secondSTEP®
Kindergarten–Grade 8

Steps to Respect®
A Bullying Prevention Program

Implementation and Evaluation Support

Implementation Best Practices

Long-term commitment equals long-term success! Whether you're using our *Second Step* or *Steps to Respect* program, the following implementation best practices can help you get off to a good start and keep it going successfully. For more information and implementation tools, visit our websites (see below).

1 Motivate

Motivating your school staff, families, and the community to commit to and participate in the *Second Step* and *Steps to Respect* programs is crucial to successful implementation. When the community is ready to adopt the program and excited to see it used in your school, the overall chances of achieving positive student outcomes increase.

2 Prepare

Prepare to implement the *Second Step* and *Steps to Respect* programs by ensuring that all plans, policies, procedures, people, and materials are ready at the beginning of each year. Some first-year implementation options are pilot classrooms, all students within a grade, or all students at all grades. Launch your program with a kick-off assembly, email announcement, newspaper article, or local media coverage.

3 Train

It's important that all school staff be introduced to the program and its prevention goals through initial and ongoing training. All staff members can take an active role in teaching and modeling program skills and concepts throughout the day, both in and out of the classroom.

4 Support

You are more likely to meet your program goals if you use the *Second Step* and *Steps to Respect* programs consistently and with fidelity. Ongoing support that includes implementation monitoring, peer support, feedback, and encouragement will help ensure that the program is implemented well. When staff learn the skills taught in the program, they can help create a more comprehensive approach to social skills and prevention education.

5 Validate

Validation is an important step for confirming that the *Second Step* and *Steps to Respect* programs are working. This can entail formal data collection, analysis, and reporting, but also may include sharing success stories at staff meetings and with the wider school community. Confirmation that the program is being taught accurately and is producing positive outcomes will help maintain motivation and guide future implementation plans. Flip this flyer over to learn more about program evaluation.

6 Sustain

The overarching goal of implementation is to sustain the program's effectiveness over the long term. Taking steps to deepen, broaden, and continually improve implementation over time is a key to maintaining *Second Step* and *Steps to Respect* program success.

Download Tools

You can download tools to support implementation, such as worksheets, surveys, and checklists.

Go to secondstep.org for *Second Step* Kindergarten–Grade 5 (© 2011) or middle school (© 2008).

Go to our online community for the *Steps to Respect* program or the 2002 *Second Step* program.

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Evaluate Your Success

Evaluations generally serve two functions: Continuous improvement in prevention efforts and accountability to district, community, and federal officials. Schools are increasingly expected to provide and use data for improvement efforts. Prevention programs can be enhanced greatly by adopting a research strategy in which evaluation findings inform continual program refinement. In addition, schools are increasingly being held accountable for demonstrating effective use of federal and state funding.

Three-Step Evaluation Guide

1 Develop an Evaluation Plan

It's best to develop an evaluation plan early in the implentation process. If your evaluation will be a complex undertaking, consider working with experienced consultants from your district or local university.

2 Select a Type of Evaluation

There are three main types of evaluation: needs assessment, process evaluation, and outcome evaluation. Needs assessment is a helpful first step in identifying program outcomes for outcome evaluation and can provide a baseline to which yearly program results are compared. If grant funding is sought, needs assessment can also provide a data-driven rationale for funding. Process evaluation gives you a picture of your school's implementation strengths and challenges during the school year and from year to year. Outcome evaluation helps you determine whether program objectives have been achieved. Confirming that the program is producing positive outcomes will help keep everyone motivated and guide future implementation.

3 Determine Data Needs and Evaluation Tools

To determine what data you'll need to collect, answer the following questions:
• What are your overall goals?
• What particular questions are you trying to answer?
• Who is the audience for your findings?
Once you answer these questions, design a simple system for collecting and tracking the data.

Discipline referrals are a valuable data source and typically a part of outcome evaluations of the *Second Step* and *Steps to Respect* programs. For guidance in collecting such data, download the Using Discipline Referral Data PDF from our website (see below).

In addition, the Web-based School-Wide Information System (SWIS), developed at the University of Oregon, is a highly effective tool for collecting and managing discipline data. See www.swis.org.

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