



ALIGNMENT CHART

# ASCA School Counselor Professional Standards & Competencies

■ Second Step® SEL for Adults

## About Second Step® SEL for Adults

Second Step SEL for Adults is a research-based, stand-alone social-emotional learning (SEL) program designed to help K–12 leadership and staff strengthen their social-emotional skills. The modules in Second Step SEL for Adults prioritize educator well-being and help build a positive and supportive school climate.

## How the Program Meets ASCA School Counselor Professional Standards & Competencies

The following tables indicate which specific Second Step SEL for Adults modules and related materials can help K–12 leadership and staff develop the knowledge, skills, and attitudes needed to meet the ASCA Professional Standards & Competencies.

Boxes are checked to indicate that the Second Step SEL for Adults program meets a given professional standard within the identified module when K–12 leadership and staff have clear opportunities to actively process the knowledge or practice the skills described in the standard through discussion, writing, or other related activities.



BROUGHT TO YOU BY  
COMMITTEE FOR CHILDREN

## Module 1: Building Trust

### ASCA School Counselor Professional Standards & Competencies

Second Step® SEL for Adults

		Key Capacities Developed					
Standards		Demonstrating honesty and integrity	Showing the courage to take initiative	Taking others' perspectives	Recognizing strengths in others	Demonstrating empathy and compassion	Showing concern for the feelings of others
Mindsets	M 1. Every student can learn, and every student can succeed.				✓	✓	
	M 2. Every student should have access to and opportunity for a high-quality education.	✓			✓	✓	
	M 3. Every student should graduate from high school prepared for postsecondary opportunities.	✓			✓		
	M 4. Every student should have access to a school counseling program.	✓					✓
	M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff, and education stakeholders.		✓	✓	✓		✓
	M 6. School counselors are leaders in the school, district, state, and nation.		✓		✓		
	M 7. School counseling programs promote and enhance student academic, career, and social-emotional outcomes.	✓		✓	✓	✓	✓
Behaviors	B-PF 1. Apply developmental, learning, counseling, and education theories			✓	✓	✓	✓
	B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research, and trends in education	✓	✓	✓			
	B-PF 3. Apply legal and ethical principles of the school counseling profession	✓					
	B-PF 4. Apply school counseling professional standards and competencies	✓	✓	✓	✓	✓	✓
	B-PF 5. Use ASCA Student Standards: Mindsets & Behaviors for Student Success to inform the implementation of a school counseling program		✓				
	B-PF 6. Demonstrate understanding of the impact of cultural, social, and environmental influences on student success and opportunities			✓	✓	✓	✓
	B-PF 7. Demonstrate leadership through the development and implementation of a school counseling program		✓				
	B-PF 8. Demonstrate advocacy for a school counseling program		✓				
	B-PF 9. Create systemic change through the implementation of a school counseling program		✓				
	B-SS 1. Design and implement instruction aligned to ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group, and individual settings	✓	✓	✓	✓	✓	✓

## Module 1: Building Trust

### ASCA School Counselor Professional Standards & Competencies

Second Step® SEL for Adults

		Key Capacities Developed					
Standards		Demonstrating honesty and integrity	Showing the courage to take initiative	Taking others' perspectives	Recognizing strengths in others	Demonstrating empathy and compassion	Showing concern for the feelings of others
Behaviors	B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group, and individual settings	✓	✓	✓	✓	✓	✓
	B-SS 3. Provide short-term counseling in small-group and individual settings	✓	✓	✓	✓	✓	✓
	B-SS 4. Make referrals to appropriate school and community resources		✓				
	B-SS 5. Consult to support student achievement and success			✓	✓		
	B-SS 6. Collaborate with families, teachers, administrators, other school staff, and education stakeholders for student achievement and success		✓	✓	✓		
	B-PA 1. Create school counseling program beliefs, vision, and mission statements aligned with the school and district	✓	✓				
	B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity, and resources	✓	✓	✓			
	B-PA 3. Develop annual student outcome goals based on student data	✓	✓		✓		
	B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data	✓	✓		✓		
	B-PA 5. Assess and report program results to the school community	✓	✓				
	B-PA 6. Use time appropriately according to national recommendations and student/school data	✓	✓				
	B-PA 7. Establish agreement with the principal and other administrators about the school counseling program	✓	✓	✓			
	B-PA 8. Establish and convene an advisory council for the school counseling program	✓	✓	✓			
	B-PA 9. Use appropriate school counselor performance appraisal process	✓	✓		✓		✓

