



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.





Module 1: Building Trust

ASCA School Counselor Professional Standards & Competencies

Second Step® SEL for Adults

	Second Step [®] SEL for Adults	Demonstra	Showing th	Faking othe	Recognizin	Demonstra	Showing co
	Standards	Dem	Shov	Ta Kj	Reco	Dem	Shov
	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.	•			~	~	
ន	M 3. Every student should graduate from high school prepared for postsecondary opportunities.	•			~		
Mindsets	M 4. Every student should have access to a school counseling program.	~					~
Min	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.	~		~	~	~	~
	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	V	~	~	~	~	V
S	B-PF 5. Use ASCA Student Standards: Mindsets & Behaviors for Student Success to inform the implementation of a school counseling program		~				
Behaviors	B-PF 6. Demonstrate understanding of the impact of cultural, social, and environmental influences on student success and opportunities			~	~	~	~
B	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		V				
	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	~	~	V	~	~	v

Key Capacities Developed

ne courage to take initiative

ating honesty and integrity

oncern for the feelings of others

ating empathy and compassion

ng strengths in others

perspectives

ers,



Module 1: Building Trust

ASCA School Counselor Professional Standards & Competencies

Second Step® SEL for Adults

		Demon	Showin	Taking o	Recogn	Demon	Showin
	Standards	De	Sho	Ţ	Rec	Dei	She
	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	/	/	/	~	/	V
	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	•	•				
Behaviors	B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity, and resources	•	•	~			
seha	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	V	V				
	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	~	~		~		/

Key Capacities Developed

ig the courage to take initiative

istrating honesty and integrity

ng concern for the feelings of others

istrating empathy and compassion

rizing strengths in others

others' perspectives



Module 2: Managing Stress	and tho	<u>S</u>	Ø	tegies	(es	and co	feeling	essing	ely	tructive	ort and	l collab	person	ng the	o promell-beir
ASCA School Counselor Professional Standards & Competencies	js, values, a	a's emotion	's emotion	d using ement stra	perspectiv	g empathy	ern for the	g and expre	ng effective	flicts const	offering supp	mwork and ng	ons for	and evaluati ons	one's role t mmunity w
Second Step® SEL for Adults	Linking feeling	ntifying one	naging one	Identifying and stress-manage	ing others'	nonstratin	owing conc	derstandinę	nmunicatir	solving confli	Seeking or off help when nee	Practicing teamw problem-solving	Identifying solutic social problems	Anticipating al of one's action	Reflecting on family, and cor
Standards	Lin	le le	Ξ	Ide	Taking	Dei	Sho	Unc	Co	Res	Sec	Pra	epl	Ant	Ref
M 1. Every student can learn, and every student can succeed.						✓				V	V	V			V
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.						~					V	V	V		✓
M 4. Every student should have access to a school counseling program.						~					~	✓	~		V
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.			V	✓	✓	✓	✓	✓	✓	/	~	V	V	~	✓
M 7. School counseling programs promote and enhance student academic, career, and social-emotional outcomes.						~	~		~		~		~		~
B-PF 1. Apply developmental, learning, counseling, and education theories	~	✓	V	V	✓	✓	✓		✓	V	✓	V	✓	✓	V
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					~				~		✓	V	V	✓	~
B-PF 4. Apply school counseling professional standards and competencies	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
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									~	V	~	~	~	~	~
B-PF 8. Demonstrate advocacy for a school counseling program									✓		V	/			V
B-PF 9. Create systemic change through the implementation of a school counseling program					✓				✓	✓	~	~	V		~
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	•	~	~	~	~	~	~		~	V	~	~	~		~

