

SCIENCE-BASED PROGRAMS LIST – NREPP RATING ANALYSIS SECOND STEP

Second Step is a classroom-based social-skills program for children 4 to 14 years of age that teaches socioemotional skills aimed at reducing impulsive and aggressive behavior while increasing social competence. The program builds on cognitive behavioral intervention models integrated with social learning theory, empathy research, and social information-processing theories. The program consists of in-school curricula, parent training, and skill development. Second Step teaches children to identify and understand their own and others' emotions, reduce impulsiveness and choose positive goals, and manage their emotional reactions and decision making process when emotionally aroused. The curriculum is divided into two age groups: preschool through 5th grade (with 20 to 25 lessons per year) and 6th through 9th grade (with 15 lessons in year 1 and 8 lessons in the following 2 years). Each curriculum contains five teaching kits that build sequentially and cover empathy, impulse control, and anger management in developmentally and age-appropriate ways. Group decision making, modeling, coaching, and practice are demonstrated in the Second Step lessons using interpersonal situations presented in photos or video format.

PROGRAM REQUIREMENTS

- Universal, selective, and/or indicated prevention program
- Targets one or more alcohol, tobacco, drug, disruptive behavior, and/or violence outcomes
- Targets students in one or more grades K-12

Does this program meet the minimum program requirements for inclusion on the Science-Based Programs List?

- YES** This universal violence prevention program targets elementary school students.
- NO**

RESEARCH RATINGS FOR BEHAVIORAL OUTCOMES

Quality of Research Ratings by Criteria (0.0-4.0 scale)

Outcome	Reliability	Validity	Fidelity	Missing Data/Attrition	Confounding Variables	Data Analysis	Overall Rating
Outcome 1: Social competence and prosocial behavior	2.3	2.5	2.0	2.0	2.3	3.3	2.4
Outcome 2: Incidence of negative, aggressive, or antisocial behaviors	2.3	2.5	2.0	2.0	2.3	3.3	2.4

Outcome 1: Social competence and prosocial behavior

The incidence of prosocial behaviors or social competence was measured using teacher, parent, and child surveys and behavioral observations. The surveys used were the School Social Behavior Scales (SSBS), the Achenbach Teacher Report Form (TRF), the Achenbach Child Behavior Checklist (CBCL), and the Parent-Child Rating Scale (P-CRS). In one study, Second Step participants demonstrated higher average rates of prosocial behavior ("engages appropriately with peers," "follows directions from adults") compared with similar students who did not receive the intervention ($p < .01$ and $p < .001$, respectively). Another evaluation found that students who participated in the Second Step program demonstrated higher rates of prosocial behavior in classrooms, on playgrounds, and in cafeterias

SCIENCE-BASED PROGRAMS LIST – NREPP RATING ANALYSIS SECOND STEP

compared to students in the control group, and these effects continued at least 2 weeks after the intervention ($p < .05$). A third evaluation reported no statistically significant benefits in prosocial behavior.

Criteria	Reliability	Validity	Fidelity	Missing Data/Attrition	Confounding Variables	Data Analysis	Study Design
Rating	2.3	2.5	2.0	2.0	2.3	3.3	Experimental
Meets Minimum	✓	✓	✓	✓	✓	✓	✓

Outcome meets minimum standard for all criteria

Outcome 2: Incidence of negative, aggressive, or antisocial behaviors

The incidence of negative, aggressive, or antisocial behaviors was measured using teacher, parent, and child surveys and behavioral observations. The surveys used were the School Social Behavior Scales (SSBS), the Achenbach Teacher Report Form (TRF), the Achenbach Child Behavior Checklist (CBCL), and the Parent-Child Rating Scale (P-CRS). Teachers reported fewer antisocial behaviors among Second Step participants compared with similar students who did not receive the intervention ($p < .001$), primarily as a result of first-year implementation of the program. The change was greatest among students who had high baseline ratings for antisocial behavior. Another evaluation found lower rates of physically antisocial behavior in playground and cafeteria settings at least 2 weeks after the intervention ($p = .03$). Physical aggression in the classroom setting continued to be reduced 6 months after the intervention ($p = .03$). A third evaluation found that teacher-reported antisocial behavior decreased at a school using Second Step while it increased at a similar school without the intervention ($p < .05$).

Criteria	Reliability	Validity	Fidelity	Missing Data/Attrition	Confounding Variables	Data Analysis	Study Design
Rating	2.3	2.5	2.0	2.0	2.3	3.3	Experimental
Meets Minimum	✓	✓	✓	✓	✓	✓	✓

Outcome meets minimum standard for all criteria

Do this program's NREPP ratings meet the minimum research ratings for inclusion on the Science-Based Programs List?

YES NREPP reports at least one behavioral outcome related to tobacco use, alcohol and other drug use, disruptive behavior, and/or violence for Second Step. Of these behavioral outcomes related to disruptive behavior and violence, at least one is rated at or above the minimum standards on all criteria.

NO