# The Second Step Suite and Restorative Practices in Schools



The Second Step Suite 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.

## **Restorative Practices in Schools**

Restorative practices are a schoolwide approach to creating a positive school climate that is 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 involvement of all involved in resolving the wrongdoing or conflict and in restoring a sense of community, including students, school staff, and (where appropriate) family members. 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.

# The Second Step Suite

The Second Step Suite is a research-based, universal prevention program for Early Learning through Grade 8 students. It is designed to promote school success, school connectedness, and a safe, respectful school climate and to prevent problem behaviors. It does this by teaching self-regulation and social-emotional skills and by addressing bullying and unsafe behaviors. It 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.

		Second Step Unit Topics for Student Lessons
	Early Learning	Skills for Learning; Empathy; Emotion Management; Friendship Skills and Problem Solving; Child Protection*
Level	K–Grade 3	Skills for Learning; Empathy; Emotion Management; Problem Solving; Bullying Prevention*; Child Protection*
Grade Le	Grades 4 & 5	Empathy and Skills for Learning; Emotion Management; Problem Solving; Bullying Prevention*; Child Protection*
Ğ	Grades 6 & 7	Mindsets and Goals; Values and Friendships; Thoughts, Emotions, and Decisions; Serious Peer Conflicts
	Grades 8	Mindsets and Goals; Values and Relationships; Thoughts, Emotions, and Decisions; Serious Peer Conflicts

\*Units sold separately

## **SCHOOL STAFF (ALL GRADES)**

One of the core components of the Second Step Suite 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.





second suite		Second Step Skills and Concepts for Early Learning to Grade 5																				
suite <b>-</b>			Respect	Safety	ety Skills for Learning			Empathy and Compassion			Emotion Management		Interpersonal Problem Solving			Friendship Skills			Bullying Prevention	Child Protection		
			Respectful behaviors emphasized throughout the suite at all grade levels	Safe behaviors emphasized throughout the suite at all grade levels	Listening	Using self-talk to manage behavior or calm down	Being assertive	Identifying others' feelings	Understanding others' perspectives	Showing care and concern, offering support	Accepting differences	Identifying one's own feelings	Calming down strong feelings	Managing anger to prevent behavior that harms others' bodies or feelings	Identifying the problem without blame; identifying needs and wants	Evaluating positive and negative consequences of each solution	Choosing a solution that works for all parties involved	Including others	Making amends	Taking responsibility for actions (either accidental or on purpose)	Recognizing, refusing, and reporting bullying; being a supportive bystander; emphasis on safe and respectful behaviors	Recognizing, refusing, and reporting unsafe and sexually abusive situations and touches
Create trust		✓	✓	1	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>		<b>✓</b>		<b>✓</b>	✓							<b>✓</b>	✓	
ilding	ilding	Demonstrate empathy						<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>											
	Relationship-Building Actions	Be respectful	✓	<b>✓</b>	<b>✓</b>		<b>✓</b>		<b>✓</b>	✓	<b>✓</b>		<b>✓</b>	✓				<b>✓</b>			<b>✓</b>	✓
	onshî Acti	Use active listening			1	<b>✓</b>							<b>✓</b>	<b>✓</b>								
	Relati	Use affective statements						<b>✓</b>	<b>✓</b>			<b>✓</b>										
		Show care and concern	<b>✓</b>	<b>✓</b>				<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>						<b>✓</b>			<b>✓</b>	
ı	ıres"	Community-building circles: all students and a teacher in a classroom	<b>✓</b>	<b>✓</b>	1	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>						1				
ı	"Structu	Impromptu restorative conversations: student(s) and teacher	<b>✓</b>	<b>✓</b>	1	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>			✓	<b>✓</b>	<b>✓</b>		<b>✓</b>	<b>✓</b>		
actices	Restorative "Structures"	Restorative justice circles: students, school staff, and family members	<b>✓</b>	<b>✓</b>	1	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>			✓	<b>✓</b>	<b>✓</b>		<b>✓</b>	<b>✓</b>		
ative Practices	Rest	Re-entry circles: students, school staff, and family members	<b>✓</b>	<b>✓</b>	1	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>			<b>✓</b>			<b>✓</b>	<b>✓</b>	<b>✓</b>		
Restora	stice	Identifying who has been harmed and how						<b>✓</b>	<b>✓</b>	<b>✓</b>					✓						<b>✓</b>	<b>✓</b>
	ve Ju	Repairing the harm	<b>✓</b>	<b>✓</b>				<b>✓</b>	<b>✓</b>	<b>✓</b>						<b>✓</b>	<b>✓</b>		<b>✓</b>	✓		
	Restorative Justice Principles	Restoring relationships	✓	<b>✓</b>	1			<b>✓</b>	<b>✓</b>	✓	<b>✓</b>		<b>✓</b>	✓				<b>✓</b>	<b>✓</b>	✓		
	Rest	Engaging all parties in resolving conflict or addressing wrongdoing													✓	<b>✓</b>	<b>✓</b>					
	v,	What happened from your perspective?					<b>✓</b>					<b>✓</b>			✓							
	stion	How were you feeling?					<b>✓</b>					<b>✓</b>										
	e Que	What were you thinking?					<b>✓</b>								✓							
ı	Restorative Questions	Who has been affected by what happened and how?					<b>✓</b>	<b>✓</b>	<b>✓</b>						<b>✓</b>							
	Resi	What needs to be done to make things as right as possible?	<b>✓</b>	<b>✓</b>			<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>						<b>✓</b>	<b>✓</b>		<b>✓</b>	<b>√</b>		

Grow <sup>†</sup> Minds	th set	Valu Rela	ues and ationsh	i ps	Thoug Emotic & Deci	hts, ons, sions	Serious Peer Conflicts							
Understanding that the brain can grow and change	Recognizing that personalities can change	Identifying personal values	Using personal values to make good decisions	Making friends and strengthening friendships	Handling unhelpful thoughts and strong emotions	Using strategies to calm down	Recognizing different perspectives	Recognizing and avoiding serious conflicts	Resolving serious conflicts	Repairing relationships	Helping prevent bullying and harassment			
	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>			<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>			
<b>✓</b>			<b>✓</b>	<b>✓</b>	✓		<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>			
	<b>✓</b>		<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>			
<b>✓</b>			<b>✓</b>	<b>✓</b>	✓		<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>			
			<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>				
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	<b>✓</b>	<b>✓</b>	<b>√</b>	<b>✓</b>	✓	✓	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>			
	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	✓	✓	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	✓			
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			<b>✓</b>				<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>			
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# **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 conferences to address minor problem behaviors
- Restorative justice circles (repairing harm circles) to address wrongdoing or repair harm, often including family members
- Re-entry circles for students returning from truancy, suspension, or incarceration

# **Restorative justice principles**

- · Identifying who has been harmed and how
- · Repairing the harm
- Restoring relationships
- Engaging 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?

Build a caring community that improves learning and life with the *Second Step* Suite.

Learn more at: SecondStep.org