# Module 2: Managing Stress

## ASCA School Counselor Professional Standards & Competencies

Second Step® SEL for Adults

<div></div> <div>Module 2: Managing Stress</div> <div>ASCA School Counselor Professional Standards &amp; Competencies</div> <div>Second Step® SEL for Adults</div>		Key Capacities Developed														
		Linking feelings, values, and thoughts	Identifying one's emotions	Managing one's emotions	Identifying and using stress-management strategies	Taking others' perspectives	Demonstrating empathy and compassion	Showing concern for the feelings of others	Understanding and expressing gratitude	Communicating effectively	Resolving conflicts constructively	Seeking or offering support and help when needed	Practicing teamwork and collaborative problem-solving	Identifying solutions for personal and social problems	Anticipating and evaluating the consequences of one's actions	Reflecting on one's role to promote personal, family, and community well-being
		Standards														
Mindsets	M 1. Every student can learn, and every student can succeed.						✓				✓	✓	✓		✓	
	M 2. Every student should have access to and opportunity for a high-quality education.						✓					✓	✓		✓	
	M 3. Every student should graduate from high school prepared for postsecondary opportunities.						✓					✓	✓		✓	
	M 4. Every student should have access to a school counseling program.						✓					✓	✓		✓	
	M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff, and education stakeholders.					✓	✓		✓	✓	✓	✓	✓		✓	
	M 6. School counselors are leaders in the school, district, state, and nation.			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	M 7. School counseling programs promote and enhance student academic, career, and social-emotional outcomes.						✓	✓		✓	✓		✓		✓	
Behaviors	B-PF 1. Apply developmental, learning, counseling, and education theories	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	
	B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research, and trends in education					✓				✓		✓	✓	✓	✓	
	B-PF 3. Apply legal and ethical principles of the school counseling profession					✓				✓	✓	✓	✓	✓	✓	
	B-PF 4. Apply school counseling professional standards and competencies	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	B-PF 5. Use ASCA Student Standards: Mindsets & Behaviors for Student Success to inform the implementation of a school counseling program									✓	✓	✓	✓		✓	
	B-PF 6. Demonstrate understanding of the impact of cultural, social, and environmental influences on student success and opportunities									✓			✓		✓	
	B-PF 7. Demonstrate leadership through the development and implementation of a school counseling program									✓	✓	✓	✓	✓	✓	
	B-PF 8. Demonstrate advocacy for a school counseling program									✓		✓	✓		✓	
	B-PF 9. Create systemic change through the implementation of a school counseling program					✓				✓	✓	✓	✓		✓	
	B-SS 1. Design and implement instruction aligned to ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group, and individual settings	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓

# Module 2: Managing Stress

## ASCA School Counselor Professional Standards & Competencies

Second Step® SEL for Adults

Behaviors	Standards	Lin	Ide	Ma	Ide str	Tak	De	Sh	Un	Co	Res	Se hel	Pr pro	Ide soc	Ant of r	Ref fan
	B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group, and individual settings	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓
	B-SS 3. Provide short-term counseling in small-group and individual settings	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓
	B-SS 4. Make referrals to appropriate school and community resources					✓	✓	✓		✓		✓	✓	✓		✓
	B-SS 5. Consult to support student achievement and success						✓	✓		✓		✓	✓	✓		✓
	B-SS 6. Collaborate with families, teachers, administrators, other school staff, and education stakeholders for student achievement and success						✓	✓		✓	✓	✓	✓	✓		✓
	B-PA 1. Create school counseling program beliefs, vision, and mission statements aligned with the school and district						✓	✓		✓					✓	✓
	B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity, and resources					✓	✓	✓		✓	✓	✓	✓	✓		✓
	B-PA 3. Develop annual student outcome goals based on student data									✓				✓		✓
	B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data					✓	✓	✓		✓		✓	✓	✓	✓	✓
	B-PA 5. Assess and report program results to the school community									✓						✓
	B-PA 6. Use time appropriately according to national recommendations and student/school data				✓						✓		✓		✓	✓
	B-PA 7. Establish agreement with the principal and other administrators about the school counseling program					✓				✓	✓	✓	✓		✓	✓
	B-PA 8. Establish and convene an advisory council for the school counseling program					✓			✓	✓	✓	✓	✓	✓	✓	✓
	B-PA 9. Use appropriate school counselor performance appraisal process					✓	✓	✓	✓	✓			✓		✓	✓