Key Capacities Developed

of others





Module 2: Managing Stress

ASCA School Counselor Professional Standards & Competencies

Standards & Competencies	y, sg	e's e	e,'s e	d us	, ber	g en	Sern	g an	ng e	flict	offerin	mw	lutio ns	su e	one
Second Step® SEL for Adults	ıking feelin(entifying on	anaging one	Identifying and stress-manage	Taking others'	monstratin	owing conc	iderstandin	mmunicati	solving cor	Seeking or off help when nee	Practicing tean problem-solvin	Identifying solu social problem	Anticipating an of one's actions	Reflecting on family, and cor
Standards	Li	P I I I I	ž	Ide	Tal	De	Sh	j.	ပိ	Re	Se	Pre	lde	An	Re
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	V	V	V	V	V	V	V		V	V	V	V	V		V
B-SS 4. Make referrals to appropriate school and community resources					✓	V	V		~		V	V	V		V
B-SS 5. Consult to support student achievement and success						V	V		V		V	V	V		V
B-SS 6. Collaborate with families, teachers, administrators, other school staff, and education stakeholders for student achievement and success						~	V		~	✓	~	~	✓		✓
B-PA 1. Create school counseling program beliefs, vision, and mission statements aligned with the school and district						~	V		~					~	~
B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity, and resources					~	~	~		~	✓	~	✓	✓		✓
B-PA 3. Develop annual student outcome goals based on student data									V				V		V
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					V				~	V	~	V		~	~
B-PA 8. Establish and convene an advisory council for the school counseling program					✓			~	~	~	~	~	~	~	~
B-PA 9. Use appropriate school counselor performance appraisal process					V	/	V	V	~			V		/	V

Key Capacities Developed



's role to promote personal, unity well-being

ns for personal and



Module 3: Equity & Belonging

	ASCA School Counselor Professional Standards & Competencies Second Step® SEL for Adults Standards	Examining prejudices and bia	Identifying personal, cultural, linguistic assets	Showing the courage to take	Taking others' perspectives	Recognizing strengths in oth	Showing concern for the feeli	Identifying diverse social norn including unjust ones	Understanding the influence: and systems on behavior	Communicating effectively	Developing positive relations	Demonstrating cultural comp	Standing up for the rights of 0	Practicing teamwork and coll problem-solving	Demonstrating curiosity and open-mindedness	Identifying solutions for perse social problems	Anticipating and evaluating tl of one's actions	Evaluating personal, interpers and institutional impacts
	M 1. Every student can learn, and every student can succeed.	V	V		V	V		V	V		V	V	V	V	V	V	~	V
	M 2. Every student should have access to and opportunity for a high-quality education.	~			~	~		~			~	~	~		~	~	~	~
ន្ទ	M 3. Every student should graduate from high school prepared for postsecondary opportunities.	V	~		~	V		/	~		~	~	V	V	~	~	~	~
dset	M 4. Every student should have access to a school counseling program.	✓						~	~	✓		~	~	✓	✓	~	✓	~
Min	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.	~	~	~	~	✓	~	V	~	✓	~	~	~	~	~	~	~	~
	M 7. School counseling programs promote and enhance student academic, career, and social-emotional outcomes.		V		~	V	~	V	~	~	~	V	V	~	V	✓	~	~
	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	~		~	~	V		V	~	V		~	~		V	~		~
	B-PF 3. Apply legal and ethical principles of the school counseling profession	/		'				V	~	~		~	~	/		'	/	~
	B-PF 4. Apply school counseling professional standards and competencies	V	/	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
<u>r</u> s	B-PF 5. Use ASCA Student Standards: Mindsets & Behaviors for Student Success to inform the implementation of a school counseling program			~		~			~	~	~			~		V	~	~
ehavio	B-PF 6. Demonstrate understanding of the impact of cultural, social, and environmental influences on student success and opportunities	V	V	V	V	V	~	V	V	V	~	V	V	V	V	/	V	V
B	B-PF 7. Demonstrate leadership through the development and implementation of a school counseling program	~	~	~	~	V	~	~	~	~	✓	~	V	~	~	~	✓	~
	B-PF 8. Demonstrate advocacy for a school counseling program	V		V						V			V					
	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	V	v	•	v	v	•		v	v	•	v	v	V	v	V	•	~

Key Capacities Developed





Module 3: Equity & Belonging

ASCA School Counselor Professional Standards & Competencies

Second Step® SEL for Adults	Examining prej	Identifying pers Iinguistic asset	Showing the cc	aking others' p	Recognizing st	showing conce	Identifying dive including unjus	Understanding and systems or	Sommunicatin	Developing pos	Demonstrating	Standing up for	Practicing tean problem-solvin	Demonstrating open-mindedn	Identifying solu social problems	Anticipating an of one's actions	Evaluating pers and institutions
Standards B-SS 2. Provide appraisal and advisement in large-group, classroom, small-	ш			-	_	0)				_				_		4 0	ш ю
group, and individual settings	/	/			~		/	/		~		~	/		~	/	
B-SS 3. Provide short-term counseling in small-group and individual settings	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
B-SS 4. Make referrals to appropriate school and community resources	~		✓	~	V	V	V	V	~	V	V	~	✓	V	~	~	✓
B-SS 5. Consult to support student achievement and success		V	~	V	V	V		V	V	V	V	~	V	V	V	~	~
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			V	~				~	~				✓		~	~	~
B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity, and resources	~	✓		✓	✓		✓	✓	~		~	~		~	~		~
B-PA 3. Develop annual student outcome goals based on student data		V			V			/	/							~	~
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								V	V							V	V
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		~	V	~	~	~		~	~	~	~		✓		~	~	~
B-PA 8. Establish and convene an advisory council for the school counseling program	~		~	✓	✓	~		✓	~	✓			✓	~		~	V
B-PA 9. Use appropriate school counselor performance appraisal process			~	~	V	V			V				V		V	V	V

