

“How Do I Feel About Going to School? The Role of Emotions in Children’s School Readiness”

Assessing “School Readiness”: What Does It Mean for Children,
Parents, and Educators, May 26, 2005

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Overview of Session

- The Need
- The Current Research
- From Theory to Practice: Prevention
 - Second Step
 - Safe Spaces
- Assessing young children's social and emotional competence: Examples of measures

Focus of the Discussion

The importance
of social-
emotional
competence for
school readiness

Social - Emotional Learning

Preschool Universal Preventive Programs

- Second Step
- The Safe Spaces Program

Measures of
Social-
Emotional
Competence

Questions that we will consider today...

- ✓ Why should we be concerned about social and emotional development in young children?
- ✓ Why preschool universal prevention programs for social emotional learning?
 - ✓ What is Second Step?
 - ✓ What is the “Safe Spaces” Program?
- ✓ What are some existing measures for assessing young children’s social-emotional competence?

The Need

Making the case for promoting social and emotional competence in pre-school aged children.



Why should we be concerned ...

There is a growing concern about children's social-emotional adjustment and mental health:

- Approximately 1 in 5 (20%) identified with mental health problems (Ontario Child Health Study)
 - Boys more likely to be identified with "externalizing problems" (e.g., conduct disorders, aggression),
 - Girls more likely to be identified with internalizing problems (e.g., depression, anxiety).
- 75% - 80% of children do not receive the services they need (US Department of Health and Human Services).



The Many Faces of Aggression

- Physical aggression
 - e.g., hitting, punching, kicking
- Relational Aggression
 - e.g., gossip, social exclusion, “you’re not coming to my birthday party.”

Why should we be concerned . ?

- Childhood aggression is gaining increasing attention as a target for prevention/intervention efforts.



Bullying

- Physical aggression peaks in the preschool years (Richard Tremblay research).
- Pepler & Craig (2001)
 - 14% bullies, 5% victims
 - Peers are present in 85% of bullying episodes on the playground and in class

Relational and Physical Forms of Peer Victimization in Preschool

(Crick et al., 1999)

- Participants: 129 children, ranging in age from 3-5.
- Measures:
 - Peer nominations of acceptance,
 - Teacher ratings of peer victimization and aggression (Preschool Social Behavior Scale).
 - Child Behavior Scale
 - Peer Acceptance

Crick et al. (cont'd)

- “Results of this study provide the first evidence of the importance of both physical and relational victimization in the lives of young children” (p. 382)
- Gender differences:
 - Boys were more physically victimized than girls
 - Girls were more relationally victimized
- Victimized children showed greater adjustment problems than their nonvictimized peers.

The Current Research

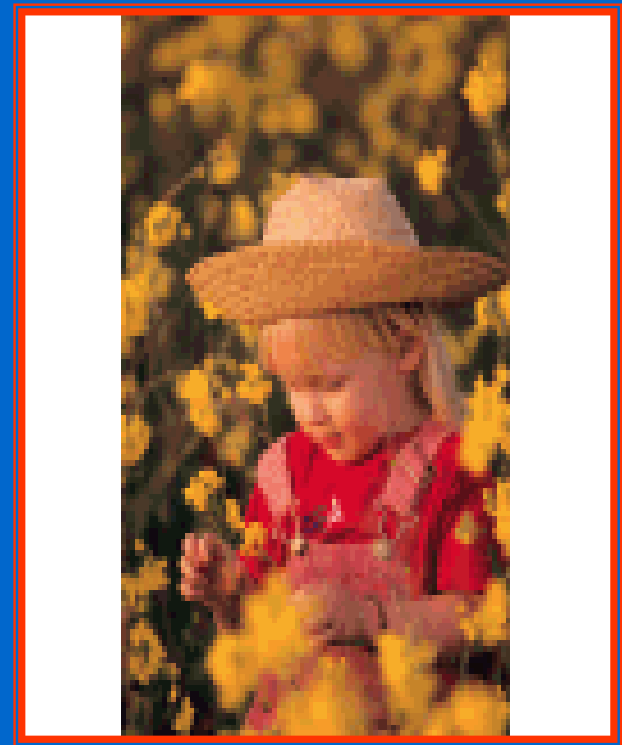


Research Findings

- ❖ Recent research demonstrates that children's emotional and behavioural adjustment is essential for their chances of early school success **BUT**
- ❖ An emphasis on children's academic preparedness *continues to overshadow* the importance of children's social and emotional development for early school readiness (Hyson, 1994; Raver & Zigler, 1997)

EARLY EMOTIONAL ADJUSTMENT PREDICTS EARLY SCHOOL SUCCESS

- ❖ Children's emotional and social skills are linked to their early academic standing (Wentzel & Asher, 1995)
- ❖ Casual Link: Academic achievement during the first years of schooling appears to be built on a firm foundation of children's emotional and social skills (Ladd, Kochendorfer & Coleman, 1997)



EARLY EMOTIONAL ADJUSTMENT PREDICTS EARLY SCHOOL SUCCESS

❖ Research has found that children who act in antisocial ways are:

- ✓ less likely to be accepted by classmates and teachers,
- ✓ participate less in classroom,
- ✓ do more poorly in school than their prosocial counterparts, net of the effects of children's pre-existing cognitive skills and family backgrounds

The Important Role of Peers



Research Findings

- Emotional competence is central to children's ability to form relationships and interact with peers (Denham & Burton, 1996).

