ALIGNMENT CHART:
Whole School, Whole Community, Whole Child (WSCC)
Second Step

Second Step and the WSCC model share the common goals of supporting the safety, well-being, and success of students. This document outlines the alignment between the two.

WSCC was developed by the Centers for Disease Control and Prevention (CDC) and the Association for Supervision and Curriculum Development (ASCD). It is based on the ten components of the CDC's expanded Coordinated School Health approach and combines them with the five tenets of the ASCD's Whole Child approach.

WSCC: The Model

The focus of the WSCC model is an ecological approach directed at the whole school, with the school in turn drawing its resources and influences from the whole community and serving to address the needs of the whole child.

Alignment Overview

Ten Components of the CDC's Coordinated School Health Approach	
✔	**Health Education** • Alignment: 5 NHES Health Standards • Alignment: 12 CDC Characteristics of an Effective Health Education Curriculum
	Physical Education and Physical Activity
	Nutrition Environment and Services
✔	**Health Services**
✔	**Counseling, Psychological, and Social Services**
✔	**Social and Emotional Climate**
	Physical Environment
✔	**Employee Wellness**
✔	**Family Engagement**
	Community Involvement

Five Tenets of the ASCD Whole Child Approach	
✔	**Healthy.** Alignment: 4 Elements
✔	**Safe.** Alignment: 3 Elements
	Engaged
✔	**Supported.** Alignment: 1 Element
✔	**Challenged.** Alignment: 2 Elements

✔ = Supported by Second Step

Introduction to Second Step

Research-based Second Step is a universal prevention program designed to promote school success and school connectedness and to prevent problem behaviors by teaching self-regulation and social-emotional skills. It is developmental and sequential, with skills being reviewed and expanded on each year and gradually becoming more complex as students get older. The program provides clear schoolwide norms for prosocial behavior.

Second Step provides a fully integrated framework for protecting children and promoting social, emotional, and academic success. It includes the following:

Second Step Social-Emotional Learning (SEL)

Unit Topics for Student Lessons	
Kindergarten–Grade 3	Skills for Learning, Empathy, Emotion Management, Problem Solving
Grades 4 and 5	Empathy and Skills for Learning, Emotion Management, Problem Solving
Grades 6–8	Mindsets & Goals; Values & Friendships; Thoughts, Emotions, & Decisions; Serious Peer Conflicts

School Staff (All Grades)

One of the core components of Second Step SEL is that staff model all program skills, coach and cue students to use them, and notice and reinforce skill use in students with specific verbal feedback. All staff are encouraged to do this whether teaching the actual lessons or not.

Families (All Grades)

Another core component is family engagement. Take-home activities focus on the skills taught at each grade level. These encourage dialogue and engagement between adult family members and students, inform adults about the skills taught in the program, and give students and adults opportunities to practice the skills at home.
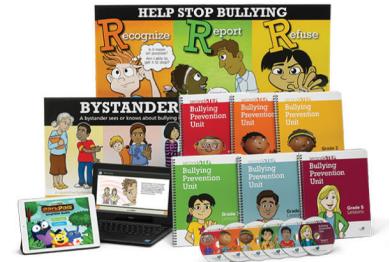
Second Step SEL Principal Toolkit: Kindergarten–Grade 5

This provides leadership essentials for schoolwide program success. Tools support reinforcement of skills in and out of the classroom; encourage positive behavior with consistent, common language; and strengthen efforts to create a safe, supportive environment.

Second Step Bullying Prevention Unit: Kindergarten–Grade 5

This research-based unit takes a 360-degree approach. It includes online training for administrators to help them refine and communicate bullying policies and procedures; online training for all staff to recognize and respond to bullying; lessons that teach students to recognize and report bullying to an adult; and interactive family materials.

Bullying prevention is also included in the core SEL program at grades 6–8.

Second Step Child Protection Unit: Early Learning–Grade 5

This research-based unit also takes a 360-degree approach. It includes online training for administrators to help them develop best-practice child protection policies and procedures; online training for all staff to recognize signs of abuse and neglect and respond appropriately; lessons that teach clear rules about touching safety and how to recognize, refuse, and report unsafe and abusive situations and touches. The website earlyopenoften.org has free videos for families that teach skills and resources to spark protective conversations. This content is also available in Spanish at abiertoyamenudo.org.

