



The *Second Step* Program Promotes

- School success
- School connectedness
- Safe and respectful school climate

By directly teaching students the skills that strengthen their ability to:

- Learn
- Manage emotions
- Have empathy
- Solve problems

Skills for Learning

- Students who can self-regulate are better able to participate in and benefit from classroom instruction.
- The program promotes development of students' self-regulation skills. It provides practice through games for Kindergarten–Grade 3 and through instruction in Skills for Learning across all grades.
- Skills for Learning are necessary for having empathy, managing emotions, and solving problems. The Skills for Learning are woven into all units.

Empathy

- Being able to feel or understand what another person is feeling prepares students to manage their own strong emotions and solve interpersonal problems with others.
- The program teaches students skills for identifying emotions in themselves and others, labeling these emotions, and taking the perspectives of others.
- These skills are the basis for helpful and socially responsible behavior. Having empathy is also related to academic success.

Emotion Management

- Students who can recognize strong emotions and calm down cope better and are less prone to aggressive behaviors.
- The program teaches students proactive strategies that help prevent strong emotions from escalating into negative behaviors.
- Calm students are better able to use other skills, such as problem solving, to help them get along better with others and make good choices.

Problem Solving

- Students who can solve interpersonal conflicts with peers are less likely to engage in impulsive or aggressive behaviors.
- The program teaches students to use four Problem-Solving Steps after calming down.
- Creating a neutral problem statement, generating safe and respectful solutions, and evaluating the consequences of these solutions steers students toward selecting prosocial solutions.

The *Second Step* Program Prevents

- Problem behaviors
- Peer rejection
- Impulsivity
- Antisocial behavior
- Low academic achievement

By developing students':

- Self-regulation skills
 - Social-emotional competencies
 - School connectedness
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