EARLY EMOTIONAL ADJUSTMENT PREDICTS EARLY SCHOOL SUCCESS

❖ Research on early schooling suggests that the relationships that children build with peers and teachers are based on:

- ✓ children's ability to regulate emotions in prosocial vs antisocial ways
- ✓ Then, those relationships serve as a “source of provisions” that either help or hurt children's chances of doing well academically

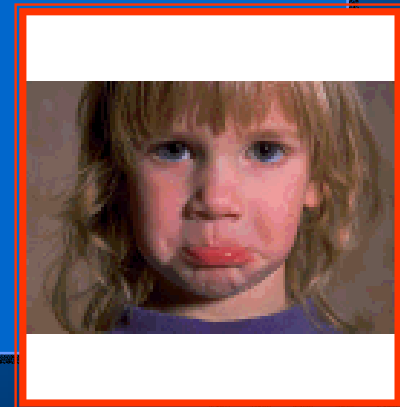
The Relation to School Success

- Children who are accepted by their peers or display prosocial behaviors tend to be high achievers, whereas children who are rejected and aggressive tend to be at risk for school failure (Dishion, 1990).

Peers Have a Positive Influence

- Predicting children's early school adjustment (Ladd, 1990)
 - Children who began kindergarten with a larger number of classroom friends during school entrance developed more favorable school perceptions by the second month.
 - Making new friends in school were associated with gains in school performance.

EMOTIONS MATTER



FOR MORE INFO: Raver, 2002

Emotional Development in Early Childhood: 2-5 years

- Rapid and remarkable advances during this age period: increases in emotion regulation, emotion vocabulary, feeling-thought connections.
- This age period represents a “sensitive period” for developing accurate perception of emotion in self and others.
- The latter part of the preschool years in particular may represent a sensitive period for emotion-induction techniques that foster the development of empathy, sympathy, and prosocial orientation.

Skills of Emotional Competence- Functionalist Approach

(Saarni, 1999)

- Awareness of one's emotions
- Ability to discern others' emotions
- Ability to use a vocabulary of emotions
- Capacity for empathy and sympathy
- Ability to understand that one's emotional state may not be related to expression of emotions
- Emotion regulation
- Awareness that emotions are communicated in relationships
- Capacity for emotional self-efficacy

Key Dimensions of Emotion Competence

- Three key dimensions of emotion management skills:
 - Emotion encoding and decoding
 - Emotional understanding
 - Emotional regulation

Empathy: The critical factor

- Empathy, in particular, plays a critical role in helping individuals desist aggressive behaviors, and is one of the most desirable of personality traits because, not only does it provide a buffer against antisocial and aggressive behaviors, empathy also is critical due to its positive association with prosocial behaviors (e.g., sharing, helping, cooperating).

Empathy Development

(Hoffman, 1982, 1998)

- Stage 1 Reactive Newborn Cry
- Stage 2 Egocentric Empathic Distress
(12-18 months)
- Stage 3 Quasi-egocentric Empathic Distress
(2/3 years)
- Stage 4 Veridical Empathic Distress Empathy for
another's feelings
(elementary years)
- Stage 5 Empathy for another's experience beyond
the immediate situation
(late childhood/early adolescence)

Methods to Encourage Development of Children's Empathy

(Schulman & Mekler, 1985)

- Draw the child's attention to people's feelings. Ask the child to imagine how he or she would feel in the other person's place.
- Let the child know what the impact of his or her actions is on the feelings of others, including yourself.
- Explain why people feel the way they do.
- Make clear (or encourage the child to discover) what actions he or she can take that would be more considerate to the feelings of others.

Developing Empathy (cont'd)

- Let the child know that you expect him or her to be considerate, that it is important to you.
- Let the child know that you understand and care about his or her feelings and try to offer him or her a way to get at least some of what she or he wants---if not now, then in the future.
- Don't expect the child to read minds. Take the time to explain.
- Help the child to understand other people's feelings by reminding him or her of similar experiences in his or her own life.

Developing Empathy (cont'd)

- Help the child resist the influence of people who discourage or ridicule his or her empathic feelings.
- Give the child approval when she or he is considerate. Show disappointment when the child is not.
- Use self-control empathy training to teach the child to imagine her/himself in someone else's place whenever the child is inclined to hurt that person.
- Show your own empathic feelings with the child.

Developing Empathy (cont'd)

- Point out examples of people who are empathic and those who are not, and communicate your admiration for kindhearted people.
- Stress the good feelings that come from caring about other people.
- Encourage children to consider a person's capacity for empathy when selecting friends.

