



Social-emotional Skills for Thriving and Relating at School (SSTRS)

What is the SSTRS Program?

The SSTRS Program is a school readiness intervention developed at Oregon Social Learning Center. The program uses and expands on the curricula from the evidence-based Kids In Transition to School (KITS) program. SSTRS is designed to strengthen children's social-emotional skills at the beginning of kindergarten via a two-generational program:

★ **For parents:** Prior to kindergarten, a 10-session workshop for parents and caregivers focusing on topics such as:

- Ways to increase children's learning at home
- Preparing children for the transition to school by establishing routines
- How to initiate home-school communication and school involvement for caregivers
- Strategies to encourage children's positive behaviors at home and school

Caregivers attend weekly sessions online. Each session is 90 minutes. The first 8 sessions occur over the summer before the start of school, and the last 2 sessions happen once children have begun kindergarten.

★ **For students:** Once school begins, the child focused curriculum is delivered by the kindergarten teachers during their regular school day. The SSTRS curriculum uses direct instruction, role plays, and practice to teach social-emotional skills such as:

- Self-regulation (e.g. teacher-preferred skills such as sitting still during instruction and raising hands)
- Social skills (e.g. sharing, making friends, joining a game and being a good sport, cooperation and problem solving)
- Emotion knowledge (e.g. recognizing feelings, handling big feelings in helpful ways)

There are 40 lessons, intended to be delivered 5 days a week for 8 weeks. The lessons last 20-25 minutes. These include scripted, direct instruction lessons and activity lessons that provide opportunities to practice the social-emotional skills.

★ **For Educators:** Teachers, instructional assistants, and classroom aides are trained in the KITS positive behavioral and social-emotional support model. This approach emphasizes prevention and redirection strategies to promote positive, cooperative classroom behaviors, while embedding practice of social-emotional learning for student's school success. During implementation, SSTRS teachers attend weekly professional development meetings with their coach and receive support and technical assistance in areas such as:

- Positive behavior support strategies and individualized problem-solving
- Strategies for embedding social-emotional learning from the SSTRS curriculum
- Team building and teacher-to-teacher social-emotional support

For more information about the SSTRS Program, please contact Dr. Katherine Pears, Program Director (katherinep@oslc.org; 541-485-2711), or Deena Scheidt, Program Coordinator (deenas@oslc.org; 541-485-2711) or visit www.kidsintransitiontoschool.org.