

# Second Step SEL Program and Student Support Frameworks (PBL)



Positive Pieces  
Education

| PBL Continuum                          |  | Second Step SEL Program   |                             |  |
|--|--|---|-----------------------------|--|
| <b>Tier 1</b><br>Primary<br>Universal  | <p><b>DESCRIPTION:</b> Teach foundational SEL skills to all students using high quality instructional techniques. Strategies at this level are implemented with all children in a classroom or school.</p> <p><b>STRATEGIES:</b> Set and teach classroom and schoolwide behavioral expectations for all students (walking in hallways, keeping hands and feet to themselves); establish recognition and correction systems; use data-driven decision making.</p> | <p><b>≈80%</b><br/>of students will master skills through this level of support.</p>                              | <b>Classroom Curriculum</b> | <p><b>DESCRIPTION:</b> The <i>Second Step</i> Social-Emotional Learning (SEL) Program is a Tier 1, universal, classroom-based curriculum for teaching foundational social-emotional and self-regulation skills to all students, Early Learning–Grade 8.</p> <p><b>STRATEGIES:</b> The <i>Second Step</i> Program teaches specific skills that strengthen students’ abilities for learning, empathy, managing emotions, and solving problems. With the ability to focus, listen, and stay calm and in control, students are better able to meet schoolwide behavioural expectations and attend to their learning.</p> |
| <b>Tier 2</b><br>Secondary<br>Targeted | <p><b>DESCRIPTION:</b> Some students will require extra support in order to master the skills and behaviours taught at the universal level.</p> <p><b>STRATEGIES:</b> Use small-group interventions aimed at teaching specific skill sets; use data-driven decision making.</p>  | <p><b>≈15%</b><br/>of students will need this level of intervention in addition to the universal programming.</p> | <b>Small Groups</b>         | <p><b>DESCRIPTION:</b> Some schools have had measurable success using the <i>Second Step</i> Program in small groups. Since the program is designed as a Tier 1 universal intervention, the best small-group interventions are those designed to complement the classroom program.</p> <p><b>STRATEGIES:</b> Typically, these programs pre-teach <i>Second Step</i> lessons in the small group before they are presented to the whole class. This provides students in the small group with an introduction to lesson content before they encounter it in the whole-class setting.</p>                               |
| <b>Tier 3</b><br>Tertiary<br>Indicated | <p><b>DESCRIPTION:</b> A small subset of students will need more intensive interventions in order to move toward mastery of the universal skills and behaviours.</p> <p><b>STRATEGIES:</b> Create support plans that include individualised therapeutic supports; use data-driven decision making.</p>   | <p><b>≈5%</b><br/>of students will need this level of intervention in addition to the universal programming.</p>  | <b>Individuals</b>          | <p><b>DESCRIPTION:</b> Although the <i>Second Step</i> Program is not a Tier 3 strategy, the Skills for Learning (like listening, focusing attention, and using self-talk) and the calming-down and problem-solving skills taught in the program could inform Tier 3 interventions.</p>  |