Parental Socialization Practices and Emotional Competence: Some Research Findings

- Parents who use inductive discipline strategies (try to understand the child's point of view and explain the consequences of actions) have children who internalize positive values and demonstrate prosocial behaviors (Eisenberg & Fabes, 1998).
- Positive emotions in the home are positively related to children's prosocial behavior (Eisenberg et al., 1991).

From Theory to Practice: Prevention Programs

Second Step Safe Spaces

What is Second Step: A Violence Prevention Curriculum?

What: A program designed to foster student learning of prosocial skills and to reduce impulsive-aggressive behaviour. For preschool to high school aged children (Includes curricula for preschool - kindergarten, grades 1-3, 4-5 and 6-8)

Who: Developed in 1987 by the Committee for Children. Third edition published in 2002

Developed within the Seattle Unified School District in the state of Washington

Where: Estimated that it has reached 10 million children across US, Canada, and around the world (translated in several different languages)

Second Step: A Violence Prevention Curriculum

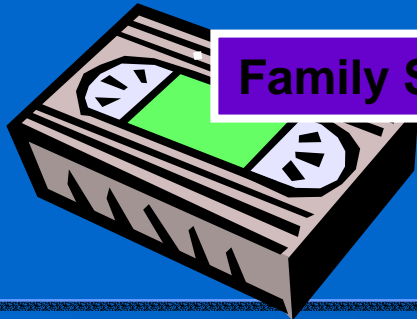
Empathy
Training

Emotion
Management

Problem
Solving



Family Support



Instructional Strategies :

Discussion

Puppets

Role play

Music



Generalizing:

Teacher modeling

Coaching

Student participation
in decision making

Second Step: Video Clip

How is Second Step implementation supported?

- ❖ Training is either “on site” (i.e., preschool, school, agency) or “regional” (i.e., in your state or province)
- ❖ Whole facility is trained in conducting the program
 - ✓ Training for staff - 1 day
- ❖ Two critical aspects of training
 - ✓ Conducting lessons for student skill development
 - ✓ Improving the environmental context in which those skills are expected to be used - for example, how to use generalization instructional techniques
- ❖ Staff training videos for ‘new’ program teachers not part of the original training
- ❖ Free implementation support services available by phone (Support Services housed at central office in Seattle)

What are the instructional components of Second Step?

Unit 1: Empathy training

Recognizing feelings in self and others

Words and actions show you care

Unit 2: Emotion Management

Calming down strong feelings

e.g., The following strategy is taught: “How do I feel?, take 3 deep breaths, count slowly to five, say, “Calm down.”

Unit 3: Problem Solving

Examples of problems:

Losing something

Interrupting politely

Playing fair

Joining in play

Problem Solving Strategy

What is the problem?

What can I do?

What might happen if...?

Choose an idea and use it

Is it working, if not what can I do now?

Second Step: Theoretical Framework

- ❖ **Second Step** is a cognitive - behavioural intervention based on social - learning principles (Bandura, 1993) that presents children opportunities to think about emotions and social behaviours through modeling, coaching, role play, and discussions
- ❖ The program content draws on research that has demonstrated that competence in the areas of **empathy, emotion management, and problem solving** (the three units of the Second Step program) have been identified as factors that buffer students from risks, such as early problem behaviours and poor relationships with peers (Walker et al., 1996).

Theoretical Framework of Second Step

Unit 1: Empathy Training

- ❖ Empathy, the capacity to share the emotional state of another (Eisenberg, 1986), is closely linked with detecting, understanding, and appropriately responding to the feelings of others
- ❖ Empathy predicts altruistic behaviours (Strayer & Schroeder, 1989)
- ❖ It has been found to negatively correlate with aggression (Miller & Eisenberg, 1988)

SECOND STEP Unit 1 Lesson

- ✓ Short story: “Ben is playing with a truck and Kenji wants it too. Kenji feels like grabbing the truck away from Ben. If he does, how might Ben feel?”
- ✓ Possible consequence: “If Kenji asks for the truck, how might Ben feel?”
- ✓ Positive alternative: “What could Kenji do or say that would make Ben feel good?”

Theoretical Framework of Second Step

Unit 2: Emotion Management

- ❖ It has suggested that emotions account for much of the relationship between cognition and aggressive behaviours (Graham, 1993)
- ❖ Young people who are able to manage their emotions and emotion-related behaviours are less likely to behave aggressively (Underwood, Coie, & Herbsman, 1992)
- ❖ Research suggests that children can be taught to effectively manage feelings (Nelson & Finch, 2000)

SECOND STEP Unit 2 Lesson

- ✓ Teacher instructs: “ Yesterday we talked about how our bodies feel when when we are angry. Today we will talk about what to do when you are feeling angry. Slow Down Snail taught us three things: three deep breaths, count slowly to five, say to yourself, ‘calm down.’”
- ✓ Teacher questions: Let’s talk about another thing that you can do when you are angry. See Gabriel, he is talking to his teacher about his feelings.
- ✓ Teacher facilitates: Some other people like to be alone when they feel angry. This helps them calm down.

