Please use the below for any additional comments.)

Building Awareness of and Appreciation for Your Social Emotional Curriculum

Sharing information about your social emotional curriculum builds interest in your work both within your early childhood program and in the larger community. This interest and the work you do to promote your social and emotional program serves as another way to sustain the implementation of your curriculum.

Use information from the guiding principles and the family handbook statement in this toolkit and information from the developers of the curriculum to create short articles for your newsletter or website. You can also write articles that feature your program and your curriculum for local newspapers. The developers of your curriculum probably have research and data to support the curriculum, and this information can be useful in such an article. These articles show you as an early childhood program that is being pro-active in addressing the important issue of emotional competence and the development of social skills. You can both educate larger audiences about this issue and also showcase your program by describing your experiences and successes with it.

Use parent/caregiver comments and quotes as testimonials to the benefits of your work with the curriculum. These are powerful statements and a popular way to share your successes. It is quite likely that parents/caregivers will tell you how their children have used the activities of your curriculum (such as Second Step's belly breathing to calm down) at home or even how their children have taught them to use them! Save these comments, write them down and ask for permission to use them.

Include anecdotes, stories, updates, and discussions related to your curriculum in staff meetings on a regular basis. Share the responsibility for this activity among staff involved in implementing the curriculum.

What is it? The *PEDALS Organizational Self-Assessment* is a planning tool to assist early childhood programs in implementing the PEDALS model, and ultimately improve social emotional growth and supports for children, families, and staff. It also allows programs to track progress and reflect on where to target improvements.

Why use it? For PEDALS to be successful and sustained, administrators at early childhood programs need to practice reflection and intentional, purposeful planning.

How to use it. It's best if the *Self-Assessment* is filled out by a team rather than an individual. See below for specific instructions for how to fill out the *Self-Assessment*.

When to use it. Use the *Self-Assessment* at the start of your PEDALS project, and every 3 to 6 months thereafter. Programs sometimes find it useful to fill it out at the beginning, middle, and end of each school year. Once PEDALS is fully implemented, programs may choose to use the *Self-Assessment* less frequently – once or twice a year – to ensure PEDALS continues with fidelity.

Some tips:

- If some of the items on the *Self-Assessment* aren't relevant to your program, or if there are other items you'd like to include, feel free to revise for your program.
- If your program has multiple sites, the *Self-Assessment* can be filled out for each site, for the program as a whole, or both – whatever makes the most sense for your program.
- Be honest! It's OK if your program scores low in some areas, one of the purposes of the *Self-Assessment* is to identify areas for improvement.
- Once you've used the *Self-Assessment* to identify areas for improvement, use the *PEDALS Administrative Goal Setting Worksheet* to set goals and track progress toward improvement.
- It's OK to enter scores with decimals (e.g., 2.5).
- Share with leadership (even better, include them when filling out the *Self-Assessment*).
- Track your improvement in scores over time and share – with staff, families, and leadership!

Instructions: Enter a 0, 1, 2, or 3 in each box, depending on how much work your program has done/is doing in this area.

- 0 = not addressing this area (haven't started)
- 1 = have started some work in this area (still a good deal of work to do)
- 2 = have done a good amount (over 50%) of work in this area (getting there...)
- 3 = work in this area is well developed or complete (nailed it!)

Add scores down the column and enter at the bottom of each column (column total). Add all scores across the bottom row of the checklist and enter in "overall total" at the bottom right.

PEDALS Organizational Self-Assessment

Date: _____ Organization: _____ Filled out by: _____

<u>SE Support in classroom</u> Support the social emotional growth of all children in the classroom	<u>ID and plan</u> Develop and implement an individualized comprehensive plan for every child with social emotional/behavior needs	<u>Family engagement</u> Families are engaged, understand social emotional development, and are familiar with <i>Second Step</i> in order to reinforce <i>Second Step</i> strategies at home	<u>Sustainability</u> PEDALS organizations, leadership, and staff have an ongoing commitment to the PEDALS model
____ Train all teachers, administrators, and staff on age-appropriate social emotional (SE) development	____ Develop written policies and procedures for SE screening and steps to take when children are identified as having SE needs	____ Share SE information with families in a variety of ways (e.g., at home visits, family nights, parent/caregiver-teacher conferences, socials, website, newsletters)	____ Senior Leader ensures an organizational commitment to implementing PEDALS (including ensuring accountability; and providing resources, leadership, and staff time as needed)
____ Train all administrators, lead teachers, assistant teachers, primary aides, and any other relevant staff on SE curriculum (e.g., Second Step)	____ Train all necessary staff on the SE screening/assessment tool	____ Share curriculum information, vocabulary, and strategies with families in a variety of ways and discuss why it's important to use at home	____ Administrative team regularly update leadership, sharing data, successes, and needs
____ Implement evidence-based SE curriculum (e.g., Second Step) with fidelity in all age-appropriate classrooms	____ Screen all children for SE development within 45 days of enrollment using a validated screening/assessment tool (e.g., DECA, ASQ:SE)	____ Communicate results of SE development screening/assessment effectively with parents/caregivers	____ Administrative team meet regularly and reflect on progress in SE curriculum and supports, and discuss and plan for any needed adjustments/improvements
____ Provide needed materials to support curriculum and SE development (e.g., curriculum kits, books with SE themes, CD player) to all classrooms	____ Create a written plan for all children flagged (by screening/assessment tool, or through staff or parent/caregiver report) which includes specific goals and strategies, and input from multiple adults	____ Teachers/staff engage in open and regular communication with families about individual children's SE strengths and needs	____ Write curriculum and SE supports into policies and procedures (see <i>Administrative Resources to Adopt, Implement and Sustain an Early Childhood SE Curriculum Program-Wide</i>)
____ All teachers and classroom staff consistently utilize effective strategies to address challenging behaviors and encourage positive behaviors	____ Make adjustments to classroom environment and activities to support children with SE and/or behavior needs	____ Train/mentor staff on how to effectively talk with families about SE development	____ Create a well-developed internal training/coaching/mentoring process for new staff for the curriculum and PEDALS activities
____ Create a <i>Teacher SE Resource Center</i> at each location (e.g., current resources on SE development, stress and trauma, challenging behaviors)	____ Connect children with SE and/or behavior needs and their families to services (internal and/or external) if needed	____ Communicate with families in a way that is culturally sensitive and in the family's primary language	____ Implement regular monitoring for PEDALS activities (e.g., curriculum weekly checklist, classroom observations, lesson plan reviews, performance appraisals)
____ Column total	____ Column total	____ Column total	____ Column total ____ OVERALL TOTAL

PEDALS Administrative Goal Setting Worksheet



What is it? The *PEDALS Administrative Goal Setting Worksheet* is a simple way for the administrative team to track goals and PEDALS progress, and reflect on what is working and what could be improved.

Why use it? For PEDALS to be successful and sustained, administrators at early childhood programs need to practice reflection, develop intentional, purposeful plans and demonstrate accountability by tracking and measuring progress.

