Handout 1: K–5 Visual Review of Research

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.[1, 2]

- 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.[3–7]

- 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.[1, 4, 7]

Emotion Management

- Students who can recognize strong emotions and calm down cope better and are less prone to aggressive behaviors.[8, 9]

- 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.[10–13]

- 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
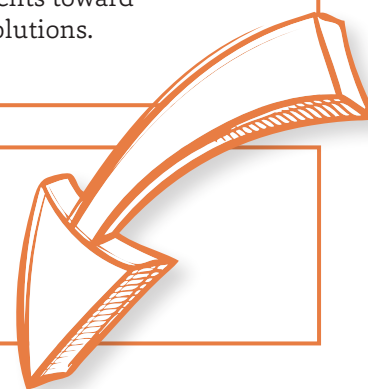
Handout 1: K–5 Visual Review of Research (continued)

References

1. McClelland, M. M., Ponitz, C. C., Messersmith, E. E., & Tominey, S. (2010). Self-regulation: The integration of cognition and emotion. In R. Lerner (Series Ed.) & W. Overton (Vol. Ed.), *Handbook of lifespan human development, Vol. 4. Cognition, biology, and methods* (pp. 509–553). Hoboken, NJ: Wiley.

2. Thompson, R. A., & Raikes, H. A. (2007). The social and emotional foundations of school readiness. In D. F. Perry, R. K. Kaufmann, & J. Knitzer (Eds.), *Social and emotional health in early childhood: Building bridges between services and systems* (pp. 13–37). Baltimore, MD: Paul H. Brookes.

3. Arsenio, W. F., Cooperman, S., & Lover, A. (2000). Affective predictors of preschoolers' aggression and peer acceptance. *Developmental Psychology, 36,* 438–448.

4. Denham, S. A., Brown, C., & Domitrovich, C. E. (2010). "Plays nice with others": Social-emotional learning and academic success. *Early Education and Development, 21*(5), 652–680. doi:10.1080/10409289.2010.497450

5. Eisenberg, N., Eggum, N. D., & Di Giunta, L. (2010). Empathy-related responding: Associations with prosocial behavior, aggression, and intergroup relations. *Social Issues and Policy Review, 4*(1), 143–180. doi:10.1111/j.1751-2409.2010.01020.x

6. Izard, C., Fine, S., Schultz, D., Mostow, A., Ackerman, B., & Youngstrom, E. (2001). Emotion knowledge as a predictor of social behavior and academic competence in children at risk. *Psychological Science, 12*(1), 18–23.

7. Raver, C. C., & Knitzer, J. (2002). *Ready to Enter: What research tells policymakers about strategies to promote social and emotional school readiness among three- and four-year-old children* (Policy Paper No. 3). New York: National Center for Children in Poverty, Columbia University Mailman School of Public Health.

8. McLaughlin, K. A., Hatzenbuehler, M. L., Mennin, D. S., & Nolen-Hoeksema, S. (2011). Emotion dysregulation and adolescent psychopathology: A prospective study. *Behaviour Research and Therapy, 49*(9), 544–554. doi:10.1016/j.brat.2011.06.003

9. Vitaro, F., Brendgen, M., Larose, S., & Tremblay, R. E. (2005). Kindergarten disruptive behaviors, protective factors, and educational achievement by early adulthood. *Journal of Educational Psychology, 97*(4), 617–629. doi:10.1037/0022-0663.97.4.617

10. Duckworth, A. L., Tsukayama, E., & May, H. (2010). Establishing causality using longitudinal hierarchical linear modeling: An illustration predicting achievement from self-control. *Social Psychology and Personality Science, 1*(4), 311–317.

11. Durlak, J. A., Weissberg, R. P, Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1), 405–432. doi:10.1111/j.1467-8624.2010.01564.x

12. Naglieri, J. A., & Rojahn, J. (2004). Construct validity of the PASS theory and CAS: Correlations with achievement. *Journal of Educational Psychology, 96*(1), 174–181. doi:10.1037/0022-0663.96.1.174

13. Orpinas, P., & Horne, A. M. (2006). *Bullying prevention: Creating a positive school climate and developing social competence.* Washington, DC: American Psychological Association.

Handout 2: Skills for Learning Overview

Why Skills for Learning Matter

To be successful in school, students must be able to regulate their emotions, thoughts, and behaviors. The skills required to do this are known as "self-regulation skills." The *Second Step* program promotes development of self-regulation by teaching skills for learning, such as focusing attention, listening, being assertive, and using self-talk.