Theoretical Framework of Second Step

Unit 3: Problem Solving

- ❖ Aggressive children tend to lack behavioural skills required to come up with competent responses to social problems (Dodge et al., 1985).
- ❖ Further evidence of this lack of skill was found in a study by Crick and Ladd (1990): aggressive children think that aggressive strategies will work and think that aggressive strategies are less likely to cause harm. Also, they have lower expectations that prosocial strategies will work.
- ❖ Studies suggest that establishing positive norms, or, in other words, how to behave in particular situations, enhances children's problem-solving skills (Lochman, Coie, Underwood, & Terry, 1994).

SECOND STEP: Unit 3 Lesson

- ✓ Story: "Louis wants to play. Notice how he sits down to talk to them. Why? What could he say?"
- ✓ Strategy suggestion: "Here are three things to remember:
 - 1) What are you doing?
 - 2) Say something nice
 - 3) Ask, "May I play with you?"

Research Supporting Efficacy: Second Step

- ❖ Over 17 published research studies
- ❖ Focus of studies:
 - ✓ Preschool - grade 8
 - ✓ Rural/ urban samples
 - ✓ Schoolwide / classroom applications
 - ✓ US, Canadian, and German studies

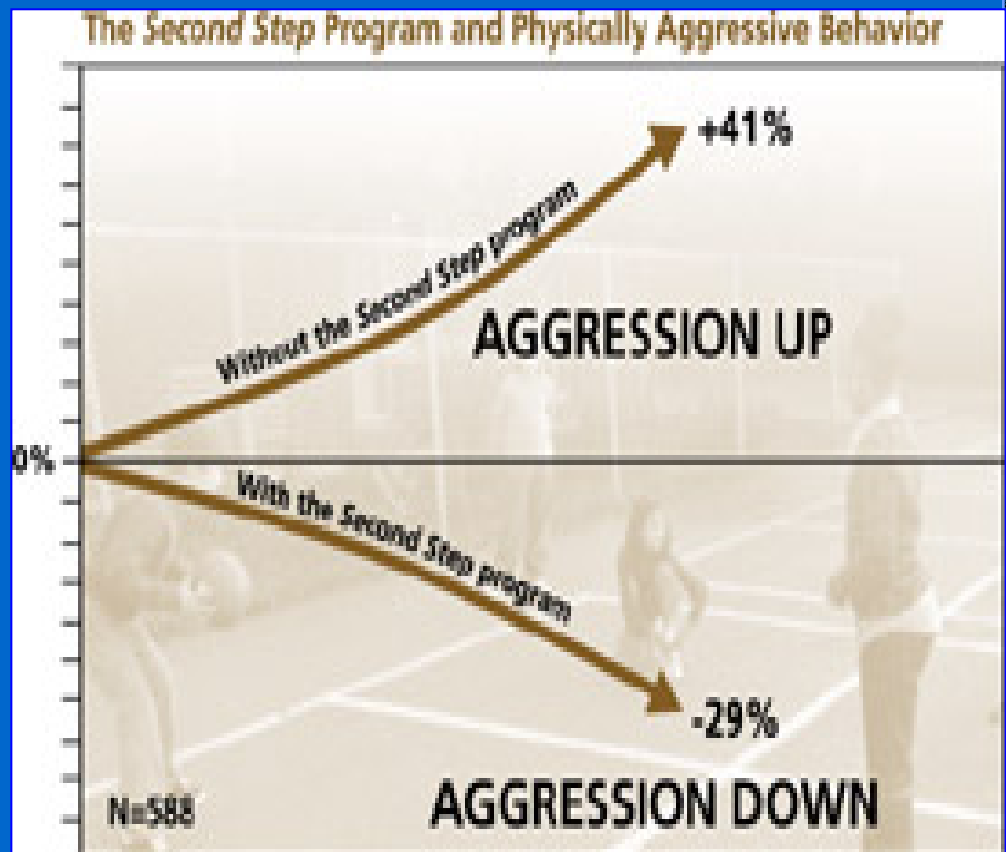
Research Supporting Efficacy: Second Step

Most significant study:

- ❖ Grossman, et al., (1997) Journal of the American Medical Association
- ❖ Grades 2 and 3; 49 classrooms (N=790) and 12 schools
- ❖ Urban & suburban areas of western Washington state
- ❖ Design of study:
 - ✓ Rigorous experimental methodology
 - ✓ pre / post tests and follow-up 6 months after the program ended
- ❖ Outcome data included: teacher and parent ratings, and direct behavioural observations (classroom, lunchroom, and playground settings).

Research Supporting Efficacy: Second Step

- ❖ Behavioural observations revealed that **physical aggression decreased** from Fall to Spring among students in the Second Step program, but not in the control group (reductions were greatest in playground and lunchroom)
- ❖ Friendly behaviour, including **prosocial increased** from Fall to Spring in the Second Step classes but remained constant in the control classes
- ❖ Same results were obtained in the 6-month follow-up.



Grossman, D., et al. (1997)

What is unique about Second Step?

