Second Step programs and restorative practices in schools share the common goals of supporting the safety, well-being, and success of students by developing positive relationships, fostering school connectedness, and building social-emotional competencies. This document outlines the alignment between the programs and practices.

**Restorative Practices in Schools**

Restorative practices are a schoolwide approach to creating a positive school climate that's based on building, maintaining, and restoring relationships in the school community. Restorative practices include restorative justice, an approach to wrongdoing and harmful behavior based on repairing the harm that has been done and restoring relationships. Restorative justice includes the active participation of all involved—students, school staff, and (where appropriate) family members—in resolving the wrongdoings or conflict and restoring a sense of community. Being able to demonstrate relationship-building actions and respond to restorative questions is important for all involved in restorative practices. For more information about restorative practices, see page 5.

**Second Step® Programs**

Second Step programs are research-based programs for Early Learning through Grade 8 students. The programs are designed to promote school success, school connectedness, and a safe, respectful school climate, while also addressing problem behaviors. They do this by teaching self-regulation and social-emotional skills and by addressing bullying and unsafe behaviors. Second Step programs are developmental and sequential, building on skills and gradually becoming more complex as students get older. The programs provide clear schoolwide norms for prosocial behavior (behavior intended to help others).

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Second Step® Unit Topics for Student Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Learning</td>
<td>Skills for Learning, Empathy, Emotion Management, Friendship Skills, Problem-Solving, and Child Protection*</td>
</tr>
<tr>
<td>K–Grade 5</td>
<td>Growth Mindset &amp; Goal-Setting, Emotion Management, Empathy &amp; Kindness, Problem-Solving, Bullying Prevention*, and Child Protection*</td>
</tr>
<tr>
<td>Grades 6–8</td>
<td>Mindsets &amp; Goals; Recognizing Bullying &amp; Harassment; Thoughts, Emotions &amp; Decisions; and Managing Relationships &amp; Social Conflicts</td>
</tr>
</tbody>
</table>

*Units sold separately
School Staff (All Grades)
One of the core components of Second Step programs is that staff model all program skills, remind students to use them, and notice and reinforce skill use in students. All staff are encouraged to do this, whether teaching Second Step lessons or not.

Families (All Grades)
Weekly family communications encourage dialogue and engagement between adult family members and students, inform adults about the skills taught in Second Step programs, and give students and adults opportunities to discuss the skills at home.
### Second Step® Skills and Concepts for Early Learning–Grade 5

<table>
<thead>
<tr>
<th>Respect</th>
<th>Safety</th>
<th>Growth Mindset &amp; Goal-Setting</th>
<th>Emotion Management</th>
<th>Empathy &amp; Kindness</th>
<th>Problem-Solving</th>
<th>Bullying Prevention</th>
<th>Child Protection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respectful behaviors emphasized at all grade levels</td>
<td>Safe behaviors emphasized at all grade levels</td>
<td>Play patterns and goal-directed actions</td>
<td>Personal growth and change</td>
<td>Set goals and make plans to reach a goal</td>
<td>Develop empathy for others</td>
<td>Recognize, refuse, and report bullying; be a supportive bystander</td>
<td>Recognize, refuse, and report unsafe and sexually abusive situations and touches</td>
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<td>Safety</td>
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<td>Child Protection</td>
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#### Restorative Practices

<table>
<thead>
<tr>
<th>Relationship-Building Actions</th>
<th>Restorative Structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create trust</td>
<td>Community-building circles: all students and a teacher in a classroom</td>
</tr>
<tr>
<td>Demonstrate empathy</td>
<td>Impromptu restorative conversations: student(s) and teacher</td>
</tr>
<tr>
<td>Be respectful</td>
<td>Restorative justice circles: students, school staff, and family members</td>
</tr>
<tr>
<td>Use active listening</td>
<td>Reentry circles: students, school staff, and family members</td>
</tr>
<tr>
<td>Use affective statements</td>
<td>Identify who has been harmed and how</td>
</tr>
<tr>
<td>Show care and concern</td>
<td>Repair the harm</td>
</tr>
</tbody>
</table>

#### Restorative Justice Principles

<table>
<thead>
<tr>
<th>Restorative Questions</th>
<th>What happened from your perspective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How were you feeling?</td>
<td>How was I feeling?</td>
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<tr>
<td>What were you thinking?</td>
<td>What was I thinking?</td>
</tr>
<tr>
<td>Who has been affected by what happened, and how?</td>
<td>Who was affected by what happened, and how?</td>
</tr>
<tr>
<td>What needs to be done to make things as right as possible?</td>
<td>What needs to be done to make things as right as possible?</td>
</tr>
</tbody>
</table>
## Second Step® Skills and Concepts for Grades 6–8

### Mindsets & Goals
- Recognize that social challenges are common and get better over time
- Understand that the brain can grow and change
- Set personal goals and create plans to achieve them
- Understand how to adjust and persist after making a mistake
- Apply personal strengths to develop an interest or get better at something new
- Recognize how conflicts escalate

### Recognizing Bullying & Harassment
- Recognize common types of bullying and harassment
- Understand the negative impacts of bullying and harassment
- Determine the best upstander strategy for a situation
- Recognize how social and environmental factors contribute to bullying and harassment in their school
- Prepare to take action to disrupt factors that contribute to bullying and harassment at school

### Thoughts, Emotions & Decisions
- Understand how emotions influence decision-making in positive and negative ways
- Recognize and reframe unhelpful thoughts
- Recognize the signs of stress and anxiety
- Apply stress- and emotion-management strategies

### Managing Relationships & Social Conflict
- Identify who has been harmed and how
- Repair the harm
- Reestablish relationships
- Engage all parties in resolving conflict or addressing wrongdoing
- What happened from your perspective?
- How were you feeling?
- What were you thinking?
- Who has been affected by what happened, and how?
- What needs to be done to make things as right as possible?

### Restorative Practices
- Community-building circles: all students and a teacher in a classroom
- Impromptu restorative conversations: student(s) and teacher
- Restorative justice circles: students, school staff, and family members
- Reentry circles: students, school staff, and family members

### Relationship Building Actions
- Create trust
- Demonstrate empathy
- Be respectful
- Use active listening
- Use affective statements
- Show care and concern

### Restorative Structures
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# Alignment of Second Step® Programs and Restorative Practices

## Typical Restorative Practices

### Relationship-Building Actions

| • Create trust | • Use active listening |
| • Demonstrate empathy | • Use affective statements |
| • Be respectful | • Show care and concern |

### Restorative Structures

| • Community-building circles |
| • Impromptu conversations to address minor problem behaviors |
| • Restorative justice circles (repairing harm circles) to address wrongdoing or repair harm; these circles often include family members |
| • Reentry circles for students returning from truancy, suspension, or incarceration |

### Restorative Justice Principles

| • Identify who has been harmed and how |
| • Repair the harm |
| • Restore relationships |
| • Engage all parties in resolving conflict or addressing wrongdoing |

### Restorative Questions to Guide the Restorative Justice Process

| • What happened from your perspective? | • Who has been affected by what happened, and how? |
| • How were you feeling? | • What needs to be done to make things as right as possible? |
| • What were you thinking? | |

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