How to use it. Use the *Worksheet* after completing the *PEDALS Administrative Self-Assessment* for the first time. Administrators can then use the *Self-Assessment*, along with their knowledge of their program, to set specific goals on the *Worksheet*. It's best if the *Worksheet* is filled out and regularly reviewed by an administrative team rather than an individual. Set specific goals based on the needs of the early childhood program with all members offering input and taking responsibility for tasks and successes.

When to use it. The *Worksheet* should be used throughout the planning and implementing phase of PEDALS. In previous PEDALS cohorts, administrators filled it out regularly for one to two years. The *Worksheet* should be reviewed and revised by administrators at least monthly.

Some tips:

- Information should be specific – include names and dates.
- Keep timelines short. While it's OK to include long term goals (e.g., revise policies and procedures over the next year), these should be broken into smaller activities that can be completed over the next week or month (e.g., create a first draft of Second Step description for policies and procedures that will be reviewed by leadership and teachers within one month). In our experience, by setting smaller goals, programs are less likely to become overwhelmed by PEDALS activities, and they're better able to see their progress.
- Share with leadership (even better, include them when filling out the *Worksheet*).
- When filling out the *How will you know if you're successful?* column, go beyond "Did it happen?" to "Did it have the intended outcome?" For example, for a teacher training, one measure in this column might be "The training occurred and everyone attended." But this doesn't necessarily mean participants got out of the training what you had hoped, or that the training will lead to the intended change in practice. You might possibly also include "Teachers report they are more confident implementing the curriculum," and "We observe teachers using the techniques in the classroom," as ways to measure success.

- Fill out the *What happened?* column after the activity occurs. This is the most important part of the worksheet; it's where you can reflect on whether the strategy/activity worked, and what should happen next. Perhaps a training for teachers occurred, everyone attended and found it useful, but afterward they still had questions about a particular technique in the training. You would include that in the *What happened?* column, along with next steps (e.g., hold another training to focus on the technique in question and revise training to address these questions next time). These next steps can then go into the *What are you going to do?* column in the *Worksheet* as your next goals.
- Learning what doesn't work can be as valuable as learning what does work because it provides an opportunity to make and try a different approach. If you discover that something didn't work well, acknowledge that it didn't work, and reflect on why it didn't work. If you need to try it again or in a different way, set a new goal around that. If you need to move on to something different, that's OK too.
- Acknowledge, share, and celebrate your successes.
- See the example completed *Worksheet* as a guide.

PEDALS Administrative Goal Setting Worksheet: Example

Program: Little Blessings	Name/s: Cindy R, Pam S, Malik F	Date: 9/1/18
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Area for improvement? (see Organizational Self-Assessment)	What are you going to do?	When are you going to do it?	Who is responsible?	How will you know if you're successful?	What happened? Date completed? <i>Completed AFTERWARDS, incl. next steps if applicable</i>
Write curriculum and SE supports into policies and procedures	Using the language in the Sustainability toolkit as a template, add Second Step to our policies and procedures	Create draft for review by 9/10/15 Revised draft presented to Big Boss by 10/10/15 Revise as needed and included in policies and procedures by 11/10/15	Cindy R and Pam S	If Second Step is in our policies and procedures	Revisions took longer than expected, but completed 12/10/15
Share curriculum information, vocabulary, and strategies with families in a variety of ways and discuss why it's important to use at home	Discuss Second Step at Family Night, and have the children demonstrate "belly breaths"	Family night: 11/10/15	Cindy R will lead the activity and work with teachers to ensure that the children are prepared	If the families seem interested, if the teachers report the families are talking about Second Step and/or the strategies	Went well. Families really paid attention when the children demonstrated belly breaths. Next: we'll send home a Second Step "1-pager" for families outlining some of the strategies
Train/mentor staff on how to effectively talk with families about SE development	Have a training by ECDC for all teachers at the Main St location about how to talk to families	Have training scheduled by 9/10/15 Hold training by 10/10/15	Malik F will reach out to ECDC to schedule training Malik F and Pam S will make sure a room is available, refreshments, teachers are available for training, etc.	If teachers report they're more comfortable talking with families about SE challenges	Had the training 10/5/15. Went really well Teachers tell us they feel less anxiety about talking to families about SE challenges

PEDALS Administrative Goal Setting Worksheet

Program/Site:		Name/s:			Date:
Area for improvement? (see Organizational Self-Assessment)	What are you going to do?	When are you going to do it?	Who is responsible?	How will you know if you're successful?	What happened? Date completed? <i>Completed AFTERWARDS, incl. next steps if applicable</i>

Area for improvement? (see Organizational Self-Assessment)	What are you going to do?	When are you going to do it?	Who is responsible?	How will you know if you're successful?	What happened? Date completed? <i>Completed AFTERWARDS, incl. next steps if applicable</i>



Introduction to the PEDALS Coaching Model:

The coaching stance, coaching components, and coaching to promote self-reflection

PEDALS is built on the concept of using evidence-based approaches to improve the social and emotional skills of preschool children in early childhood classrooms. As PEDALS developers reviewed research on evidence-based approaches, coaching for classroom teachers emerged as vital to such improvements for children.

Joyce and Showers (2002) found that teachers learn and use 10% or less of what they are taught as theory, but retain and use 95% when they receive coaching in a real-life context. This is especially true when real life is a busy classroom. For this reason, PEDALS includes real -time, expert-level coaching in the classroom, with the goal of helping teachers be successful in using the curriculum and helping children develop and practice social and emotional skills.

Because coaching is increasingly recognized as a successful and necessary component of early childhood staff development, the developers of PEDALS invested time and energy to study coaching. Pulling from several proven coaching models and strategies, they created a PEDALS coaching model that is comprehensive, well-defined, and specific.

This resulting model is comprised of:

- the PEDALS Coaching Stance which identifies the skills, knowledge, and attributes needed for successful PEDALS coaching;
- the PEDALS Coaching Components which lists six coaching components and related activities and responsibilities for each one; and
- Coaching to Promote Self Reflection, which includes specific information and strategies for coaches to help teachers develop self-reflection skills and reflective practice.

You will find each of these three documents – PEDALS Coaching Stance, PEDALS Coaching Components, and Coaching to Promote Self Reflection – in this section.

Coaching is one of the five core components of the PEDALS model. PEDALS coaches spend a significant amount of time in the classrooms – up to four hours per classroom per month. Coaches develop an empathetic partnership with classroom staff and work with them to co-set specific goals and review progress regularly. Because the coaches respond to the individual needs of the classroom and teacher, they are able to provide just-in-time targeted information and coaching support. There is a cascading effect; as coaches model for teachers, teachers model for children, and children model for each other. This dynamic approach to social emotional growth then becomes “the way we do things,” rather than “another thing to do.”

