

RTI/PBIS Continuum			Second Step Program		
RTI	PBIS		SSP		
Tier 1	Primary/Universal	<p>DESCRIPTION: Teach foundational social and emotional skills to all students. Strategies at this level are implemented with all children in a classroom or school.</p> <p>STRATEGIES: 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; collect data.</p>	<p>≈80% of students will master skills through this level of support.</p> <p>≈15% of students will need this level of intervention in addition to the universal programming.</p> <p>≈5% of students will need this level of intervention in addition to the universal programming.</p>	Classroom Curriculum	<p>DESCRIPTION: The <i>Second Step</i> program is a Tier 1, universal, classroom-based curriculum that teaches foundational social-emotional and self-regulation skills to all students, Early Learning–Grade 8.</p> <p>STRATEGIES: The <i>Second Step</i> program teaches specific skills that strengthen students’ ability to learn, have empathy, manage emotions, and solve problems. With the ability to focus, listen, and stay calm and in control, students are better able to meet schoolwide behavioral expectations and benefit from learning.</p>
Tier 2	Secondary/Targeted	<p>DESCRIPTION: Some students will require extra support in order to master the primary prevention skills and behaviors taught at the universal level.</p> <p>STRATEGY: Use small-group interventions aimed at teaching specific skill sets.</p>		Small Groups	<p>DESCRIPTION: Some schools use the <i>Second Step</i> program in small groups and have had measurable success doing so. 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>STRATEGY: 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>
Tier 3	Tertiary/Indicated	<p>DESCRIPTION: A small subset of students will need more intensive interventions in order to move toward mastery of the universal skills and behaviors.</p> <p>STRATEGY: Create support plans that include individualized therapeutic supports.</p>		Individuals	<p>DESCRIPTION: Although the <i>Second Step</i> program is not a Tier 3 strategy, the Skills for Learning (for example, listening, focusing attention, and using self-talk) and calming-down and problem-solving skills taught in the program could inform Tier 3 interventions.</p>