Second Step®

ALIGNMENT CHART:
Restorative Practices in Schools

Second Step SEL for Early Learning-Grade 8

Second Step 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 two.

Second Step

Second Step is a research-based program for Early Learning through Grade 8 students. It's designed to promote school success, school connectedness, and a safe, respectful school climate, while also addressing problem behaviors. It does this by teaching self-regulation and social-emotional skills and by addressing bullying and unsafe behaviors. Second Step is developmental and sequential, with skills being reviewed and expanded on each year and gradually becoming more complex as students get older. The program provides clear schoolwide norms for prosocial behavior.

School Staff (All Grades)

One of the core components of Second Step is that staff model all program skills, remind students to use them, and notice and reinforce skill use in students with specific verbal feedback. All staff are encouraged to do this, whether teaching the actual lessons or not.

Families (All Grades)

Interactive take-home activities focus on the skills taught at each grade level. These encourage dialogue and engagement between adult family members and students, inform adults about the skills taught in the program, and give students and adults frequent opportunities to practice the skills at home.

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—including 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 the back page.

Second Step Unit Topics for Student Lessons		
Grade Level	Early Learning	Skills for Learning, Empathy, Emotion Management, Friendship Skills and Problem Solving, Child Protection*
	K–Grade 3	Skills for Learning, Empathy, Emotion Management, Problem Solving, Bullying Prevention*, Child Protection*
	Grades 4–5	Empathy and Skills for Learning, Emotion Management, Problem Solving, Bullying Prevention*, Child Protection*
	Grades 6–8	Mindsets & Goals; Recognizing Bullying & Harassment; Thoughts, Emotions, & Decisions; Managing Relationships & Social Conflicts

*Units sold separately

Alignment of Second Step and Restorative Practices

Second Step Skills and Concepts for Early Learning Through Grade 5 — groups: Respect | Safety | Skills for Learning | Empathy and Compassion | Emotion Management | Interpersonal Problem Solving | Friendship Skills | Bullying Prevention | Child Protection

Second Step Skills and Concepts for Grades 6 Through 8 — groups: Mindsets & Goals | Recognizing Bullying & Harassment | Thoughts, Emotions, & Decisions | Managing Relationships & Social Conflicts

Column key (left to right):

- C1 Respect — Respectful behaviors emphasized at all grade levels
- C2 Safety — Safe behaviors emphasized at all grade levels
- C3 Listening
- C4 Using self-talk to manage behavior or calm down
- C5 Being assertive
- C6 Identifying others' feelings
- C7 Understanding others' perspectives
- C8 Showing care and concern; offering support
- C9 Accepting differences
- C10 Identifying one's own feelings
- C11 Calming down strong feelings
- C12 Managing anger to prevent behavior that harms others' bodies or feelings
- C13 Identifying the problem without blame; identifying needs and wants
- C14 Thinking of solutions that are safe, respectful, and considerate of others' feelings and needs
- C15 Evaluating positive and negative consequences of each solution
- C16 Choosing a solution that works for all parties involved
- C17 Including others
- C18 Making amends
- C19 Taking responsibility for actions (either accidental or purposeful)
- C20 Recognizing, refusing, and reporting bullying; being a supportive bystander; emphasis on safe and respectful behaviors (Bullying Prevention)
- C21 Recognizing, refusing, and reporting unsafe and sexually abusive situations and touches (Child Protection)
- C22 Understanding that the brain can grow and change
- C23 Developing strengths and interests
- C24 Setting goals and planning for roadblocks
- C25 Recognizing bullying, cyberbullying, and harassment
- C26 Helping prevent bullying, cyberbullying, and harassment
- C27 Handling unhelpful thoughts and strong emotions
- C28 Using strategies to calm down
- C29 Recognizing that personalities can change
- C30 Making friends and strengthening relationships
- C31 Recognizing different perspectives
- C32 Recognizing negative relationships
- C33 Recognizing and avoiding major conflicts
- C34 Resolving conflicts
- C35 Repairing relationships by making amends

Restorative Practices	Practice	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17	C18	C19	C20	C21	C22	C23	C24	C25	C26	C27	C28	C29	C30	C31	C32	C33	C34	C35
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?	✔	✔				✔	✔	✔	✔					✔	✔	✔		✔	✔													✔		✔	✔

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, which 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 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?

Second Step, a program rooted in social-emotional learning (SEL), helps transform schools into supportive, successful learning environments uniquely equipped to help children thrive.

By offering the research-based Second Step SEL curriculum for Early Learning through Grade 8 in combination with our Bullying Prevention and Child Protection Units, we've formed an integrated, comprehensive program that makes a difference in children's lives. It's a difference you can feel the moment you open the doors to a Second Step school—a sense of safety and respect grounded in the social-emotional health and well-being of the entire school community.

Learn more at SecondStep.org or call us at 800-634-4449, ext. 1.