PEDALS Coaching Stance

What is it? The *PEDALS Coaching Stance* is a visual model of the knowledge, attributes, and skills required for and expected of PEDALS coaches.

Why use it? This is a comprehensive picture of an effective PEDALS coach; it goes beyond degrees, qualifications, and experience. It is the essence of a PEDALS coach. The knowledge, skills, and attributes on this diagram are the result of research on effective coaching and the insights and input from PEDALS developers, coaches, and administrators. As such, it can help you identify people who are already well-positioned to be PEDALS coaches and also those who have the foundation to become PEDALS coaches with additional training and reflection. It also clarifies for coaches what is expected of them.

How to use it. Use it to present, discuss, and explain PEDALS coaching and to emphasize the intentionality of the coaching process in PEDALS. It can be used to talk with potential coaches and/or potential participant programs. It can also be used in information sessions for local early childhood communities and/or funders.

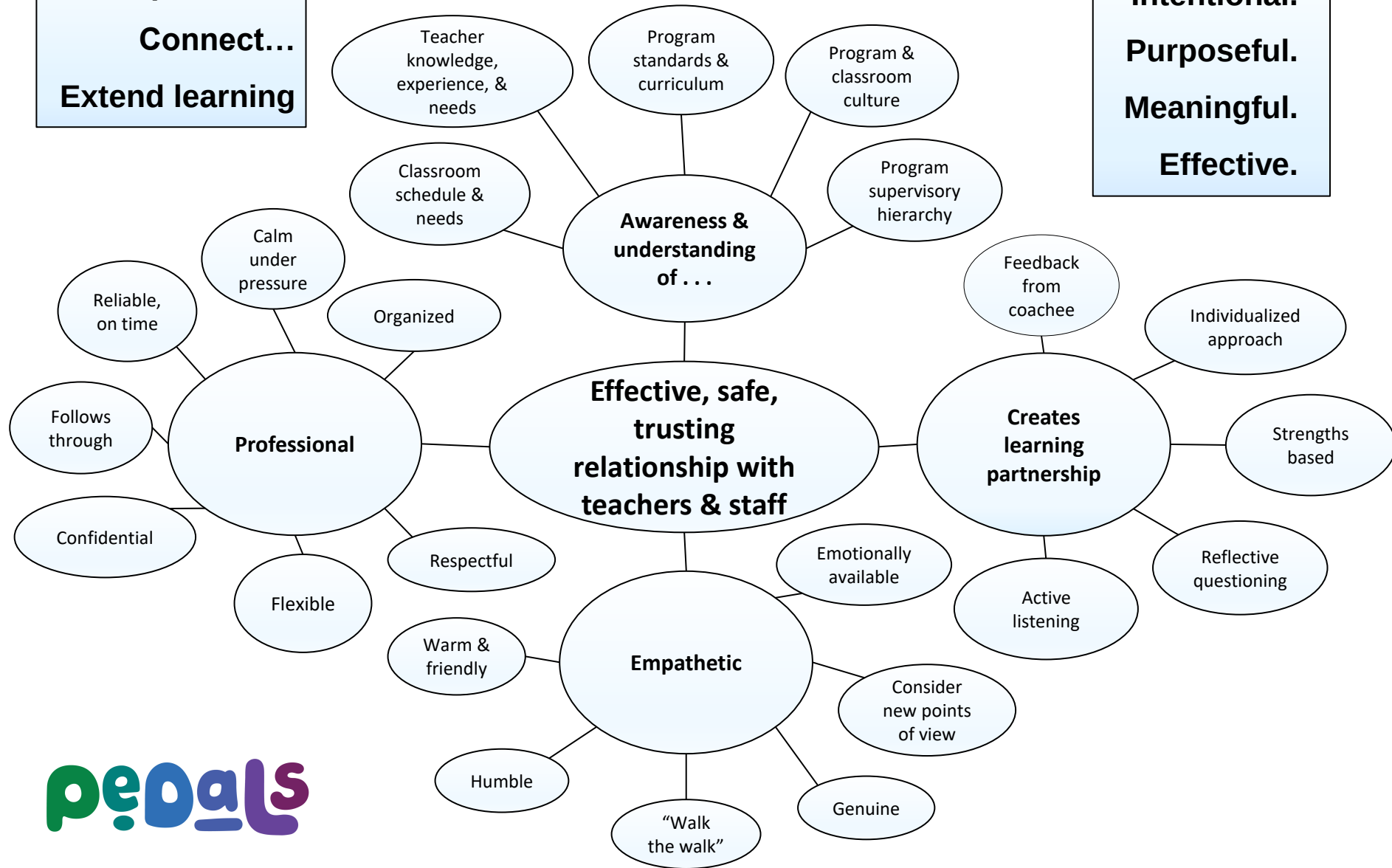
When to use it. Use it when setting up PEDALS coaching. Use it as a guide in the process of selecting PEDALS coaches and in orienting them to PEDALS coaching. Use it on an ongoing basis for discussion in coaches' meetings or for self-reflection with individual coaches.

Some Tips:

- When introducing the coaching stance to new coaches, allow enough time to present it thoroughly and carefully. Give new coaches opportunities for reflection, comments, questions, and discussion to ensure that they have a strong understanding of this foundation and its importance.
- When addressing specific coaching issues that arise during PEDALS implementation, use the coaching stance as a starting point to reflect on the issue and develop a plan to address it.

Be present...
Connect...
Extend learning

Intentional.
Purposeful.
Meaningful.
Effective.



PEDALS Coaching Components



What is it? The *PEDALS Coaching Components* is a chart showing the six components of the PEDALS coaching model along with specific activities and responsibilities related to each component.

Why use it? It is the coaching model specifically developed for PEDALS; it embodies both the PEDALS coaching philosophy and a PEDALS coach's responsibilities in all aspects of PEDALS. It is easy to follow and very specific.

When implementing PEDALS for the first time, some early childhood programs may already have a coaching process in place. That process may align with the PEDALS philosophy. However, it will not include the specific tasks such as planning, data collection, and reporting that are required of coaches to implement PEDALS.

How to use it. Use it as the guide to coaching when setting up a PEDALS program of your own. You can also use it throughout the implementation of PEDALS to help coaches and administrators evaluate the coaching. Because it is so specific, coaches and administrators can identify component areas and specific tasks that are going well and those that need improvement. In this regard, it can be used as a tool for planning.

When to use it. Use it at the beginning of PEDALS to orient and train coaches and to present the coaching concepts and model to administrators. Use it on an on-going basis to check in with coaches and evaluate the coaching process.

A Tip:

- Make sure all coaches and administrators have copies of this chart and that it is referred to often.

PEDALS Coaching Components



The **PEDALS Coaching Components** are based on research and evidence-based practices, as well as the experience of PEDALS Coaches. PEDALS coaching is responsive and relationship-based, and as such, the components and practices used will reflect the individual needs of the teacher, classroom, and program.