Mind Yeti®: Mindfulness for Children and Their Adults

This online, research-based program is designed for elementary-aged children and their adults to develop and apply mindfulness skills in school and at home. Guided short audio sessions target calming down, focusing attention, and connecting with gratitude and kindness to oneself, to others, and to the environment. It is an additional resource for K–5 students already using Second Step. Twelve free sessions are available at www.MindYeti.com.

Alignment of Second Step to Components of the CDC Coordinated School Health Approach

Health Education

The focus of the health education component is for students to acquire the knowledge, attitudes, and skills they need to make quality health decisions. It is recommended that curricula and instruction include alcohol and drug use, healthy eating, mental and emotional health, personal health and wellness, physical activity, safety and injury prevention, sexual health, tobacco use, and violence prevention.

Second Step resources teach many of the foundational skills and attitudes that support a subset of these health topics: emotional health, safety and injury prevention, prevention of

alcohol and other drug use, and violence prevention including bullying prevention.

It is also recommended that health education curricula address the National Health Education Standards and characteristics of an effective health education curriculum.

National Health Education Standards (NHES)

The chart below summarizes Second Step resources that support the NHES standards (see www.cdc.gov/healthyschools/sher/standards/index.htm).

NHES Health Standards	Second Step Alignment
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Not aligned
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	Not aligned
Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.	Not aligned
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	**Second Step SEL: Early Learning–Grade 5** • Listening skills • Assertive communication **Second Step Bullying Prevention Unit: All grades** • Assertive communication to refuse bullying behaviors and to report to an adult **Second Step Child Protection Unit: All grades** • Assertive communication to refuse unsafe or abusive situations or touches, and to report to an adult

NHES Health Standards	Second Step Alignment
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	**Second Step SEL:** • Problem-solving skills to avoid aggressive or harmful responses to conflict: all grades • Decision-making skills: Grades 6–8
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.	**Second Step SEL:** • Goal setting: Grades 6–8
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	**Second Step SEL at all grades builds social-emotional competence that research demonstrates is associated with positive life outcomes:** • Executive function and self-regulation (foundational to social-emotional competence): Early Learning–Grade 3 • Empathy and perspective-taking skills: all grade levels • Showing care and concern (compassion): all grade levels • Identifying one's own emotions: all grade levels • Emotion management: all grade levels • Interpersonal problem solving: all grade levels **Second Step Bullying Prevention Unit: All grades** • Recognizing, refusing, and reporting bullying behaviors **Second Step Child Protection Unit: All grades** • Recognizing, refusing, and reporting unsafe and abusive situations and touches **Mind Yeti:** • Mindfulness has been shown by research to be associated with indicators of well-being; it has been found to increase attention, emotion regulation, and social connection
Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.	**Second Step SEL:** • Assertive communication: Early Learning–Grade 5 • Asking for help or support: all grade levels **Second Step Bullying Prevention Unit: All grades** • Assertive communication to refuse and report bullying situations to an adult **Second Step Child Protection Unit: All grades** • Assertive communication to refuse and report unsafe or abusive situations or touches to an adult

Characteristics of an Effective Health Education Curriculum

The chart below summarizes how Second Step incorporates characteristics of an effective health education curriculum as identified by the CDC (see www.cdc.gov/healthyschools/sher/characteristics/index.htm).

