






**ALIGNMENT CHART**

**Second Step® Programs and Student Support Frameworks (MTSS, RTI, and PBIS)**

	MTSS/RTI/PBIS Continuum			Second Step® Programs
<p><b>Tier 1</b> Primary Universal</p> 	<p><b>Description:</b> Teach foundational social-emotional skills to all students using high-quality instructional techniques. Strategies at this level are implemented with all children in a classroom or school.</p> <p><b>Strategies:</b> Set and teach classroom and schoolwide behavioral expectations for all students (e.g., walking in hallways, keeping hands and feet to themselves); establish recognition and correction systems; use data-driven decision-making.</p>	<p><b>≈80%</b> of students will master skills with this level of support.</p>	<p><b>Classroom Curriculum</b></p>	<p><b>Description:</b> The Second Step family of social-emotional learning (SEL) programs is a Tier 1, universal, classroom-based curriculum for teaching foundational social-emotional skills to all students, Early Learning through Grade 8.</p> <p><b>Strategies:</b> Second Step programs teach specific skills that strengthen students' growth mindset, emotion management, empathy, and problem-solving. With the ability to focus, listen, and stay calm and in control, students are better able to meet schoolwide behavioral expectations and attend to their learning.</p>
<p><b>Tier 2</b> Secondary Targeted</p> 	<p><b>Description:</b> Some students will require extra support in order to master the skills and behaviors taught at the universal level.</p> <p><b>Strategies:</b> Use small-group interventions aimed at teaching specific skill sets; use data-driven decision-making.</p>	<p><b>≈15%</b> of students will need this level of intervention in addition to the universal programming.</p>	<p><b>Small Groups</b></p>	<p><b>Description:</b> Some schools have had measurable success using Second Step programs in small groups. Since 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><b>Strategies:</b> Typically, these programs pre-teach Second Step lessons in the small group before they're presented to the whole class. This provides students in the small group with an introduction to lesson content before they encounter it in the whole-class setting.</p>
<p><b>Tier 3</b> Tertiary Indicated</p> 	<p><b>Description:</b> A small subset of students will need more intensive interventions in order to move toward mastery of the universal skills and behaviors.</p> <p><b>Strategies:</b> Create support plans that include individualized therapeutic supports; use data-driven decision-making.</p>	<p><b>≈5%</b> of students will need this level of intervention in addition to the universal programming.</p>	<p><b>Individuals</b></p>	<p><b>Description:</b> Although Second Step programs are not a Tier 3 strategy, the executive-function skills (such as focusing attention and inhibitory control) taught in Second Step® Early Learning and Second Step® Elementary, and the feeling calm and problem-solving skills taught at all grade levels, could inform Tier 3 interventions.</p>