Observation 1. Assess your mindset. “Remove static.” Remain nonjudgmental, listen to learn 2. Observe Second Step, support of social emotional (SE) growth, and activities specific to goals 3. Observe staff for use of Second Step language and strategies at different times during different activities (see <i>PEDALS SE Skills Scale: Teacher</i>) 4. Observe children for use of Second Step language and strategies at different times during different activities (see <i>PEDALS SE Skills Scale: Children</i>) 5. Observe overall environment as it pertains to SE development (see <i>PEDALS Classroom Item List</i>)	Co-set goals, joint planning 1. Co-develop with the teacher specific, long-term goals that are measurable and include timeframe (e.g., 1 year) 2. Co-develop with the teacher specific, short-term goals that are measurable and include timeframe (e.g., 1 month) 3. Review goals regularly (e.g., monthly). Track progress toward long-term goals. Assess progress toward short-term goals and develop new short-term goals (see <i>PEDALS Classroom Goal Setting Worksheet</i>)	Knowledge transfer 1. Train new teachers/staff on PEDALS, Second Step, SE screening tool, etc. 2. Provide technical assistance (TA) on using and interpreting SE screening tool 3. Provide TA on PEDALS data submission and interpretation 4. Assist teachers/staff in relating Second Step and SE screening tool to standards/curriculum 5. Assist teachers with integrating PEDALS activities into routine/schedule 6. Provide general SE knowledge and resources, developmentally appropriate practices (DAP), and classroom management strategies 7. Facilitate sharing between PEDALS programs, sites, and classrooms
Modeling 1. Model components of Second Step in a developmentally appropriate way with the children (e.g., lesson, Brainbuilders) 2. Model developmentally appropriate interactions with the children 3. Use the 7 steps for planned modeling (<i>The Early Childhood Coaching Handbook</i>, pgs. 61-63) 4. During reflection and feedback, review what was modeled	Reflection & feedback 1. Use a strengths-based approach. Look for competence and effectiveness to build on 2. Use open-ended questions to facilitate coachee self-reflection (see <i>Developing Coaching Skills: Promoting Self-Reflection</i>) 3. Give teachers “think time” to reflect and come up with answers when you ask a question 4. Review what you observed and what you modeled 5. Provide specific feedback on teacher/staff behaviors and their impact/outcomes on the children 6. Provide specific observations on children’s responses to curriculum and teacher behavior 7. Review observation tools and data, and tie back to goals 8. Reserve 20-45 minutes each visit for reflection and feedback	Assistance with behavior challenges 1. Assist with classroom modifications 2. Provide additional strategies for behavior challenges 3. Connect to internal resources 4. Connect to external resources

Coaching to Promote Self-Reflection: How promoting reflective practice differs from evaluative coaching practices



What is it? *Coaching to Promote Self-Reflection* is a set of examples that focus on coaching interactions that help teachers and coaches develop self-reflection skills.

Why use it? Many coaches and supervisors are experienced with using positive feedback for early childhood teachers but less experienced with helping teachers reflect on their own practices. *Coaching to Promote Self-Reflection* focuses on the difference between giving positive feedback and helping teachers practice self-reflection. It also helps coaches use self-reflection for themselves.

How to use it. Use the examples to understand the difference between positive feedback and self-reflection. Study the sample questions that promote self-reflection and use them to help develop your own skills when working with teachers. Use the section on videotaping teachers to incorporate self-reflection into the process. Use the self-reflection questions for coaches to practice self-reflection for yourself.

When to use it. Use it as you prepare to become a PEDALS coach to clarify the role and practice of self-reflection in working with teachers. It can also be used in study discussions with other coaches to improve your own skill at helping teachers practice self-reflection. If you are supervising coaches, you can also use it as a training and discussion tool.

A Tip:

- Encourage coaches to write out their own anecdotes similar to the example in this document, using their actual words. Coaches, as individuals or in groups, can use these examples to improve their skills at helping teachers practice self-reflection.

Coaching to Promote Self-Reflection: How promoting reflective practice differs from evaluative coaching practices



Promoting reflective practice in teachers begins with understanding the difference between traditional positive feedback and responses that promote teacher self-reflection.

Early childhood coaches are very likely familiar with providing effective feedback to teachers. Traditional positive feedback is designed to give teachers a picture of their practices, along with evaluative statements. The coach begins by carefully describing specific teacher practices and/or child responses. Then the coach states or helps the teacher recognize and evaluate the effectiveness of the practice. The purpose of such feedback is to improve the quality of teacher practices. As such, it plays an important role in the coaching process – and of the teacher’s learning process.

There is another process that is equally important – the process of self-reflection. In this process, the teacher examines her/his own thoughts, emotions, motivations, and responses to her/his own actions or the actions of children or parents/caregivers. This matters because our actions – which translate here as teacher practices – come from our beliefs, perspectives, and values. The self-reflection process helps teachers to become aware of and identify their own beliefs, perspectives, and values by paying attention to their emotions. This self-awareness is often at the heart of opening up oneself to the possibility of changing practices. It is likely that early childhood coaches have had experiences with teachers who are unwilling to change their practices and perhaps are even resistant to the thought of changing their practices. The self-reflection process can be especially effective here because teachers are not responding to someone else’s comments about their practices. Rather, they are responding to their own observations, feelings, and thinking about their practices.

In the self-reflection process, the coach helps teachers think about their own responses, feelings, values, motivations, and actions by asking them questions specifically designed to do so.

Here is an example of the difference between traditional positive feedback and questions that promote self-reflection. This is an actual comment from a teacher in response to a question about how she felt Second Step was working in her/his classroom:

“The child in my room with anger issues has reacted positively to the puppets and feeling chart. After a rough day, his mom arrived and saw him so upset. I asked him to look at the (feeling) chart to describe how his mother was feeling. He picked ‘frustrated.’ Right on!”

Below are two responses to the teacher.

Response 1: “Good for you. You were really able to help him recognize and identify his mother’s emotions. That’s an important step for this child. What you’re doing is working.”

Response 2: “What a great outcome. How did you decide, in that moment, to ask him to think about and identify his mother’s feelings?”

Consider these questions:

- Which response is more likely to result in the teacher thinking more about her/his own practice?
- Why did you choose that response?
- What do you notice about that response? How is it different from the other one?

Using open-ended questions to promote reflective practice

Coaches use carefully chosen questions to help teachers direct their thinking to their own practices, responses, emotions, and motivations. These questions are always open-ended. They cannot be answered with a simple yes or no. They call for responses that are personal, specific, honest, and thoughtful rather than answers that are quick, easy, and “right.” Such questions set the stage for self-reflection and reflective practice.

Here are some open-ended questions PEDALS coaches have found to be effective in promoting teacher self-reflection.