Students with more ability to self-regulate are more likely to:

- Have better math, literacy, and vocabulary skills
- Have higher academic achievement
- Graduate from high school
- Choose prosocial responses

Students with less ability to self-regulate are at greater risk for:
- Low academic achievement
- Emotional and behavioral problems
- Peer rejection
- Dropping out of school
- Expulsion from school

Skills for Learning

Focus Attention · Listen · Ignore distractions · Be Assertive · Use Self-Talk

---

Additional Key Concepts

- Listening and focusing attention involve using your ears, eyes, and brain.
- Focusing attention and listening help you be a better learner.
- Being assertive is a respectful way to get what you want or need. It's the best way to ask for help.
- Your brain gets smarter every time it works hard.
- The more you practice a skill, the better you get at it.

Additional Key Words

Rules, focusing, focused, distract, distracted, distraction, concentrate, on task, repeat, directions, respect, respectful, respected, disrespected, calm, firm, passive, aggressive
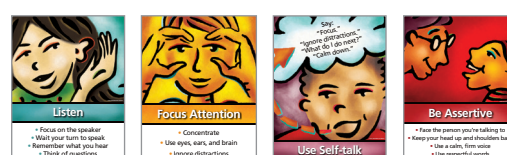

Additional Classroom Visual Aids

These visual aids come with your kits. Register the Program Activation Key in your Teaching Materials Notebook to download digital versions from SecondStep.org, or purchase extra copies by calling 800-634-4449.

Kindergarten–Grade 1: Listening Rules Cards

Voice Quiet (Put finger to lips) · Eyes Watching (Put fingers to corners of eyes) · Ears Listening (Cup ears with hands) · Body Still (Hug torso with both arms)

Grades 2–3: Skills for Learning Cards

Listen · Focus Attention · Use Self-talk · Be Assertive

Handout 3: Empathy Overview

Why Empathy Matters

Empathy is a key ingredient in the development of positive social behaviors. It's necessary for social-emotional competence and contributes to academic success.

Being able to identify, understand, and respond in a caring way to how someone is feeling provides the foundation for friendships, cooperation, coping, and conflict resolution, all of which contribute to student success in school.

Students with higher levels of empathy are more likely to be:

- Academically successful
- Accepted by peers
- Socially skilled
- Less aggressive
- Emotionally supportive of others

Students with lower levels of empathy are at greater risk for:

- Lower academic achievement
- Peer rejection
- Classroom discipline problems

Empathy
is feeling or understanding what someone else is feeling.

Look at her face and body for clues.

What is his point of view?

How does she feel?

How can I help?

What is a kind thing to say?

Compassion is empathy in action!

Additional Key Concepts

- All feelings are natural.
- Feelings can be comfortable or uncomfortable.
- People can have similar or different feelings or perspectives about the same situation.
- It's possible to have more than one feeling at a time.
- Feelings can change.
- Compassion means saying kind words or doing something helpful to show you care about how another person feels.

Additional Key Words

Perspective, similar, different, appreciate, caring, helping, concern, accident, on purpose, responsible, apologize, jump to conclusions, prejudice, comfortable, uncomfortable

Feelings Vocabulary

Happy, sad, angry, mad, scared, surprised, disgusted, interested, calm, jealous, confident, curious, embarrassed, proud, annoyed, amused, grateful

Handout 4: Emotion-Management Overview

Why Emotion Management Matters

Teaching students to recognize strong feelings and use Calming-Down Steps to stay in control is an effective way to increase coping and reduce aggression and other problem behaviors. Keeping strong emotions from escalating and driving behavior allows students to use other skills taught in the *Second Step* program, such as effective communication, assertiveness, negotiation and compromise, and problem solving.

Students with effective emotion-management skills are more likely to:

- Get along with peers and make good choices
- Cope with strong emotions and express them in socially acceptable ways
- Be successful in school

Students with less-effective emotion-management skills are more likely to:

- Be aggressive
- Abuse substances
- Have less social-emotional competence
- Have difficulty behaving in socially skilled ways
- Act impulsively on their emotions

Additional Key Concepts

- Focusing attention on your body gives you clues about how you're feeling.
- When you feel strong feelings, it's hard to think clearly.
- Unmanaged, strong emotions can lead to negative behaviors and consequences.
- Calming down strong emotions helps you think clearly so you can avoid jumping to conclusions or escalating conflicts.
- Everyone feels angry sometimes, but hurting other people's feelings or bodies is not okay.