Characteristics of an Effective Health Education Curriculum	Second Step Alignment
Focuses on clear health goals and related behavioral outcomes	Not aligned
Is research-based and theory-driven	All Committee for Children programs and resources are based on research and have identified logic models. Second Step SEL Grades K–5 is evidence-based.
Addresses individual values, attitudes, and beliefs	The Second Step lessons at Grades 6–8 teach how identifying personal values can help make good decisions.
Addresses individual and group norms that support health-enhancing behaviors	All resources provide clear expectations for prosocial behaviors and norms.
Focuses on reinforcing protective factors and increasing perceptions of personal risk and harmfulness of engaging in specific unhealthy practices and behaviors	Second Step SEL at all grades is based on prevention science research. It promotes social skills and school connectedness, which are protective factors that buffer against common risk factors associated with violence and aggression, substance abuse, low academic achievement, or school dropout.
Addresses social pressures and influences	Second Step SEL includes lessons at Grades 4 and 5 on peer pressure.
Builds personal competence, social competence, and self-efficacy by addressing skills	All Second Step programs and resources focus on building social competence.
Provides functional health knowledge that is basic, accurate, and directly contributes to health promoting decisions and behaviors	Not aligned.
Uses strategies designed to personalize information and engage students	All Second Step programs and resources are designed to be engaging. The Second Step Suite makes use of interactive teaching strategies and multimedia throughout.
Provides age-appropriate developmentally appropriate information, learning strategies, teaching methods, and materials	All Second Step Suite and resources are designed to use developmentally appropriate content, learning strategies, teaching methods, and materials. The Second Step SEL includes the following: • Varied learning strategies (puppets, songs, games, small and large group activities) • Engaging multimedia components (e.g., photos, videos, and visual aids) • Best-practice pedagogy to maximize learning and participation

Characteristics of an Effective Health Education Curriculum	Second Step Alignment
Incorporates learning strategies, teaching methods, and materials that are culturally inclusive	All Second Step SEL programs and resources include media that depict students from diverse backgrounds and include broad-based stories and scenarios.
Provides adequate time for instruction and learning	All Second Step SEL lessons are delivered weekly. The length of lessons varies by age of student, and lessons in Early Learning through Grade 5 include short daily practice activities for the rest of the week.
Provides opportunities to reinforce skills and positive health behaviors	All student lessons in Second Step include skill practice. Short daily skill practices are included at Early Learning through Grade 5. One of the core components of Second Step is that staff reinforce skill use in students. Suggestions are provided for every lesson and in the Principal Toolkit. Use of the Mind Yeti audio sessions one or more times a day is recommended. Sessions provide skill practice.
Provides opportunities to make positive connections with influential others	The advisory activities in the Second Step program for Grades 6–8 provide opportunities for students to make connections with influential people.
Includes teacher information and plans for professional development and training that enhance effectiveness of instruction and student learning	Second Step SEL at all grades includes online training for lesson implementers. Second Step Bullying Prevention Unit at all grades includes three modules of online training: • Module 1: for administrators to help them refine and communicate bullying policies and procedures • Module 2: for all staff to recognize and respond to bullying • Module 3: for teachers or counselors who will be delivering the lessons Second Step Child Protection Unit at all grades includes three modules of online training: • Module 1: for administrators to help them develop best-practice child protection policies and procedures • Module 2: for all staff to recognize signs of abuse and neglect and respond appropriately • Module 3: for teachers or counselors who will be delivering the lessons

Health Services

Wellness promotion is considered one aspect of the work of health service providers. Second Step programs and resources can contribute to wellness promotion by teaching social-emotional competence, including emotion management. Second Step SEL at Grades 7 and 8 includes lessons on coping with stress.

Counseling, Psychological, and Social Services

Second Step SEL is a universal prevention program designed to reduce problem behaviors and promote social-emotional competence. The units are designed to prevent bullying and unsafe or abusive situations and touches. Implementing Second Step schoolwide can be included as part of the prevention plan for a school.

Social and Emotional Climate

Second Step SEL can provide foundational support for a positive social and emotional school
climate when they are implemented in the following manner:

- The principal demonstrates strong leadership and support for schoolwide program implementation
- Every student receives lessons and does the daily practice activities
- All staff members model and reinforce skill use and use program vocabulary
- Families are engaged and encouraged to use the homework materials and other family resources

The addition of schoolwide implementation of the Bullying Prevention Unit and Child Protection Unit can help create and support a climate of safety. Students will be more likely to be protected from abuse by adults in the building and from bullying by their peers. Adults are also more likely to recognize when students are experiencing abuse or neglect or other types of adversity or trauma and to give them support.

Mind Yeti, when used widely by teachers and students together in classrooms, supports the skills being taught in the Second Step program and helps build a calm, positive, and caring school climate.

Employee Wellness

Second Step Suite program resources contribute to student social-emotional competence and reduced problem behaviors and bullying, and provide clear prosocial norms. These outcomes can reduce the level of stress experienced by staff.