# Module 3: Equity & Belonging

## ASCA School Counselor Professional Standards & Competencies

Second Step® SEL for Adults

<div><div></div><div><h1>Module 3: Equity &amp; Belonging</h1><h2>ASCA School Counselor Professional Standards &amp; Competencies</h2><p>Second Step® SEL for Adults</p></div></div>		Key Capacities Developed																
Standards		Examining prejudices and biases	Identifying personal, cultural, and linguistic assets	Showing the courage to take initiative	Taking others' perspectives	Recognizing strengths in others	Showing concern for the feelings of others	Identifying diverse social norms, including unjust ones	Understanding the influences of organizations and systems on behavior	Communicating effectively	Developing positive relationships	Demonstrating cultural competency	Standing up for the rights of others	Practicing teamwork and collaborative problem-solving	Demonstrating curiosity and open-mindedness	Identifying solutions for personal and social problems	Anticipating and evaluating the consequences of one's actions	Evaluating personal, interpersonal, community, and institutional impacts
Mindsets	M 1. Every student can learn, and every student can succeed.	✓	✓		✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
	M 2. Every student should have access to and opportunity for a high-quality education.	✓			✓	✓		✓			✓	✓	✓		✓	✓	✓	✓
	M 3. Every student should graduate from high school prepared for postsecondary opportunities.	✓	✓		✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
	M 4. Every student should have access to a school counseling program.	✓						✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
	M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff, and education stakeholders.	✓			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	M 6. School counselors are leaders in the school, district, state, and nation.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	M 7. School counseling programs promote and enhance student academic, career, and social-emotional outcomes.		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Behaviors	B-PF 1. Apply developmental, learning, counseling, and education theories	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research, and trends in education	✓		✓	✓	✓		✓	✓	✓		✓	✓		✓	✓		✓
	B-PF 3. Apply legal and ethical principles of the school counseling profession	✓		✓				✓	✓	✓		✓	✓	✓		✓	✓	✓
	B-PF 4. Apply school counseling professional standards and competencies	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	B-PF 5. Use ASCA Student Standards: Mindsets & Behaviors for Student Success to inform the implementation of a school counseling program			✓		✓			✓	✓	✓			✓		✓	✓	✓
	B-PF 6. Demonstrate understanding of the impact of cultural, social, and environmental influences on student success and opportunities	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	B-PF 7. Demonstrate leadership through the development and implementation of a school counseling program	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	B-PF 8. Demonstrate advocacy for a school counseling program	✓		✓						✓			✓					
	B-PF 9. Create systemic change through the implementation of a school counseling program	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	B-SS 1. Design and implement instruction aligned to ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group, and individual settings	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

# Module 3: Equity & Belonging

## ASCA School Counselor Professional Standards & Competencies

Second Step® SEL for Adults

Behaviors	Standards	Exa	Ide ling	Shc	Tal	Re	Shc	Ide inc	Un anc	Col	De	De	Sta	Pr pro	De ope	Ide soc	An of	Eva anc	
	B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group, and individual settings	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	B-SS 3. Provide short-term counseling in small-group and individual settings	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	B-SS 4. Make referrals to appropriate school and community resources	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	B-SS 5. Consult to support student achievement and success		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	B-SS 6. Collaborate with families, teachers, administrators, other school staff, and education stakeholders for student achievement and success	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	B-PA 1. Create school counseling program beliefs, vision, and mission statements aligned with the school and district			✓	✓				✓	✓				✓			✓	✓	✓
	B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity, and resources	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓		✓	✓			✓
	B-PA 3. Develop annual student outcome goals based on student data		✓			✓			✓	✓	✓							✓	✓
	B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
	B-PA 5. Assess and report program results to the school community									✓	✓							✓	✓
	B-PA 6. Use time appropriately according to national recommendations and student/school data			✓							✓	✓		✓					✓
	B-PA 7. Establish agreement with the principal and other administrators about the school counseling program		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓		✓	✓	✓
B-PA 8. Establish and convene an advisory council for the school counseling program	✓		✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓		✓	✓	
B-PA 9. Use appropriate school counselor performance appraisal process			✓	✓	✓	✓	✓			✓			✓			✓	✓	✓	

