

Second Step

Program Overview

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Program name

Second Step

Country of Origin

United States

Other Countries

Norway, Australia

Implementation level of the program

National

Type of Program

Evidence-based intervention

Description

A holistic approach to building supportive communities for every child through social-emotional learning. The second step is a social skills program for students from preschool to junior high school (ages 4-14 years), which is classroom-based with a distinct curriculum for each grade. It is designed to reduce impulsive, high-risk, and aggressive behaviors and increase children's social competence and other protective factors.

Age Range

3-7 years

Age Range Information

4-14 years old

Group Size

Individual work (teacher/ parent and child),
Small group activities (2-4 children) and bigger groups (more than 10 children)

SEL Skills Targeted

Relationship skills, Social awareness, Self-awareness, Self-management

Sequenced Activities

The program includes various sets of curricula for each age. Their goals are: reducing impulsive and aggressive behavior in young children by increasing their levels of social competence and empathy skills. Heart rate control and anger control. Part of the program is "Talking About Touching Early Childhood Kit," which is a personal safety program. It is part of a series that includes curricula for grades 1-3, 4-5 and 6-8. The kit can be integrated into early childhood programs. Most personal safety training programs teach children not to fall victim, while Step Two teaches you how not to fall victim because it is a primary prevention program. The objectives of the program are aimed at the skills deficit, which puts children at risk of violence, substance abuse, suicide, and dropping out of school. Second Step can be adopted as a basic skills curriculum for prevention education.

Active Learning

Each lesson consists of:

a coded 11" x 17" photo card with a story and discussion questions;

tapes and a video are available to reinforce concepts and encouraged the Role play between the children and teacher;

Through different teaching strategies, empathy training, impulse control, and anger management are provided. This helps children learn how to reduce social bias and encourage recognition of each other's different feelings and needs.

The program includes hard work with the family. There is a special curriculum that helps encourage children to share and more easily reveal their emotions and social perceptions. Through:

puppet scripts and work guidelines for parents.

142 books and resources for children are offered;

11 sets of paintings for discussion, depicting several different ethnic groups.

Outcomes / Results

Research 1

Short description of the "Effects Of Social-Emotional Education On Pre-Kindergarten Student Academic Achievement" (Starnes, 2017).

The aim of the study is: to determine whether students exposed to formalized social and emotional education in preschool achieve and possess more effective academic knowledge and skills in society, compared to their peers in preschool who have not been exposed to such training. To examine the dependent variable, archived student achievement data on the AABL (Admission Assessment for Beginning Learners) of Educational Records Bureau. This assessment method is research-based and is specifically designed to test a range of skills in children between the ages of 4 and 6, such as: quantitative and verbal reasoning, achieving early literacy and mathematical skills and achievements.

In 2015-2016, all students from preschool schools went through AABL test.

The sample consisted of two groups of children. The first study group of 22 students who were treated under the formalized program for social and emotional education. And a second study group of 41 students, which is not exposed to the formalized program for social and emotional education. The total number of students enrolled in the study was 63. (Starnes, 2017).

Implications

The study provides a unique picture and meaningful contribution to the body of literature of the effects of social and emotional education on a wider population. The study seeks to examine the

academic effects of socio-emotional learning, which has been less common in research to date, especially in young students. Looking at children from groups that are considered less at risk, our study presents a broader picture of the population's effects on social and emotional education. The results of the study show that preschool students taught through a formalized socio-emotional educational program show better academic performance as well as repercussive effects in other areas of development. What is impressive, however, is that the result is quite eloquent and indicative, despite the relatively small sample. The scope of the study includes a study of academic achievement in four areas - Quantitative Reasoning and Verbal Reasoning, Mathematics Achievement and Early Literacy Achievement. Through research in Quantitative Reasoning and Verbal Reasoning, the child's ability to apply and expand his knowledge in more complex ways is tested and measured, which requires higher-order thinking from the child. Mathematical achievements and achievements in early literacy provide information on the extent to which the child has understood and memorized effectively the taught content of the program. (ERB, 2014). The results and achievements of children who interacted with a formalized social-emotional education program are extremely strong, compared to their peers who have not been exposed to such training. This also applies to Quantitative Reasoning and Verbal Reasoning (Starnes, 2017).

The WWC identified 35 studies of Second Step published or released between 1989 and 2012 that focus on children classified with an emotional disturbance (or children at risk for classification). One study is within the scope of the Children Classified as Having an Emotional Disturbance review protocol but does not meet WWC evidence standards because there was insufficient evidence that the intervention and comparison groups were equivalent at baseline. Thirty-four studies are out of the scope of the Children Classified as Having an Emotional Disturbance review protocol because they have an ineligible study design.

Twenty studies do not use a sample aligned with the protocol. Less than 50% of the students in these studies are at risk for emotional disturbance or classified as emotionally disturbed and/or the students in these studies are not within the specified age or grade range.

Ten studies do not use a comparison group design or a single-case design.

Four studies are secondary analyses of the effectiveness of an intervention, such as a meta-analysis or research literature review (Starnes, 2017).

Additional Information

<https://ies.ed.gov>

<https://eric.ed.gov/>

<https://www.cfchildren.org/>

<https://www.secondstep.org/>

<https://digitalcommons.liberty.edu/>

References

Starnes, L. P. (2017). Effects of social-emotional education on pre-kindergarten student academic. Achievement [Doctoral Dissertation, Liberty University].
<https://core.ac.uk/download/pdf/141989863.pdf>

Weber, H. (2019). The Effects of the Second Step Curriculum on Challenging Behavior in First Grade. Dissertations, Theses, and Projects, 271. <https://red.mnstate.edu/thesis/271/>

Citation

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