The following are straightforward questions that help teachers focus on and think about what is currently happening, what they would like to change, and how they might make those changes:

- How are things going?
- What did you do that worked well? Why did that work so well?
- What would you like to go better? How could that happen?
- What else would you like to try? How might you do this?
- I’m curious, how do your observations compare with mine?
The following are questions that help teachers analyze situations, and develop insights and understanding about situations, children, and themselves.
- What have you noticed about challenges in your classroom or children who might be struggling?
- What do you think this means?
- What do you think you might need to take into consideration when trying to address challenges with classroom situations or individual children?
- When you think about these challenges, what do you think you could do to address them? Why did you choose those ideas?

- What do you think it will be like for you to try some of your ideas? What might you need to try them?

The following are questions that help teachers examine their emotions related to specific situations and children, to consider how those emotions shaped their responses, and how this reflection could help them make decisions about their future practices:

- What was it like for you when _____? (This question is in response to a difficult situation in the classroom or a challenging incident with a specific child.)
- Why do you think that was so difficult for you?
- How did you feel about your response to _____?
- What do you wish you would have done?
- How would you like to respond in the future? How might that happen?

Using videotaping effectively to promote reflective practice

Videotaping teachers in the classroom can provide valuable insight into teacher practices that impact the successful implementation of PEDALS.

As coaches and teachers view the videotape together, here are self-reflection questions to help teachers make the most of this experience. This is a set of questions that coaches may wish to choose from based on their experience with the teacher.

Before viewing the video:

- What is it like for you as you prepare to view the video?
- What do you think the video might show?
- What do you expect to learn from viewing the video?
- What do you hope to learn from viewing the video?

After viewing the video:

- What was it like for you viewing the video?
- What did you see about yourself that you didn't see in the moment this was happening in the classroom?
- What did you see about (a specific) child or children that you didn't see in the moment?
- Where did you see yourself being especially effective?

- Where did you see yourself being not as effective as you would have wished?
- Looking back, what do you wish you would have done?
- What might you want to do differently going forward based on what you saw in the video?
- What help might you need to make those changes?

Promoting reflective practice for yourself as a coach

Just as it is valuable for teachers to reflect on their own practices, it is valuable for coaches to reflect on their practices as coaches. Here are some questions to help you reflect on your coaching.

- How do you feel about the value of self-reflection? Where do your feelings come from?
- What is your own experience with self-reflection? What is self-reflection like for you?
- How has self-reflection been helpful to you?
- How do you feel about the value of self-reflection for early childhood teachers?
- How do you feel about your preparation for helping teachers reflect on their practices?
- What is it like for you to guide teachers toward self-reflection?
- Think about a time when you felt you were especially successful in helping a teacher reflect on his or her/his practices. Why do you think that experience was successful?
- Think about a time when you felt you were not especially successful in helping a teacher reflect on his or her/his practices. Why do you think that experience was not successful? What do you think you might have done differently?
- What do you feel – or what have you found – gets in your way of guiding teachers toward self-reflection? Why do you think these are particular barriers for you? How would you like to approach these barriers?
- What would help you become more skilled at helping teachers engage in self-reflection? How could you develop those skills?

PEDALS Classroom Goal Setting Worksheet

What is it? The *PEDALS Classroom Goal Setting Worksheet* is a simple way to track goals and PEDALS progress in the classroom, and to reflect on what is working and what could be improved. This is a collaboration between the coach and the teacher and is completed by the coach.

Why use it? For PEDALS to be successful and sustained, teachers at early childhood programs need to practice reflection and intentional, purposeful planning. The *Worksheet* highlights teacher and classroom accomplishments and strengthens the coach-teacher relationship. We have found that teachers tend to look forward to this time together with their coach.

How to use it. The “Coach observations” section of the *Worksheet* is completed during the classroom observation, and the remainder of the *Worksheet* is completed during a debriefing session that should follow every coach classroom observation. This session is a conversation between the teacher and the coach based on coach observations, teacher reflections, data reported on the *PEDALS Weekly Checklist*, and the coach-completed *PEDALS Social Emotional Skills Scales for Teachers and Children*. During this conversation, the teacher and coach review progress, talk about next steps, and set specific, measurable, obtainable goals on the *Worksheet*. Coaches use the *Worksheet* to provide strength-based feedback and use open-ended questions to help teachers self-reflect (see *Coaching to Promote Self-Reflection*).

When to use it. The *Worksheet* should be used throughout the planning and implementing phase of PEDALS. It’s best if it is completed after every coach observation (at least monthly).

Some tips:

- When recording observations include relevant, specific examples.
- When setting goals, keep timelines short. While it’s fine to include long term goals such as, “All classroom staff uses Second Step language consistently,” these should be broken into smaller activities that can be completed over the next week or month. “Have a PEDALS team meeting for all staff to discuss the specific goal, review lesson card to identify suggested language for that week, and then teachers can practice using the specific vocabulary words during center time with the children.” In our experience, by setting smaller goals, teachers are less likely to become overwhelmed by PEDALS activities, and they’re better able to see their progress.
- When filling out the *What happened?* column, go beyond “Did it happen?” to “Did it have the intended outcome?” For example, for a PEDALS meeting, one measure might be “The meeting occurred, and everyone attended.” However, this doesn’t necessarily indicate that participants embraced the information, or that the meeting will lead to the intended change in practice. You might also include “Teachers report they are more confident using the Second Step language,” and “Teachers are using the language more consistently in the classroom,” as ways to measure success.
- The *What happened?* column is the most important part of the worksheet; it’s where you can reflect on whether the strategy/activity worked, and what should happen next. Perhaps a PEDALS team meeting for teachers occurred and everyone attended and found it useful, but afterward they still had questions about a particular phrase or set of vocabulary words.

You would include that in the *What happened?* column, along with next steps (e.g., hold team meeting to focus on the vocabulary or phrase in question and revise meeting to address these questions next time).

- See the example completed *PEDALS Classroom Goal Setting Worksheet* as a guide.

