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
- Have empathy
- Manage emotions
- 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

By developing students’:
- Self-regulation skills
- Social-emotional competencies
- Low academic achievement
- School connectedness

Second Step: Skills for Social and Academic Success

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