- ❖ Addresses risks and protective factors in the program components
- ❖ The curriculum is calibrated to meet the developmental level of student and contextual challenges that children face in school
- ❖ It has a parent training component that complements the program goals
- ❖ It has many outcome studies that support efficacy
- ❖ It has received several awards:
 - ✓ “Exemplary” program by the U.S. Department of Education in 2001
 - ✓ “Select Program”, the highest rating by Collaborative for Academic, Social, and Emotional Learning (CASEL) in 2002

What is Safe Spaces?

- ✓ **Universal** primary preventive social emotional competence promotion program for preschool aged children.
- ✓ **Focuses** on teaching prosocial skills and emotion knowledge.
- ✓ **Major Components:** Safe / not safe; Friendly / not friendly; Fair / not fair; Emotions; Problem Solving



What is Safe Spaces?

- ✓ **Concepts** are taught via stories, puppet play, photographs, art activities, and in children's everyday social interactions (e.g., emotion coaching)
- ✓ **Ecological Focus** -- creation of a positive social milieu in the centre where all children, staff, & families feel valued and a sense of belonging.
- ✓ **Piloted** in one centre in Vancouver in 2001. Currently being implemented in 42 child care centres across BC.

Safe Spaces Centre Rules

Children's Circle Day Care Society

“To begin our Safe Spaces program we posted the centre rules, the vocabulary, and the signing vocabulary. We shared all of the information with our parents. We took pictures of children: being friendly, showing their feelings, etc.”



Safe Spaces Baby Gallery

“Our baby gallery consists of pictures of our infants and their families. The children became very involved as they would point at the pictures. The parents also enjoyed the pictures as they helped each parent become more familiar with each other”



Circle Time and Puppets

“ Marta is our new friend...we introduced Marta and talked about Marta being our friend. We sang a song: “This is Marta, she is our new friend, she has come to play with us today.” “How can we make Marta feel welcome?” The children shook hands with her”



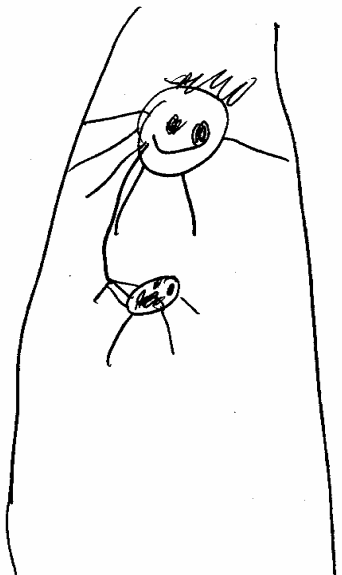
Safe / not Safe

Somebody jumping off the roof.
"Not Safe".



Friendly / not Friendly

Somebody hitting another person.
"Not friendly"

