

Aligning Safe & Civil Schools *and* the Second Step Program

 Safe & Civil Schools / PBIS	Level / RTI Tier	 The Second Step Program	How They Work Together
<p>FOUNDATIONS:</p> <p>Staff regularly review data on safety, climate, and discipline to choose a manageable number of priorities for improvement (such as improving behavior in the hallway or improving student-to-student respect). Once a priority is agreed on, proposals for addressing that priority are prepared and presented to staff. Proposed implementation follows the STOIC model described on the back of this chart. Once staff agree on a comprehensive plan, that plan is implemented, and data are collected to determine if the plan is effective. This process establishes a cycle of continuous improvement. Over time, procedures and lessons are developed on schoolwide behavioral expectations for all students (walking in hallways, keeping hands and feet to themselves, for example), along with supervisory expectations for staff.</p>	<p>SCHOOLWIDE / TIER 1</p>	<p>The <i>Second Step</i> program teaches skills for learning, self-regulation, empathy, emotion management, friendship, and interpersonal problem solving. When the program is taught and reinforced schoolwide, staff and students have the following in common: a language, a set of explicit skills, and a framework for prosocial norms and expectations.</p>	<p>When <i>Foundations</i> and <i>Second Step</i> work in tandem, there are numerous benefits to staff and students. The continuous cycle of improvement works to create a safe atmosphere as well as a climate of respect among staff and students. This climate allows students to more easily use and practice the social and emotional skills they are explicitly taught in <i>Second Step</i> because they are less likely to be in constant states of agitation and/or distress. When all staff members are familiar with the <i>Second Step</i> language and skills, they are empowered to help students focus on learning, managing their emotions, getting along with peers, and responding positively to authority figures. This further reduces the schoolwide issues addressed by <i>Foundations</i> in regard to safety, climate, and discipline.</p>
<p>CLASSROOM MANAGEMENT:</p> <p><i>CHAMPS: A Proactive and Positive Approach to Classroom Management</i> is based on the STOIC model described on the back of this chart. All teachers learn to establish a classroom STRUCTURE that fits their subject, grade level, and needs of the students. They learn to directly TEACH and re-teach students how to be successful within that structure. Each day, they OBSERVE student behavior in order to INTERACT positively with students (building relationships and providing encouragement) and to CORRECT misbehavior calmly and consistently.</p>	<p>CLASSROOM / TIER 1</p>	<p>Even if children are able to recite expected behaviors and demonstrate them when asked, they may struggle to meet behavioral expectations when they are overwhelmed by strong emotions in the course of the school day.</p> <p>The <i>Second Step</i> program teaches students explicit self-regulation and emotion management skills that they can use under stressful conditions. It also teaches a process for solving problems with other students in a positive way.</p>	<p>When the CHAMPS approach is implemented, students understand what is expected of them and the positive or negative consequences of their actions. They are set up for positive relationships with their teachers and for behavioral and academic success, which reduces the likelihood they will become overwhelmed and make negative choices.</p> <p>When the <i>Second Step</i> program is also taught, students learn to calm down, think through their choices without simply reacting, and solve problems in a positive way. With the ability to calm down and stay in control, students are better able to meet schoolwide and classroom behavioral expectations.</p>
<p>INTERVENTIONS:</p> <p>When an individual student does not respond to the Tier 1 procedures outlined above, staff implement individualized, function-based interventions. Classroom teachers are trained to implement early-stage interventions such as planned discussions and goal setting. If those interventions are unsuccessful, a problem-solving team or interventionist (counselor, social worker, or psychologist) designs and implements an individualized behavior improvement plan. These problem-solving processes and behavior improvement plans should match the intensity of intervention to the intensity of student need.</p>	<p>INDIVIDUAL STUDENTS / TIERS 2 AND 3</p>	<p>TIER 2: Some schools use the <i>Second Step</i> program in small groups and have had measurable success doing so. Because the program is designed as a Tier 1 universal intervention, the best small-group interventions are those designed to complement the classroom program.</p> <p>Typically these Tier 2 interventions pre-teach <i>Second Step</i> lessons in the small group before they are presented to the whole class. Students in the small group are thus introduced to lesson content before they encounter it in the whole class setting.</p> <p>TIER 3: Although the <i>Second Step</i> program is not a Tier 3 strategy, the core self-regulation and social-emotional skills taught in the program can inform Tier 3 interventions. These skills are foundational to academic and behavioral success.</p>	<p>Though a Tier 1 universal intervention, the <i>Second Step</i> program complements Tier 3 interventions by teaching the social-emotional and self-regulation skills required for success in the classroom. Individualized interventions might incorporate or build on elements of the <i>Second Step</i> program as needed.</p>

Structure your classroom for success. The way the classroom is organized (physical setting, schedule, routines and procedures, quality of instruction, and so on) has a huge impact on student behavior. Effective teachers thoughtfully structure their classrooms in ways that prompt responsible student behavior.

Second Step materials are designed to support a structured classroom environment. All elementary grade kits include posters for classroom display that reinforce the key skills taught in the *Second Step* lessons. The Kindergarten and Grade 1 kits include four Listening Rules Cards to cue and reinforce effective listening behaviors. The Grades 2-3 kits include four Skills for Learning Cards to cue and reinforce listening, focusing attention, using self-talk, and assertiveness.

Teach behavioral expectations to students. Effective teachers explicitly teach students how to behave responsibly and respectfully (in other words, to be successful) in every classroom situation—teacher-directed instruction, independent seatwork, cooperative groups, tests, and all major transitions.

The *Second Step* program explicitly teaches students skills directly related to social and academic success. These include skills for learning and for managing emotions. With the ability to listen, focus attention, use self-talk to stay on task, ask for help when needed, and calm down when experiencing strong emotions, students are better able to meet schoolwide and classroom behavioral expectations.

Observe and supervise. Effective teachers monitor student behavior by physically circulating whenever possible and visually scanning all parts of the classroom frequently. Effective teachers also use meaningful data to observe student behavior, particularly chronic misbehavior, in objective ways and to monitor trends across time.

The reinforcement strategies that are one of the core components of the *Second Step* program guide teachers to notice student behaviors and remind students of the skills they have learned, as needed. Each lesson also includes formative assessments so that teachers can assess individual children's grasp of *Second Step* skills over time.

Interact positively with students. Effective teachers focus more time, attention, and energy on acknowledging responsible behavior than on responding to misbehavior—what we call a high ratio of positive to negative interactions. When students behave responsibly, they receive attention and specific descriptive feedback on their behavior.

The *Second Step* reinforcement strategies guide teachers to notice and positively reinforce behaviors and skill use with specific feedback. The *Second Step* content provides frequent opportunities for positive teacher-student interactions.

Correct fluently. Effective teachers pre-plan their responses to misbehavior to ensure that they respond in a brief, calm, and consistent manner—ensuring that the flow of instruction is maintained. In addition, with chronic and severe misbehavior, teachers think about the function of the misbehavior ("Why is the student misbehaving?") and build a plan that helps the student learn appropriate behavior.

The *Second Step* posters provide helpful visual cues for teachers to address misbehavior with students in teachable moments throughout the day and to remind students of the steps to take to achieve desired behaviors.