PEDALS Classroom Goal Setting Worksheet: Example

Program/Site: Little Blessings	Classroom: #2	Teacher/s: Mr. Smith	Coach: Jenn B.
Long term goal(s): Complete through lesson 25 with fidelity			Current lesson: Strong Feelings
Observation date: <u>1/23/19</u> Coach observations	How have things been going? <i>Teacher report, include both positives & struggles</i>	Short term goal <i>Incl. how know if successful?</i> What will you do next month to reach goal? <i>Incl. specific strategies: who, what, when, where, how?</i>	Follow up date: <u>2/14/19</u> Goal follow up: What happened? <i>Completed during next visit</i>
Mr. Smith (the teacher) closely observes children during centers, taking opportunities for teachable moments to practice skills with support and modeling. Second Step Clean Up Song and Listening Rules songs were effectively used to support expectations and behavior. The children instantly began picking up materials and toys when the songs were played. Mr. Smith gives each child the opportunity to build a trusting relationship with a caring adult. He intently listens to a child's ideas and feelings, getting down to the child's level when they speak to him and providing feedback on what he sees. He models empathy and listening skills. Second Step Brain Builder game "Shape Shifter" was played. Mr. Smith gave the rules and modeled them for children. This was followed by inviting children to take turns leading the game. Mr. Smith transitioned the group of children to work in small groups and played the Second Step "Feeling Card" matching game/Children practiced matching cards to "frustrated" as well as naming the emotion on each card they turned over.	One child's home situation has drastically changed, and this is impacting his behavior in school. Mr. Smith appreciates the support children receive from the Second Step curriculum, and that it is being positively realized in the classroom as a whole.	Continue to use the Second Step language throughout the day. Focus more closely on modeling the skills and strategies for the younger 3-year-olds. Refer back to the <i>PEDALS Tip Sheet: Using Second Step with Younger Children</i>. Jenn (coach) will email the update Tip Sheet by 1/24/19. Mr. Smith (teacher) will read over the Tip Sheet by 1/27/19. Mr. Smith will continue to model language and strategies starting 1/28/19 or sooner.	Mr. Smith (teacher) reports the <i>PEDALS Tip Sheet: Using Second Step with Younger Children</i> was extremely helpful. He shared the <i>Tip Sheet</i> with all the classroom staff. The teacher also hung up the <i>Tip Sheet</i> to refer back to for ideas. Mr. Smith reports that the team notices the younger children using more Second Step language during choice time. Jenn (coach) observed children using the language of emotions during choice time as well. Mr. Smith wants to continue this goal for the next month.

PEDALS Classroom Goal Setting Worksheet

Program/Site:	Classroom:	Teacher/s:	Coach:
Long term goal(s): Complete through lesson 25 with fidelity/			Current lesson:

Observation date: _____ Coach observations	How have things been going? <i>Teacher report, include both positives & struggles</i>	Short term goal <i>Incl. How will you know if successful?</i> What will you do next month to reach goal? <i>Incl. specific strategies: who, what, when, where, how?</i>	Follow up date: _____ Goal follow up: What happened? <i>Completed during next visit</i>

PEDALS Classroom Goal Setting Worksheet

Program/Site:	Classroom:	Teacher/s:	Coach:
Long term goal(s): Complete through lesson 25 with fidelity/			Current lesson:

Observation date: _____ Coach observations	How have things been going? <i>Teacher report, include both positives & struggles</i>	Short term goal <i>Incl. How will you know if successful?</i> What will you do next month to reach goal? <i>Incl. specific strategies: who, what, when, where, how?</i>	Follow up date: _____ Goal follow up: What happened? <i>Completed during next visit</i>

What is it? The *PEDALS Classroom Item List* is a tool which identifies classroom materials and furnishings that support social emotional skills and helps teachers and administrators determine specific materials that may be needed in the classroom to enhance social emotional learning.

Why use it? An appropriate classroom environment is essential to teaching and learning social and emotional skills. This tool defines the materials and furnishings that create a rich environment to support children's emotional competence and promote social interaction. It can then serve as a guide to choosing and prioritizing items to purchase, make, or collect.

How to use it. The *Classroom Item List* is a list of social emotional materials; it is also a form to assess this aspect of the classroom and to note suggestions for improvement. A teacher, administrator, or coach observes 10 areas in the classroom and uses the form to indicate the presence or absence of specific items in each area. The observer then rates the area on a 1 to 5 scale and makes specific suggestions for improvement. Directions for this rating system are on the *Classroom Item List*.

When to use it. Use the *Classroom Item List* as a preparation for implementing the Second Step curriculum with children; PEDALS classrooms often use the tool at the beginning of each year. It can also be used to assess improvement as materials and furnishings are added to the classroom.

Some tips:

- This is not a complete list of all items that should be in a classroom; it reflects those materials and furnishings that support social emotional teaching and learning.
- Think about whether it would be more beneficial to have teachers rate their own classrooms or to have another observer do so (or both).
- Observers should use the Notes section for specific recommendations. Perhaps there are a lot of dramatic play clothes, but they are all one type. The observer should indicate that the classroom needs more different types of dramatic play clothes and can then give specific suggestions.
- Create a plan to review and use the results of the *Classroom Item List*. Teachers should have an opportunity to share what they learned and to talk with administrators about next steps. The list can be revised as new materials are added to the classroom. This is a very concrete way to make and document improvement.
- Not all items on the list need to be purchased. For example, flannel boards, pillows, and journals can be homemade. Other items, such as dramatic play clothes, can be donated.



PEDALS Classroom Item List

Site: _____ Classroom: _____ Name: _____ Date: _____

This **PEDALS Classroom Item List** includes materials that support the teaching of social emotional (SE) skills. It is not a complete list of all items that should be in a classroom. It should be used as a guide by teachers and administrators in selecting materials that enhance SE learning and practice in the classroom. In the Notes section, the person filling out the form should enter specific recommendations for items to be purchased.

For each item, enter a “Y” for yes (item is present), “S” for somewhat (item may be present but is not of good quality, not in good condition, or not available in sufficient quantities to engage children), or “N” for no (item is not present).

Cozy Area Items	Y/S/N (Yes/ Somewhat/ No)	What additional materials are needed?
Cushions, pillows, soft seats, couch		
Soft toys		
Area rugs		
Quiet time privacy cube		
Dramatic Play Items	Y/S/N	What additional materials are needed?
Furniture & kitchen set (table, stove, etc.)		
Multicultural baby dolls & doll clothes		
Diverse dramatic play clothes		
Play food & multicultural play food		
Pots, pans, dishes, utensils		
Play phones		
Mailbox		
Full-length mirror		
Language & Literacy Items	Y/S/N	What additional materials are needed?
Books related to feelings, following directions, and entering kindergarten		
Books on CD		
Bookstands/shelving		
Puppets for role-playing & storytelling		
Flannel board & flannel pieces		
Journals		
Photo albums		
Wordless books		
Emotions & feelings posters (beyond the Second Step posters)		

Small Group Items	Y/S/N	What additional materials are needed?
Blocks (variety of blocks, cars, people, signs, etc.)		
Fine motor (puzzles, pegs, beads, lacing, etc.)		
Cooperative board games (e.g. Hoot Owl Hoot!, Friends and Neighbors the Helping Game, Stone Soup, Candy Land, Don't Let the Pigeon Drive the Bus Game! and Chutes and Ladders)		
Sensory Play Items	Y/S/N	What additional materials are needed?
Sensory table or bins		
Scoopers & funnels		
Pour & measure sets		
Sensory materials (sand, dirt, shaving cream, noodles, etc.)		
Art Area Items	Y/S/N	What additional materials are needed?
Play dough & play dough utensils		
Story paper		
Mirrors		
Drawing/writing utensils		
Multicultural paint, crayons, markers, play dough, paper		
Music & Movement Items	Y/S/N	What additional materials are needed?
Calming rest time music		
Music and songs related to feelings, following directions		
Scarves		
Toy microphone		
Listening center including headphones		
Gross Motor Items	Y/S/N	What additional materials are needed?
Bean bags		
Small & large balls		
Sensory balls		
Parachute		
Technology Items	Y/S/N	What additional materials are needed?
Computer or iPad		
Computer games/apps related to feelings, following directions		
CD Player		
Internet access		