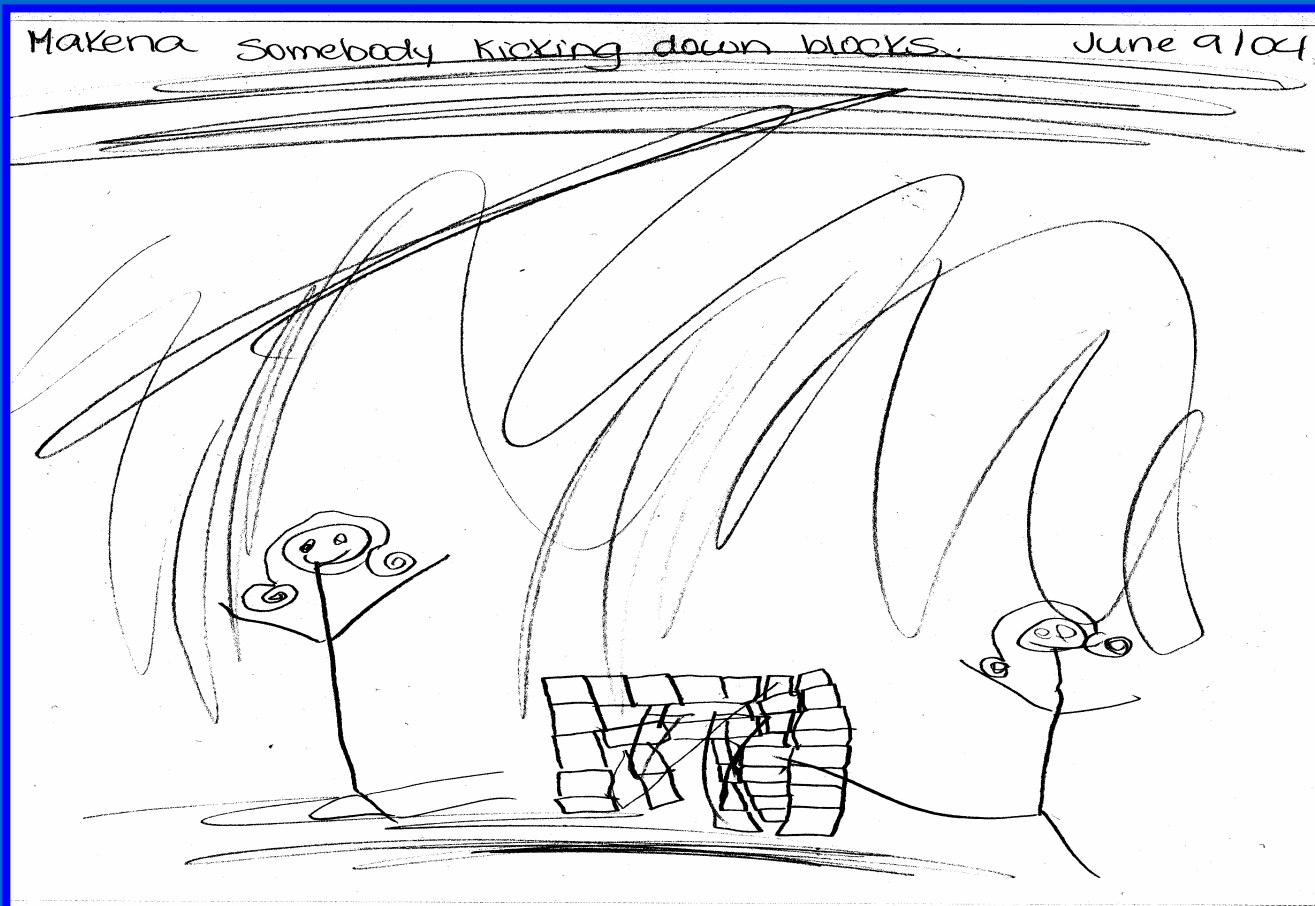


I'm not going to help you.
"Not Friendly"

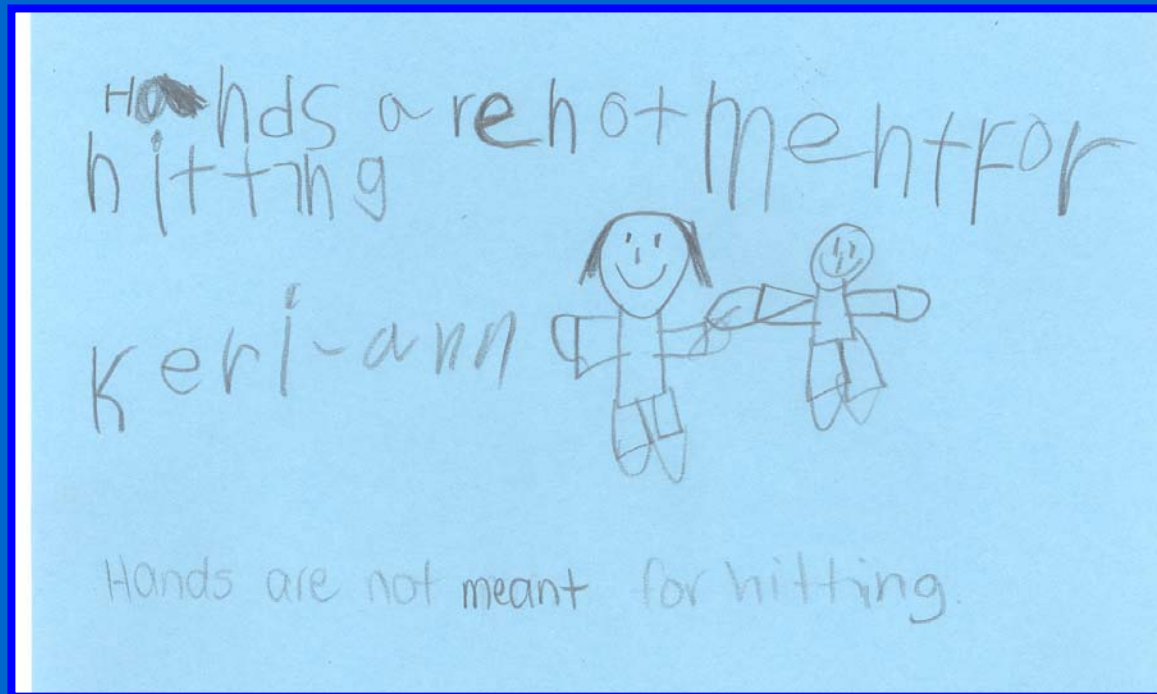
Maxena
June 9/04



Friendly / not Friendly



Hands are not meant for hitting



Friendly Jar



AUSTIN GAVE A PLASTIC PERSON
TO GABRIEL WHEN HE POINTED
TO ONE

Evaluation Overview of Safe Spaces

➤ **Objective:**

To evaluate both the short-term and long-term effectiveness of the “Safe Spaces” Program in promoting young children’s social, emotional, and behavioural competencies.

➤ ***Key Components of the Evaluation***

- Link between theory and practice.
- Theoretical model: Functionalist approach to emotions.
- Developmental evaluation methodology.
- Evaluation of a “routine practice program” (Wilson et al., 2003).
- Assessment of implementation promotion and integrity.
- Quasi-Experimental (pre-test, post-test, matched comparison).
- Longitudinal design.