# Module 4: Resilience & Efficacy

## ASCA School Counselor Professional Standards & Competencies

Second Step<sup>®</sup> SEL for Adults

		Key Capacities Developed													
Standards		Experiencing self-efficacy	Having a growth mindset	Setting personal and collective goals	Using planning and organizational skills	Showing the courage to take initiative	Demonstrating personal and collective agency	Taking others' perspectives	Recognizing strengths in others	Recognizing situational demands and opportunities	Communicating effectively	Developing positive relationships	Practicing teamwork and collaborative problem-solving	Demonstrating curiosity and open-mindedness	Identifying solutions for personal and social problems
Mindsets	M 1. Every student can learn, and every student can succeed.		✓	✓			✓	✓	✓	✓	✓	✓		✓	✓
	M 2. Every student should have access to and opportunity for a high-quality education.		✓			✓	✓	✓	✓	✓		✓	✓	✓	✓
	M 3. Every student should graduate from high school prepared for postsecondary opportunities.		✓	✓			✓	✓	✓	✓		✓		✓	✓
	M 4. Every student should have access to a school counseling program.		✓			✓	✓	✓	✓	✓	✓	✓			✓
	M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff, and education stakeholders.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	M 6. School counselors are leaders in the school, district, state, and nation.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	M 7. School counseling programs promote and enhance student academic, career, and social-emotional outcomes.	✓	✓	✓			✓	✓	✓	✓	✓	✓			✓
Behaviors	B-PF 1. Apply developmental, learning, counseling, and education theories	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research, and trends in education	✓	✓			✓	✓	✓	✓	✓	✓			✓	✓
	B-PF 3. Apply legal and ethical principles of the school counseling profession	✓	✓			✓	✓			✓	✓				✓
	B-PF 4. Apply school counseling professional standards and competencies	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	B-PF 5. Use ASCA Student Standards: Mindsets & Behaviors for Student Success to inform the implementation of a school counseling program	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	B-PF 6. Demonstrate understanding of the impact of cultural, social, and environmental influences on student success and opportunities	✓	✓				✓	✓	✓	✓	✓	✓		✓	✓
	B-PF 7. Demonstrate leadership through the development and implementation of a school counseling program	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	B-PF 8. Demonstrate advocacy for a school counseling program	✓	✓	✓	✓	✓	✓			✓	✓	✓			✓
	B-PF 9. Create systemic change through the implementation of a school counseling program	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	B-SS 1. Design and implement instruction aligned to ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group, and individual settings	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



# Module 4: Resilience & Efficacy

## ASCA School Counselor Professional Standards & Competencies

Second Step® SEL for Adults

Behaviors	Standards	Exp	Ha	Set	Usi	Sho	Dei	Tak	Rei	Rei opp	Col	Dei	Prac pro	Dei ope	Ide soc
	B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group, and individual settings	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	B-SS 3. Provide short-term counseling in small-group and individual settings	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	B-SS 4. Make referrals to appropriate school and community resources	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	B-SS 5. Consult to support student achievement and success	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	B-SS 6. Collaborate with families, teachers, administrators, other school staff, and education stakeholders for student achievement and success	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	B-PA 1. Create school counseling program beliefs, vision, and mission statements aligned with the school and district	✓	✓	✓	✓	✓	✓			✓	✓		✓		✓
	B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity, and resources	✓	✓		✓		✓	✓		✓	✓		✓	✓	✓
	B-PA 3. Develop annual student outcome goals based on student data	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
	B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
	B-PA 5. Assess and report program results to the school community	✓			✓	✓	✓				✓	✓			
	B-PA 6. Use time appropriately according to national recommendations and student/school data	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓		✓
	B-PA 7. Establish agreement with the principal and other administrators about the school counseling program	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	B-PA 8. Establish and convene an advisory council for the school counseling program	✓		✓	✓	✓	✓	✓			✓	✓	✓		
	B-PA 9. Use appropriate school counselor performance appraisal process	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