trengths in others

age to take initiative

Key Capacities Developed

the rights of others





Module 4: Resilience & Efficacy

	& Efficacy	λ;	ı.	lective g	nization	take initi	and coll	Se/	others	demands	χle	ionships	d collabo	and	personal
	ASCA School Counselor Professional Standards & Competencies	self-efficac	/th mindse	nal and col	g and orga	courage to	g personal	' perspecti	strengths ir	situational c	ng effective	ositive relat	imwork and	g curiosity ness	lutions for passions
	Second Step® SEL for Adults	Experiencing	aving a grow	etting perso	sing plannin	nowing the c	emonstratin	king others'	ecognizing s	Recognizing s opportunities	ommunicati	eveloping po	Practicing tea problem-solvi	Demonstrating open-mindedne	Identifying so social problen
	Standards	ú	<u> </u>	Set	ž	S S	Ŏ		~ ~		8	۵	P. Pr		
	M 1. Every student can learn, and every student can succeed.		V	/			V	V	/	/	V	V		/	/
	M 2. Every student should have access to and opportunity for a high-quality education.		~			~	~	~	~	~		~	~	~	~
ς,	M 3. Every student should graduate from high school prepared for postsecondary opportunities.		~	~			~	~	~	~		~		~	~
dset	M 4. Every student should have access to a school counseling program.		✓			✓	V	V	V	✓	✓	~			V
Min	M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff, and education stakeholders.	•	~	~	~	~	~	~	~	~	V	~	~	~	~
	M 6. School counselors are leaders in the school, district, state, and nation.	✓	✓	✓	✓	✓	V	✓	✓	✓	✓	✓	/	V	V
	M 7. School counseling programs promote and enhance student academic, career, and social-emotional outcomes.	~	~	~			✓	~	~	~	~	~			~
	B-PF 1. Apply developmental, learning, counseling, and education theories	~	✓	V	/	✓	✓	✓	V	/	/	/	V	V	✓
	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	V	✓			✓	✓			V	V				V
	B-PF 4. Apply school counseling professional standards and competencies	V	V	V	V	V	V	V	V	V	V	V	V	V	V
S	B-PF 5. Use ASCA Student Standards: Mindsets & Behaviors for Student Success to inform the implementation of a school counseling program	~	~	~	~	~	✓	~	~	~	✓	~	~	~	✓
Behavior	B-PF 6. Demonstrate understanding of the impact of cultural, social, and environmental influences on student success and opportunities	~	~				•	~	~	~	~	~		~	✓
Be	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	V	V	V	/	V	V			V	V	V			V
	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	~	V	~	V	~	~	V	~	~	V	V	~	~	~

Key Capacities Developed





Module 4: Resilience & Efficacy

ASCA School Counselor Professional Standards & Competencies Second Step® SEL for Adults Standards	Experiencing self-efficac	Having a growth mindset	Setting personal and col	Using planning and orga	Showing the courage to 1	Demonstrating personal	Taking others' perspectiv	Recognizing strengths in	Recognizing situational c opportunities	Communicating effective	Developing positive relat	Practicing teamwork and problem-solving	Demonstrating curiosity open-mindedness	Identifying solutions for _I social problems
B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group, and individual settings	~	V	V	V	~	V	V	V	V	V	V	V	V	~
B-SS 3. Provide short-term counseling in small-group and individual settings	V	V	V	V	V	V	V	V	V	V	V	V	V	V
B-SS 4. Make referrals to appropriate school and community resources	✓	V	V	/	✓	/	~	V	✓	✓	V	✓	V	V
B-SS 5. Consult to support student achievement and success	V	V	V	V	V	V	V	V	/	V	V	/	V	V
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	✓	V	V	V	V	V	V	V	V	V	V	V		~
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	V			V	V	V				V	V			
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	V	V	V	/	V	V	V	V	V	V		V	V	V

Key Capacities Developed