Research Activities to Date

➤ **Year One: Implementation Evaluation**

- **Participants:** *Staff at 5 child care centres in lower mainland implementing the Safe Spaces Program.*
- **Method:** *Interviews, questionnaires (e.g., Safe Spaces Implementation record, Caregiver Buy-in, Caregivers' Beliefs About Emotions).*
- **Early Findings:** *Positive view of Safe Spaces, Importance of leadership for program implementation, variability across settings.*

➤ **Year Two: Outcome Evaluation**

- **Participants:** *Children and staff across 8 centres (4 program, 4 control)*
- **Method:** *Interviews, questionnaires, observations*
- **Measures:** *Emotion knowledge, emotion understanding, moral sensibility, social competence (e.g., prosocial skills, bullying), Program beliefs, etc.*

Research Activities to Date

➤ **Research Supports**

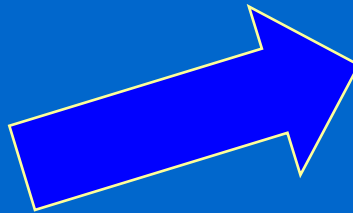
- *Collaboration with Westcoast is essential.*
- *Cooperativeness across centres for doing research*

➤ **Research Challenges**

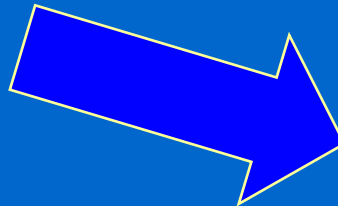
- *Cultural diversity (e.g., language issues).*
- *Transience of children in many of the centres.*
- *Variability of implementation across centres.*

Safe Spaces Study

**Study
Measures**



**Teacher
Report**



**Child Self
Report**

Safe Spaces Measures

Teacher Report

- ❖ **Child Behaviors with Peers** [Child Behavior Scale measures prosocial, antisocial/aggressive, and withdrawn behaviours with peers (Ladd & Profilet, 1996)]
- ❖ **Preschool Social Competence** (Preschool Competence Questionnaire, Olson, 1984)
- ❖ **Features of Preschoolers' Friendships** (e.g., Ladd, Kochenderfer, & Coleman, 1996; Sebanc, 2003)
- ❖ **The Emotion Questionnaire** (Rydell et al., 2003)
- ❖ **Children's Behaviour Questionnaire-CBQ** (Rothbart, 1996): Temperament

Safe Spaces Measures

Child Self Report

- ❖ **Emotion Expression Labeling** (Denham, 1986)
- ❖ **Emotion Comprehension** (Harris, Pons, & Rosnay, 2003)
- ❖ **Moral Beliefs Questionnaire** (Dunn, Cutting, & Demetriou, 2000)
- ❖ **Emotional Understanding** (Cassidy, Parke, Butkovsky, & Braungart, 1992)
- ❖ **Empathy** (Bryant, 1986)
- ❖ **Mixed Emotions** (Brown & Dunn, 1996)

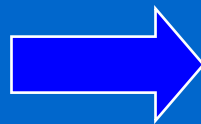
Safe Spaces Measures

Child Self Report

Emotion Expression Labeling (Denham, 1986)

There are two types of measures:

- ❖ Expression identification via verbal naming and nonverbal pointing
- ❖ The child is required to label the emotion of a protagonist in each of 18 different stories representing four basic emotions



Safe Spaces Measures

Child Self Report

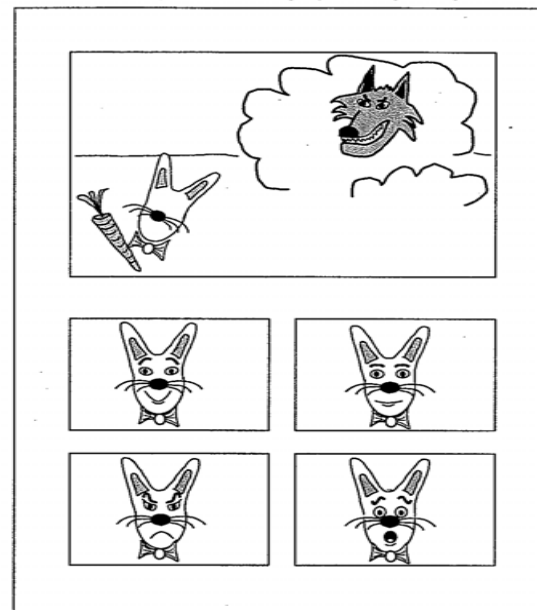
Emotion Comprehension

(Harris, Pons, & Rosnay, 2003)

Examines children's understanding of emotions by assessing individual children's ability to understand nine different components of emotions

Figure 2

Example of cartoon scenario and emotional outcomes (Component IV – Belief). Note that children were invited to lift the cover concealing the fox and to replace it before their choice



Safe Spaces Measures

Child Self Report

Moral Beliefs Questionnaire (Dunn, Cutting, & Demetriou, 2000)

- ❖ Assesses young children's conceptions of transgressions with friends and non-friends
- ❖ **Example:**
 1. If (best friend) calls you names, is that okay or not okay?
 2. If you **break something** that (best friend) was playing with, is that okay or not okay?