Teacher Resource Items	Y/S/N	What additional materials are needed?
Curriculum books that promote social emotional learning & instruction		
Curriculum books that promote partnerships with families		
Folders for homelinks & Second Step materials for families		
PEDALS booklist		
Clipboard or other handy place to keep <i>PEDALS Weekly Checklist</i>		
DECA Strategy Guide: <i>Promoting Resilience in Preschoolers: A Strategy Guide for Early Childhood Professionals</i> (for those using the DECA assessment)		
Second Step curriculum kit, extra posters, CDs, and/or other curriculum components		

Overall Area Rating

Check an Overall Rating between 1 and 5 for each area, where 1 is Significant Materials Needed (this area does not exist or there are no items to support SE development in this area), and 5 is No Materials Needed (this area offers a large quantity and variety of items in good condition to support SE development, and there are no SE materials needed for this area). Use your responses above help determine “Overall rating” scores for each area.

	Significant Materials Needed		Some Materials Needed		No Materials Needed
	1	2	3	4	5
Cozy Area	☐	☐	☐	☐	☐
Dramatic Play Area	☐	☐	☐	☐	☐
Language & Literacy Items	☐	☐	☐	☐	☐
Small Group Items	☐	☐	☐	☐	☐
Sensory Play Items	☐	☐	☐	☐	☐
Art Area Items	☐	☐	☐	☐	☐
Music & Movement Items	☐	☐	☐	☐	☐
Gross Motor Items	☐	☐	☐	☐	☐
Technology Items	☐	☐	☐	☐	☐
Teacher Resource Items	☐	☐	☐	☐	☐

Additional notes or suggestions:

PEDALS Social Emotional Skills Scale for Teachers



What is it? The *PEDALS Social Emotional Skills Scale for Teachers* is a simple way to track teacher behaviors that support children's development of social emotional skills and help them transfer the learning of Second Step lessons to real situations that arise throughout the day. It also provides a quick indication of how well the environment is set up to support the Second Step curriculum. This scale is based on Second Step. If you are using a different social emotional curriculum, you can revise the scale to reflect it.

Why use it? Our ultimate goal is that positive social and emotional skills become ingrained in children's behavior, so they use those skills on their own without adults reminding or prompting them. This starts when teachers implement the Second Step curriculum with fidelity. It continues when they support children's social emotional learning throughout the day. This scale identifies and tracks specific teacher behaviors that help children apply the language, behaviors, and strategies of Second Step to real situations. This is what we are measuring with the *Skills Scale for Teachers*. This scale directs our attention to these teacher behaviors and helps ensure that we don't lose sight of them; they are important in children's social emotional development and transfer of learning.

This *Skills Scale for Teachers* is an effective way to help teachers become aware of the importance of these behaviors and to reflect on their own practices. It gives them a sense of how well they are already doing and helps them plan for improving their skills. It also helps them consider their leadership role in the classroom because the scale includes how assistants use the Second Step strategies. Because it includes all the adults in the room, it also provides an indication of the overall level of social emotional support for children; this is an important component of the social emotional climate. Finally, the scale provides teachers, coaches, and administrators the opportunity to meet collaboratively, to review the information, and to set and track goals.

How to use it. The *Skills Scale for Teachers* compares the number of times a teacher exhibits specific behaviors to the number of opportunities that arose to use them during the session. This gives us a more accurate picture of how well teachers are supporting children's social emotional development and transfer of learning than if we only recorded the number of times the teacher exhibited the skills. We recognize that this is subjective; we also have found that it is effective. We recommend that the same person observe and complete this scale regularly. It is important to note that some of the teacher behaviors on the scale are not unique to Second Step, and teachers may already exhibit them even before teaching specific lessons with children. However, as teachers progress in the curriculum, these behaviors may increase as they become more aware of and focused on the language, behaviors, and strategies from the lessons. As such, scores may reflect the number of lessons the teachers have taught, and so at first, the scores may be low. The goal is that the scores improve over time based on the lessons the teachers have taught and the on-going coaching.

Coaches or administrators use the *Skills Scale for Teachers* by observing the lead teacher in the classroom for at least 30 minutes when they are actively engaging with children, outside of Second Step lessons or activities. The observer should record both the number of times the teacher exhibits a behavior and also note opportunities when the teacher could have used a specific behavior but did not. For example, suppose you saw the teacher help coach children to solve problems in one situation, but there were two other times when children were having conflicts that the teacher

did not do so. This means there were three opportunities for the teacher to coach children to solve problems, but the teacher only used that strategy one time. You observed this teacher behavior one time out of three opportunities; this is 33% of the time. Based on our scoring system (see instructions below) this would yield a score of 2. If there were no opportunities during the session for the teacher to use a specific behavior, you would check the box indicating no opportunity (na). There is a notes section for each behavior to record information you want to highlight.

When to use it. The *Skills Scale for Teachers* should be completed monthly in each PEDALS classroom. After each observation, the observer should share results, provide feedback and hear from the teacher, identify strengths and opportunities for growth, and co-set measurable and achievable goals (see *PEDALS Classroom Goal Setting Worksheet*). Teachers and observers should take the time to celebrate improvements in scores over time.

Instructions for scoring: Rows 1-7 refer specifically to the Lead Teacher. Put a check in the appropriate column labeled 1, 2, 3, 4, 5, or na, depending on how often you observe the lead teacher exhibit the behavior listed in the first column of the *Skills Scale for Teachers*.

- 1 = behavior was not exhibited by the teacher even though there were opportunities to do so
- 2 = behavior was exhibited, but not consistently (about 25% of the opportunities)
- 3 = behavior was exhibited sometimes (about 50% of the opportunities)
- 4 = behavior was exhibited often and consistently throughout the day (about 75% of the opportunities)
- 5 = behavior was exhibited almost all the time (about 100% of the opportunities)
- na = There were no opportunities for the teacher to exhibit this behavior during this observation.

Row 8 refers to the assistant(s) in the classroom. The term “curriculum strategies” is a composite of all the behaviors in rows 1-7. If there are multiple assistants, record the composite score rather than scores for individual assistants. Use the scale above.

There is a separate row for rating the classroom environment relative to the Second Step. It uses a simple scale of “Yes, No, Partially.” If the rating is “no” or “partially,” indicate in the notes section what is missing or inappropriately displayed.

Some Tips:

- Develop a system that works for you to keeping track of the various numbers you need to determine scores. Here’s one simple way:
 1. Use some kind of mark (perhaps a tally mark) to indicate each time you observed the teacher exhibiting a specific behavior on the form.
 2. Use a different kind of mark to indicate each time you observed an opportunity for the teacher to exhibit a specific behavior, but did not do so.
 3. When you combine these tally marks, you will have the total number of opportunities to use the specific behavior.