Family Engagement

All grade levels of Second Step SEL and units have engaging, interactive family components. Mind Yeti can be done together by families and children. This aspect of Second Step programs and resources supports family engagement.

Alignment of Second Step to Tenets of the ASCD Whole Child Approach

The ASCD Whole Child approach approach has five tenets: being healthy, safe, engaged, supported, and challenged. Each tenet in turn has ten elements that serve as a needs assessment and a framework for making decisions and setting strategic goals.

Programs and resources can support some elements of four of the tenets, as shown below.

Tenet: Each student enters school HEALTHY and learns about practices of a healthy lifestyle	
Element	**Second Step Alignment**
1. Our school culture supports and reinforces the health and well-being of each student.	Implementing Second Step programs and resources schoolwide in a robust manner supports the social-emotional aspects of school culture.
2. Our school health education curriculum and instruction support and reinforce the health and well-being of each student by addressing the physical, emotional, mental, and social dimensions of health.	Second Step SEL teaches skills that support and reinforce the social-emotional dimensions of health.
3. Our school faculty and environment reinforce the health and well-being of each student and staff member.	One of the core components of Second Step is that staff model and reinforce skill use in students. So if all staff members model and reinforce skill use and use program vocabulary this element is supported.
7. Our school integrates health and well-being into the school's ongoing activities, professional development, curriculum, and assessment practices.	Implementing Second Step SEL schoolwide (as explained in the Principal Toolkit) would support the integration of social-emotional skill reinforcement into the school's ongoing activities.

Tenet: Each student learns in an environment that is physically and emotionally SAFE for students and adults

Element	Second Step Alignment
3. Our physical, emotional, academic, social school climate is safe, friendly, and student-centered.	Second Step SEL promotes prosocial norms that create a friendly and respectful climate. From Early Learning–Grade 5, the Bullying Prevention Unit and Child Protection Unit specifically address safety concerns. From Grades 6–8, the advisory activities in the Second Step program support the development of a safe, friendly, student-centered school environment.
6. Our school provides our students, staff, and family members with regular opportunities for learning and support in teaching students how to manage their own behavior, and reinforcing expectations, rules, and routines.	Second Step SEL is designed to prevent problem behaviors by teaching self-regulation and social-emotional skills. These skills help students manage their behavior and follow expectations and rules.
7. Our school teaches, models, and provides opportunities to practice social-emotional skills, including effective listening, conflict resolution, problem-solving, personal reflection and responsibility, and ethical decision-making.	Second Step SEL at all grades is designed to teach social-emotional skills. The range of skills taught includes listening skills, interpersonal problem-solving skills, and student reflection on skill use. In Grades 6–8, students learn to recognize and resolve conflicts with peers.

Tenet: Each student has access to personalized learning and is SUPPORTED by qualified, caring adults

Element	Second Step Alignment
10. All adults who interact with students both within the school and through extracurricular, co-curricular community-based experiences teach and model prosocial behavior.	One of the core components of Second Step is that staff model and reinforce skill use in students. So this element is supported if all staff members model and reinforce skill use and use program vocabulary as recommended.

Tenet: Each student is CHALLENGED academically and prepared for success in college or further study and for employment and participation in a global environment

Element	Second Step Alignment
3. Our school collects and uses qualitative and quantitative data to support student academic and personal growth.	The formative and summative assessments included in Second Step provide information about students' social-emotional skill development and their understanding of Second Step concepts.
6. Our curriculum and instruction include evidence-based strategies to prepare students for further education, career, and citizenship.	The Second Step K–5 Suite is evidence-based, and the program from Grades 6–8 is developed around evidence-based strategies—preparing students for education, career, and citizenship by teaching them skills foundational to academic and social success.

Second Step, a program rooted in social-emotional learning (SEL), helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive.

By creating Second Step's research-based SEL curriculum for Preschool through Grade 8 in combination with our Bullying Prevention and Child Protection Units, we've formed an integrated, comprehensive program that makes a difference. It's a difference you can feel the moment you open the doors to a Second Step school—a sense of safety and respect grounded in the social-emotional health and well-being of the entire school community.

Learn more at SecondStep.org or call us at 800-634-4449, ext. 1.