Safe Spaces Measures: Child Self Report

Emotional Understanding





(Cassidy, Parke, Butkovsky, & Braungart, 1992)

- ❖ **Interview** designed to study children's understanding of emotions
- ❖ Children are shown **four photographs**, each of a single same sex child posing one of the following emotions: Happiness, sadness, anger, and fear
- ❖ **Example:** Identification of the emotion, Experience of the emotion, Circumstances leading to the emotion, Expression of the emotion, Action responses to the display of the emotion, Feeling responses to the display of the emotion)

Safe Spaces Measures

Child Self Report

Empathy (Bryant, 1986)

FEELING	YES	NO
I feel sorry for other kids who don't have toys and clothes.		
It makes me sad to see a child who can't find anyone to play with.		

- Thank you!
- Questions.

Selected References

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- ❖ Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Books.
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- ❖ Yun Dai, D. & Sternberg, R.J. (2004). *Motivation, Emotion, and Cognition: Integrative Perspectives on Intellectual Functioning and Development*. London: Lawrence Erlbaum Associates, Publishers.
- ❖ Zins, J.E., Weissberg, R.P., Wang, M.C., & Walberg, H.J. (2004). *Building Academic Success on Social and Emotional Learning: What does the Research Say?* New York: Teachers College Press.

A Few Useful Websites

- ❖ www.casel.org Centre for Academic and Social and Emotional Learning
- ❖ <http://www.goodcharacter.com/> (some good teaching guides)
- ❖ <http://www.esrnational.org/> Educators for Social Responsibility
- ❖ <http://www.uic.edu/orgs/ame/> Association for Moral Education
- ❖ <http://www.casel.org/PromotingAcademicAchievement.pdf> (a paper linking social - emotional learning to achievement)
- ❖ <http://www.whitehouse.gov/infocus/character/character-community-conf.pdf> (papers presented at a conference on character and community presented at the Whitehouse in June, 2002)
- ❖ <http://www.prevention.psu.edu/> (prevention programs and research)
- ❖ <http://www.colorado.edu/cspv/blueprints/Default.htm> (Model programs)
- ❖ <http://tiger.uic.edu/~Inucci/MoralEd/> (Resources and research in moral education)

Useful Websites (cont'd)

- **Development Studies Center**
- <http://www.devstu.org/>
- This center is dedicated to children's intellectual, ethical and social development. This site is a great resource for teachers. It outlines the center's school-based program as well as after school programs. Parents should check it out too. The center's website gives parents some direction in terms of their involvement in their children's development. It's a very comprehensive site.
- **Studies in Moral Development and Education**
- <http://www.uicedu/~lnucci/MoralEd/>
- This provides a very in-depth look at moral development. There are links to the latest practices and activities in the area moral development. It highlights featured articles on issues of moral development and books of interest. You can also visit this site to see some of the classroom practices that are associated with moral development or join the mailing list. It's all here!
- **Center for the Fourth and Fifth Rs: Respect and Responsibility**
- <http://www.cortland.edu/www/c4n5rs/>
- This center serves as a regional, state, and national resource in character education. A growing national movement, character education is essential to the task of building a moral society and developing schools which are civil and caring communities. THE CENTER disseminates articles on character education, sponsors an annual summer institute in character education, publishes a Fourth and Fifth Rs newsletter, and is building a network of "Fourth and Fifth Rs Schools" committed to teaching respect, responsibility and other core ethical virtues as the basis of good character. Character education holds that there are universally important ethical virtues such as respect, responsibility, trustworthiness, fairness, caring, courage, self-control, and diligence. Character means living by these core virtues -- understanding them, caring about them, and acting upon them.
- **Lots and lots of links to related websites**
- **Roots of Empathy Primary Prevention Program**
- <http://www.rootsofempathy.org/>
- This website provides detailed information about a classroom-based prevention program designed to foster empathy and prevent antisocial/aggressive in children in grades Kindergarten to grade 8.
- What is Roots of Empathy™?
- It's a rich, vital, and highly rewarding classroom parenting Roots of Empathy™ that teaches human development and nurtures the growth of empathy. A baby and parent(s) visit a classroom once a month for a 10-month period. A Roots of Empathy™ instructor works with students before, during, and after each visit. Students learn about parenting, about themselves, about how others feel, and teachers almost always learn something new about their students. All the learnings springboard from visits with the baby.
- **The Search Institute**
- <http://www.search-institute.org/>
- (From the description on the web) Search Institute is an independent, nonprofit, nonsectarian organization whose mission is to advance the well-being of adolescents and children by generating knowledge and promoting its application. Search Institute conducts research and evaluation, develops publications and practical tools, and provides training and technical assistance. The institute collaborates with others to promote long-term organizational, and cultural change that supports the healthy development of all children and adolescents.