Additional Key Words

Thinking part of the brain (cortex), feeling part of the brain (amygdala), assumptions, revenge, tense, relaxed, belly or deep-centered breathing

Feelings Vocabulary

Worried, anxious, nervous, impatient, frustrated, excited, disappointed, irritated

Handout 5: Problem-Solving Overview
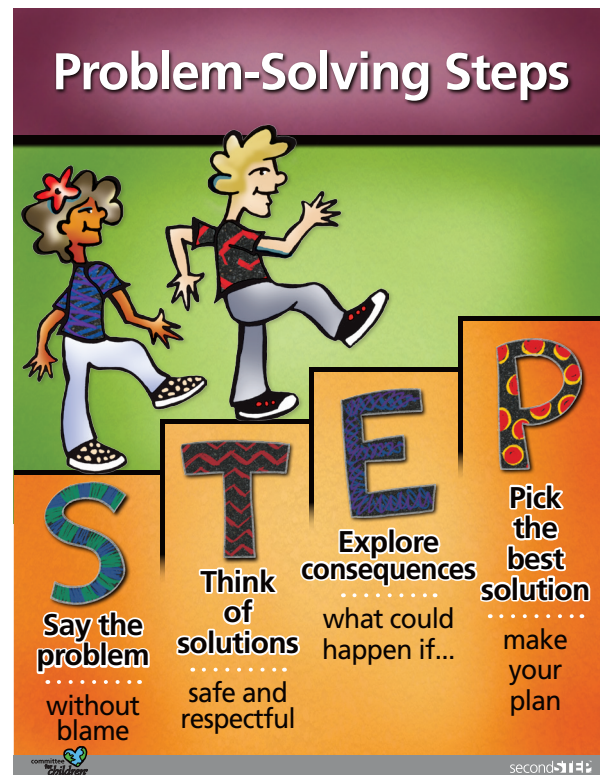
Why Problem-Solving Matters

Teaching problem-solving skills helps reduce impulsive behavior, improve social competence and friendships, and prevent violence. *Second Step* skills are designed to build students' ability to handle interpersonal conflicts effectively. Students capable of calming down and solving their own problems are more successful in school and in their interpersonal relationships.

Students with stronger problem-solving skills are more likely to be:

- Academically successful
- Socially adjusted
- Less impulsive
- Less aggressive

Students with weaker problem-solving skills are more likely to:

- Interpret others' behaviors toward them as hostile
- Respond aggressively to conflict

Problem-Solving Steps

S — Say the problem
without blame

T — Think of solutions
safe and respectful

E — Explore consequences
what could happen if...

P — Pick the best solution
make your plan

Additional Key Concepts

- Calming down first helps you think so you can solve problems.
- Being assertive is safe and respectful. It can help you resist negative peer pressure.
- Taking responsibility for your actions is respectful. You may need to make amends.
- Some solutions to problems are complicated and need a plan.
- Seeking help from a trusted adult is sometimes the best solution.

Additional Key Words

Solution, blame, invite, admit, make amends, responsibility, ignore, name-calling, compassionate, peer pressure, gossip, fair, share, play together, trade, take turns

Feelings Vocabulary

Fed-up, exasperated, guilty, left out, excluded, offended

Additional Classroom Visual Aid

Kindergarten and Grade 1: Fair Ways to Play

This poster comes with your kits. Register the Program Activation Key in your Teaching Materials Notebook to download a digital mini-version from SecondStep.org, or purchase extra copies by calling 800-634-4449.

Handout 6: Anticipate, Reinforce, Reflect Process

For long-term effectiveness, the language and skills presented in the *Second Step* program must be applied to daily activites. Use this three-step Anticipate, Reinforce, Reflect (ARR) Process to integrate them into your day.

Anticipate

Have students **Anticipate** which *Second Step* skill they might need to use during the activity.

Reinforce

Notice when students are using a skill and **Reinforce** the behavior with specific feedback.

Model the skills in front of students.

Remind students to use their skills.

Reflect

Have students **Reflect** on what *Second Step* skills they used during an activity and how the skills helped them.