



ALIGNMENT CHART

American School Counselor Association Mindsets and Behaviors

■ **Second Step® Bullying Prevention Unit**

About the Second Step® Bullying Prevention Unit

Building on the social-emotional skills taught in the Second Step® family of programs, the Bullying Prevention Unit for Grades K–5 includes training for all school staff, lessons for students, and parent-engagement resources. The research-based program begins by training all staff to recognize and respond to bullying; then students are taught to recognize and report bullying to an adult. Family materials inform parents of the lessons being taught in school, and take-home activities give students a chance to practice skills at home.

How the Program Meets ASCA Mindsets and Behaviors

The following tables indicate which specific Bullying Prevention Unit lessons and related materials can help students develop the knowledge, skills, and attitudes needed to meet the American School Counselor Association (ASCA) Mindsets and Behaviors. Boxes are checked to indicate that the Bullying Prevention Unit lessons meet a given ASCA standard within the identified grade or grade-band (for instance, Grades K–5) when:

1. Students have clear opportunities to actively process the knowledge or practice the skills described in the standard through discussion, writing, drawing, or other related activities.
2. There are opportunities for teachers to gather evidence of student learning in relation to the standards.



Kindergarten-Grade 3

ASCA Mindsets and Behaviors

Second Step® Bullying Prevention Unit

Bullying Prevention Unit Topics

Recognize that rules help everyone feel safe and respected	Identify safe and respectful actions and words that help them follow class rules	Understand that bullying is mean or hurtful behavior that keeps happening; is not safe, respectful, or kind; and is against the rules	Identify caring adults to talk to about bullying or mean behaviors	Differentiate between tattling and reporting	Demonstrate how to report bullying	Use assertiveness skills to refuse bullying	Understand that bystanders are people who see or know about bullying happening to others	Identify things bystanders can do to help stop bullying
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		Standards									
Mindsets	M 1. Belief in development of whole self, including a healthy balance of mental, social-emotional, and physical well-being										
	M 2. Sense of acceptance, respect, support, and inclusion for self and others in the school environment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	M 3. Positive attitude toward work and learning										
	M 4. Self-confidence in ability to succeed										
	M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes										
	M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success										
Behaviors: Learning Strategies	B-LS 1. Critical-thinking skills to make informed decisions										
	B-LS 2. Creative approach to learning, tasks, and problem-solving										
	B-LS 3. Time-management, organizational, and study skills										
	B-LS 4. Self-motivation and self-direction for learning										
	B-LS 5. Media and technology skills to enhance learning										
	B-LS 6. High-quality standards for tasks and activities										
	B-LS 7. Long- and short-term academic, career, and social-emotional goals										
	B-LS 8. Engagement in challenging coursework										
	B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives, and recognizing personal bias								✓	✓	
	B-LS 10. Participation in enrichment and extracurricular activities										



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		Bullying Prevention Unit Topics									
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Behaviors: Self-Management Skills	B-SMS 1. Responsibility for self and actions	✓	✓				✓	✓		✓	
	B-SMS 2. Self-discipline and self-control	✓	✓			✓	✓	✓		✓	
	B-SMS 3. Independent work										
	B-SMS 4. Delayed gratification for long-term rewards										
	B-SMS 5. Perseverance to achieve long- and short-term goals										
	B-SMS 6. Ability to identify and overcome barriers										
	B-SMS 7. Effective coping skills				✓			✓			
	B-SMS 8. Balance of school, home, and community activities										
	B-SMS 9. Personal safety skills		✓			✓	✓	✓		✓	
	B-SMS 10. Ability to manage transitions and adapt to change										
Behaviors: Social Skills	B-SS 1. Effective oral and written communication skills and listening skills					✓	✓	✓			
	B-SS 2. Positive, respectful, and supportive relationships with students who are similar to and different from them		✓	✓				✓	✓	✓	
	B-SS 3. Positive relationships with adults to support success				✓						
	B-SS 4. Empathy			✓						✓	
	B-SS 5. Ethical decision-making and social responsibility	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	B-SS 6. Effective collaboration and cooperation skills	✓	✓								
	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups	✓	✓								
	B-SS 8. Advocacy skills for self and others and ability to assert self when necessary				✓	✓	✓	✓		✓	
	B-SS 9. Social maturity and behaviors appropriate to the situation and environment	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	B-SS 10. Cultural awareness, sensitivity, and responsiveness			✓	✓	✓	✓	✓	✓	✓	



Grades 4-5

ASCA Mindsets and Behaviors

Second Step® Bullying Prevention Unit

Bullying Prevention Unit Topics

Recognize that being respectful helps everyone stay safe and be better learners	Recognize that being a responsible student helps create a calm, focused classroom climate where everyone can learn	Identify actions and words that are respectful and responsible	Understand that bullying is mean or hurtful behavior that keeps happening; it's unfair and one-sided	Understand that you can refuse bullying in different ways	Demonstrate assertively refusing and reporting bullying	Understand that bystanders are people who see or know about bullying happening to others	Identify things bystanders can do to help stop bullying	Understand that helping stop bullying is the right thing to do	Demonstrate ways to support and/or stand up for a person being cyber bullied
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		Standards									
Mindsets	M 1. Belief in development of whole self, including a healthy balance of mental, social-emotional, and physical well-being										
	M 2. Sense of acceptance, respect, support, and inclusion for self and others in the school environment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	M 3. Positive attitude toward work and learning										
	M 4. Self-confidence in ability to succeed										
	M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes										
	M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success										
Behaviors: Learning Strategies	B-LS 1. Critical-thinking skills to make informed decisions										
	B-LS 2. Creative approach to learning, tasks, and problem-solving										
	B-LS 3. Time-management, organizational, and study skills										
	B-LS 4. Self-motivation and self-direction for learning										
	B-LS 5. Media and technology skills to enhance learning										
	B-LS 6. High-quality standards for tasks and activities										
	B-LS 7. Long- and short-term academic, career, and social-emotional goals										
	B-LS 8. Engagement in challenging coursework										
	B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives, and recognizing personal bias							✓			✓
	B-LS 10. Participation in enrichment and extracurricular activities										



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Standards											
Behaviors: Self-Management Skills	B-SMS 1. Responsibility for self and actions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	B-SMS 2. Self-discipline and self-control	✓	✓	✓		✓	✓			✓	✓
	B-SMS 3. Independent work										
	B-SMS 4. Delayed gratification for long-term rewards										
	B-SMS 5. Perseverance to achieve long- and short-term goals										
	B-SMS 6. Ability to identify and overcome barriers										
	B-SMS 7. Effective coping skills						✓				
	B-SMS 8. Balance of school, home, and community activities										
	B-SMS 9. Personal safety skills			✓			✓		✓		✓
	B-SMS 10. Ability to manage transitions and adapt to change										
Behaviors: Social Skills	B-SS 1. Effective oral and written communication skills and listening skills			✓			✓		✓		✓
	B-SS 2. Positive, respectful, and supportive relationships with students who are similar to and different from them	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	B-SS 3. Positive relationships with adults to support success						✓				
	B-SS 4. Empathy		✓		✓					✓	
	B-SS 5. Ethical decision-making and social responsibility	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	B-SS 6. Effective collaboration and cooperation skills	✓	✓	✓							
	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups	✓	✓	✓							
	B-SS 8. Advocacy skills for self and others and ability to assert self when necessary			✓	✓	✓	✓	✓	✓	✓	✓
	B-SS 9. Social maturity and behaviors appropriate to the situation and environment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	B-SS 10. Cultural awareness, sensitivity, and responsiveness			✓	✓	✓	✓	✓	✓	✓	✓