4. Then you can compare the number of times you observed the behavior to the total number of opportunities to use the specific behavior and get the percent that will indicate the score.
- Record observations carefully and faithfully; look for teacher strengths to build upon.
 - When delivering feedback, use a strengths-based approach with open-ended questions that encourage teachers to reflect on their interactions with children (see *Coaching to Promote Self-Reflection*).
 - For each item, consider both overall appropriate strategies and evidence of specific Second Step techniques and language (e.g., the Calming-Down Steps, Saying the Problem, Thinking of Solutions).

PEDALS Social Emotional Skills Scale for Children



What is it? The *PEDALS Social Emotional Skills Scale for Children* is a simple way to track children's transfer of learning, that is, how well children use the *Second Step* skills on their own throughout the day. This scale is based on Second Step. If you are using a different social emotional curriculum, you can revise the scale to reflect it.

Why use it? Our ultimate goal is that positive social and emotional skills become ingrained in children's behavior so they use those skills on their own without adults reminding or prompting them. To do this, children first need to learn the skills; this happens during the Second Step lessons and activities. Then they need to practice and use the skills in real-life situations that arise in the classroom outside of the Second Step lessons. That is, they need to transfer the learning from the structured lessons and apply it to those real-life situations. At first, teachers prompt children to recognize opportunities to use the skills and help them as they practice. When teachers do this purposefully and consistently, children will begin to do it on their own. That is what we are measuring with this scale.

The *Skills Scale for Children* directs our attention to that transfer of learning and provides a real sense of how well children are "getting it." Both the lessons and the transfer of learning are important, but we may be more likely to focus on the lessons and perhaps lose sight of the transfer of learning. Using this scale helps ensure that we pay attention to the transfer of learning, an important aspect of PEDALS.

How to use it. The *Skills Scale for Children* compares the number of times children in a classroom use Second Step skills on their own to the number of opportunities that arose to use them. This gives us a more accurate picture of how well children are transferring learning than if we only recorded the number of times children used the skills. As such, we recognize that this is subjective; we also have found that it is effective. We recommend that the same person observe and complete this scale regularly. It is important to note that scores reflect how many lessons (and therefore Second Step skills) children have learned, so at first, the scores are likely to be low. The goal is that the scores improve over time based on the number of lessons the children have learned and the consistency of modeling and prompting by teachers.

Coaches or administrators use the *Skills Scale for Children* by observing children in the classroom for at least 30 minutes when children are actively engaging with each other (not during Second Step lesson time). This scale is a composite for all children in the classroom rather than for individual children. The observer should look at both the number of times the children exhibit the behavior on their own and also notice opportunities when they could have but they did not. For example, suppose you saw children identify the emotions of self and/or others two times, but saw six times when they could have but did NOT. This means you observed this two times out of eight opportunities; this is 25% of the time. Based on our scoring system (see instructions below) this would be a score of 2. If there were no opportunities during the session for children to use a specific certain behavior, you would check the box indicating no opportunity (na). There is a notes section for each category to keep track of positive peer interactions exhibited by the children.

When to use it. The *Skills Scale for Children* should be completed monthly for each PEDALS classroom. After each observation, the observer should share results, provide feedback on the children, hear from the teacher, identify strengths and opportunities for growth, and co-set measurable and achievable

goals (see *PEDALS Classroom Goal Setting Worksheet*). Teachers and observers should take the time to celebrate improvements in scores over time.

Instructions for scoring: Put a check in the appropriate column labeled 1, 2, 3, 4, 5, or na, depending on how often you observe the children initiate positive social emotional interactions on their own based on the categories listed in the first column of the *Skills Scale for Children*.

- 1 = behavior was not exhibited by children even though there were opportunities to do so
- 2 = behavior was exhibited, but not consistently (about 25% of the opportunities)
- 3 = behavior was exhibited sometimes (about 50% of the opportunities)
- 4 = behavior was exhibited often and consistently throughout the day (about 75% of the opportunities)
- 5 = behavior was exhibited almost all the time (about 100% of the opportunities)
- na = no opportunities for children to exhibit this behavior during this observation.

Some Tips:

- Develop a system that works for you to keep track of the various numbers you need to determine scores. Here's one simple way:
 1. Use some kind of mark (perhaps a tally mark) to indicate each time you observed any child using a specific behavior on the form.
 2. Use a different kind of mark to indicate each time you observed an opportunity for children to use a specific behavior, but they did not do so.
 3. When you combine these tally marks, you will have the total number of opportunities to use the specific behavior.
 4. Then you can compare the number of times you observed the behavior to the total number of opportunities to use the specific behavior and get the percent that will indicate the score.
- Record observations carefully and faithfully; look for strengths to build upon.
- When delivering feedback, use a strengths-based approach with open-ended questions that encourage teachers to reflect.
- For each item, consider both overall appropriate strategies and evidence of specific Second Step techniques and language (e.g., the Calming-Down Steps, Saying the Problem, Thinking of Solutions).

PEDALS Social Emotional Skills Scale for Teachers

Site name: _____

Date: _____

Coach: _____

Teacher's last name: _____

Classroom #: _____

Please put a check in the appropriate box

Behavior observed in LEAD TEACHER	Based on opportunity, the LEAD TEACHER exhibited the behavior....					na/ no opportunity during this observation	Notes
	1 Not at all	2	3 Sometimes	4	5 Always		
Models empathy <i>e.g., asking children if they are OK</i>							
Attempts to connect with children having a difficult time <i>e.g., getting down on their level, listening to the child, using sympathetic tone, helping child to understand the rules</i>							
Uses the language of emotions <i>e.g., "This is frustrating"</i>							
Helps children to identify their own emotions							
Helps children to identify the emotions of others							
Coaches and cues children to use problem-solving strategies							
Coaches and cues children to use calming down strategies							
Assistant(s) use(s) curriculum strategies in the classroom							

	No	Partially	Yes	Notes
Is the curriculum set up properly in the classroom? <i>Posters are up, puppets are out, etc.</i>				

PEDALS Social Emotional Skills Scale for Children

Site name: _____

Date: _____

Coach: _____

Teacher's last name: _____

Classroom #: _____

Behavior observed in CHILDREN (only count if the children initiate behavior on their own)	Based on opportunity, the CHILDREN exhibited the behavior....					na/ no opportunity during this observation	Notes
	1 Not at all	2	3 Sometimes	4	5 Always		
Use the Listening Rules <i>Eyes watching, Ears listening, Voices quiet, Body Calm</i>							
Identify emotions of self and/or others							
Display empathy							
Display skills to play with other children <i>e.g., join in play, play together, take turns</i>							
Use problem-solving strategies							
Use calming down strategies							
Follow directions the first time							
Ask for what want/need using a strong, respectful voice							
Help other child(ren) use Second Step strategies							