



**ALIGNMENT CHART**

# Restorative Practices in Schools

- **Second Step® Early Learning**
- **Second Step® Elementary Digital Program**
- **Second Step® Middle School Digital Program**

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 their alignment.

## 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, see page 4.

## Second Step® Programs

Research-based Second Step programs are for Early Learning through Grade 8 students. They’re designed to promote school success, school connectedness, and a safe, respectful school climate while also addressing problem behaviors. They do this by teaching social-emotional skills including growth mindset, self-awareness, self-regulation, responsible decision-making, and social awareness and relationship skills. 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.

### 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—teaching and non-teaching—are encouraged to do this.

### 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® Unit Topics for Student Lessons	
Early Learning	Skills for Learning, Empathy, Emotion Management, Friendship Skills, Problem-Solving, and Child Protection*
K-Grade 5	Growth Mindset & Goal-Setting, Emotion Management, Empathy & Kindness, Problem-Solving, Bullying Prevention*, and Child Protection*
Grades 6-8	Mindsets & Goals; Developing a Positive Sense of Self; Thoughts, Emotions & Decisions; and Managing Relationships & Social Conflicts

\*Units sold separately



## Early Learning-Grade 5

### Restorative Practices in Schools

Second Step® Early Learning and Second Step® Elementary Digital Program

Key Skills and Concepts																						
Respect	Safety	Growth Mindset & Goal-Setting					Emotion Management				Empathy & Kindness			Problem-Solving					Bullying Prevention	Child Protection		
Respectful behaviors emphasized at all grade levels	Safe behaviors emphasized at all grade levels	Pay attention and ignore distractions	Persevere through challenges	Understand that the brain can grow and change	Improve skills through practice and effort	Set goals and make plans to reach a goal	Identify and understand one's own emotions	Recognize and identify emotions in others	Recognize strong emotions	Manage strong emotions	Recognize kindness and act kindly toward others	Develop empathy for others	Take others' perspectives	Act with empathy	Manage strong emotions and feel calm before solving problems	Describe the problem	Identify the needs and wants of those involved	Think of many solutions to a problem	Explore the outcomes of solutions	Pick the best solution	Recognize, refuse, and report bullying; be a supportive bystander	Recognize, refuse, and report unsafe and sexually abusive situations and touches

Restorative Practices		Key Skills and Concepts																				
		Respect	Safety	Growth Mindset & Goal-Setting					Emotion Management				Empathy & Kindness			Problem-Solving					Bullying Prevention	Child Protection
Relationship-Building Actions	Create trust	✓	✓	✓						✓		✓	✓	✓	✓	✓					✓	✓
	Demonstrate empathy									✓		✓	✓	✓							✓	✓
	Be respectful	✓	✓	✓							✓	✓	✓	✓	✓							
	Use active listening			✓																		
	Use affective statements							✓		✓	✓		✓		✓	✓	✓					
	Show care and concern	✓	✓	✓				✓	✓	✓		✓	✓	✓	✓						✓	
Restorative Structures	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	✓	✓					✓	✓	✓	✓	✓	✓	✓		✓	✓	✓				
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	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?	✓	✓						✓			✓	✓	✓	✓	✓	✓	✓	✓			



## Grades 6-8

### Restorative Practices in Schools

Second Step® Middle School Digital Program

Key Skills and Concepts																				
Mindsets & Goals					Developing a Positive Sense of Self					Thoughts, Emotions & Decisions				Managing Relationships & Social Conflict						
Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	Set personal goals and create plans to achieve them	Determine how to adjust and persist after making a mistake	Apply personal strengths to develop an interest or get better at something new	Identify one's guiding principles	Apply guiding principles to decision-making process	Reflect on multiple aspects of self-concept and identify strengths and areas for growth	Understand factors influencing self-concept and confidence-building	Make an actionable plan to build confidence and work toward future self	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	Recognize how conflicts escalate	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict-resolution process	Identify ways to make amends	Recognize the signs of healthy and unhealthy relationships		

Restorative Practices																					
	Relationship-Building Actions	Create trust						✓		✓	✓	✓				✓	✓	✓	✓	✓	✓
		Demonstrate empathy								✓	✓					✓	✓	✓	✓	✓	✓
		Be respectful						✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓
		Use active listening						✓		✓		✓					✓	✓			✓
		Use affective statements										✓					✓	✓			✓
		Show care and concern								✓	✓	✓					✓	✓	✓	✓	✓
	Restorative Structures	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										✓	✓			✓		✓	✓	✓	✓
	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	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?									✓						✓	✓	✓	✓	✓

## Alignment of Second Step® Programs and Restorative Justice

### Typical Restorative Practices

#### Relationship-Building Actions

- Create trust
- Demonstrate empathy
- Be respectful
- Use active listening
- Use affective statements
- 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?
- 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?