



Supporting Social-Emotional Behavior Skill Development

Using SAEBRS Assessments & Second Step® Programs Together



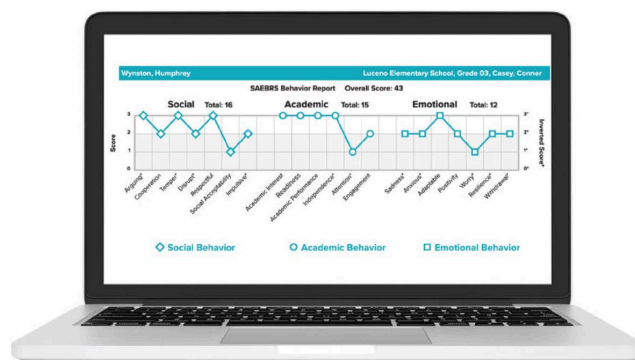
Why Using an Aligned SEL Screener and Curriculum Is an Effective Approach

The Second Step® Elementary digital program, for grades kindergarten through fifth, includes four units:

1. Growth Mindset & Goal-Setting
2. Emotion Management
3. Empathy & Kindness
4. Problem-Solving

Additionally, for grades sixth through eighth, Second Step® Middle School includes four units:

1. Mindsets & Goals
2. Recognizing Bullying & Harassment
3. Thoughts, Emotions & Decisions
4. Managing Relationships & Social Conflict



Within each unit, the scope of skills taught increases in depth across grades. As a universal intervention intended to be administered to all children at each grade level, Second Step® programs feature a social-emotional learning (SEL) curriculum that teaches children how to approach social and learning situations, manage the emotions that occur within everyday classroom settings, treat others kindly, and tackle new problems as they arise.

The Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) from Illuminate Education measures observable indicators of student skills that are aligned with each of the Second Step units. SAEBRS was built to align with a dual-factor model of student social-emotional functioning, assessing both the positive skills that promote social-emotional and academic success (e.g., cooperation, preparedness), as well as identifying areas that might require additional support to promote growth (e.g., self-monitoring of behavior, organizational skills).

SAEBRS' primary purpose is to identify students who are at risk for social-emotional behavior challenges. Schools can utilize these data to monitor improvements following the implementation of Second Step programs. SAEBRS evaluates student skills in the Social, Emotional, and Academic domains. For the purposes of the alignment with Second Step programs, SAEBRS assessment domains of social and emotional skills are most proximal. However, it is important to note that SAEBRS also evaluates academic enabling and production skills, which are likely to be distally related to a positive classroom climate represented by appropriate social/emotional skill implementation by students.

Similar to how we monitor student academic and behavioral progress, schools can utilize SAEBRS to monitor the effectiveness of their Second Step implementation efforts. When Second Step programs are implemented well, schools may observe positive changes in SAEBRS scores over repeated screenings within classrooms and grades, as well as across the school. These data may be helpful for potentially focusing critical resources towards supporting classrooms/students in need.

Based on the overlap between the core units and core competencies taught within Second Step programs, and the assessment domains within SAEBRS (see table), a screening approach within and across classrooms with SAEBRS would be an effective initial screening to document student progress in social-emotional behavior skills. Repeated use of SAEBRS can identify student and classrooms' strengths and skills that may need to be revisited or retaught.

How SAEBRS and Second Step® Programs Work Together

SAEBRS Domain (items*)	Second Step® Unit	How They Work Together
Social (1,2,5) Academic (1,2,3,4,5,6) Emotional (3,4,5,6)	Growth Mindset & Goal-Setting (K–5) Mindsets & Goals (6–8)	<p>The Growth Mindset & Goal-Setting unit includes content related to Self-Management, Self-Awareness, and Responsible Decision-Making. In Second Step® Elementary, skills include recognizing that you can improve with practice and perseverance, mistakes are a part of learning, and, in Grades 3–5, early goal-setting skills.</p> <p>Second Step® Middle School builds on these skills and students learn more advanced goal-setting skills. SAEBRS addresses social behaviors related to reciprocal social relationships and cooperation with others (Social), academic enabling skills related to preparation, planning, production, and work toward achieving goals (Academic), and self-management of emotions and reactions to others (Emotional).</p>
Social (2,3,4,5,6) Emotional (1,2,3,4,5,6,7)	Emotion Management (K–5) Recognizing Bullying & Harassment (6–8)	<p>The Emotion Management unit focuses on recognizing one's own and others' emotions and developing emotion management skills. In Second Step Elementary, this begins with labeling emotions and learning ways to calm down at the younger grades and moves to the neuroscience of emotions, what emotions tell us, and anticipating strong emotions in the older grades.</p> <p>In Second Step Middle School, students learn more about how emotions affect their thoughts and decisions and practice identifying and changing unhelpful thoughts. SAEBRS addresses social behaviors related to reciprocal social relationships, behaviors that are related to social awareness and self-management, cooperation with others (Social) and self-management of emotions, awareness of emotions, management of emotions in social settings such as the classroom, and adapting emotions following success or changes (Emotional).</p>

SAEBRS Domain (items*)	Second Step® Unit	How They Work Together
Social (1,2,4,5) Emotional (3,4,6)	Empathy & Kindness (K–5) Thoughts, Emotions & Decisions (6–8)	<p>The Empathy & Kindness unit at the elementary level teaches younger students about kindness and kind acts. In older grades, they learn about empathy, its role in establishing and maintaining friendships, and taking another's perspective.</p> <p>In Second Step® Middle School, relationship skills include avoiding and resolving conflicts. SAEBRS addresses social behaviors related to reciprocal social relationships, behaviors that are related to application of appropriate social skills, and cooperation with others (Social), as well as awareness of emotions, management of emotions in social settings, and adapting emotions following success or changes (Emotional).</p>
Social (1,2,5) Academic (4) Emotional (3,4,6)	Problem-Solving (K–5) Managing Relationships & Social Conflict (6–8)	<p>The Problem-Solving unit includes Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.</p> <p>In Second Step Middle School, problem-solving may include managing relationships and conflict. SAEBRS addresses social behaviors related to reciprocal social relationships, behaviors that are related to application of appropriate social skills, and cooperation with others (Social), independent completion of tasks (Academic), as well as awareness of emotions, management of emotions in social settings, and adapting emotions following success or changes (Emotional).</p>

*Although SAEBRS screening domains are intended to be combinations across individual items, for illustrative purposes, the individual items related to each Second Step curriculum area are included in parentheses.

Overall, the Second Step family of programs is well-aligned with the Emotional and Social domains of SAEBRS, and to an extent with the Academic domain for some aspects of Second Step programs. Conceptually, the Social and Emotional domains represent the proximal outcomes of Second Step programs, and the Academic domain is relevant as a distal aspect of social and emotional development interventions.



Illuminate Education equips educators to take a data-driven approach to serving the whole child. Our solution combines comprehensive assessment, MTSS management and collaboration, and real-time dashboard tools, and puts them in the hands of educators. As a result, educators can monitor learning and growth, identify academic and social-emotional behavioral needs, and align targeted supports in order to accelerate learning for each student.

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