

2012

Social and Emotional Skills Training with Second Step: A Violence Prevention Curriculum

Pam Dell Fitzgerald

Leihua Van Schoiack Edstrom

Follow this and additional works at: https://digitalcommons.georgefox.edu/gscp_fac



Part of the [Psychology Commons](#)

Social and Emotional Skills Training with *Second Step*: A Violence Prevention Curriculum

Pam Dell Fitzgerald

ARGOSY UNIVERSITY, SEATTLE

Leihua Van Schoiack Edstrom

BELLEVUE SCHOOL DISTRICT, BELLEVUE, WA

Abstract

Second Step: A Violence Prevention Curriculum is a school-based program developed to prevent and reduce aggressive behavior. Three separate age-appropriate curricula are available: preschool/kindergarten level, elementary level, and middle school level. Designed to be teacher-friendly and convenient for classroom use, the curricula aim to prevent and decrease aggression by helping children develop habits of prosocial behavior and thought. Instructional strategies are evidence-based and are built on a broad foundation of research. In addition, these curricula employ strategies that have been found to be effective for prevention of delinquency and substance abuse, and to support children's academic success. Each of the three curricula has been evaluated and found to reduce aggression and increase social skills.

... teaching prosocial skills in an effective way actually creates more teachable time. So it does not take time away from—I truly believe it contributes time, and the time it creates is actually much more effective teachable time because the students are in a much better place.

(Patti Peplow, Head Counselor, Mesa Public Schools, personal communication, May 2004)

Second Step: A Violence Prevention Curriculum provides evidence-based, effective, classroom-based social skills training, with developmentally appropriate curricula for children at preschool through middle school ages. The curricula are founded on well-established theoretical and practical research. They are developed by teams of educators and researchers for maximum effectiveness through teacher-friendly materials.

Importance

As one of the most important social-emotional learning environments in children's lives, schools have a key impact on children's well-being (for a review, see Weissberg, Caplan, & Harwood, 1991). Universal prevention programs can help schools comprehensively promote children's success and reduce the risk factors for long-term antisocial behavior. Social-emotional prevention programs are most effective when they both reduce risk factors and increase protective factors (Pollard, Hawkins, & Arthur, 1999). To this end, the goals of the *Second Step* curricula are to increase social and emotional skills and in doing so, reduce aggression.

Social skills and aggression have implications for a wide range of developmental outcomes in addition to effects on peer relations (Coie, Dodge, & Coppotelli, 1982). These include school success (e.g., Durlak, Weissberg, Dymnkcki, Taylor, & Schellinger, 2011), substance abuse (for a review, see Hawkins, Catalano, & Miller, 1992), long-term persistent antisocial behavior (e.g., Dodge, Greenberg, Malone, & Conduct Problems Prevention Research Group, 2008), and lack of success in the workplace (Spencer & Spencer, 1993).

Positive social skills and relations are key in promoting positive development and preventing negative outcomes. In their meta-analysis of social skills studies, Newcomb, Bukowski, and Pattee (1993) confirmed that children who were rejected by their peers were characterized as being not only aggressive but also low in prosocial skills. Conversely, children who were especially well-accepted by their peers were characterized by strong prosocial skills (Newcomb et al., 1993).

Children's social relations, in turn, are related to success in school. Their academic performance is higher when children perceive their relationships with people at school to be supportive (for a review, see Zins, Weissberg, Wang, & Walberg, 2004). Wilson, Gottfredson, and Najaka (2001), in their meta-analysis of U.S. school-based prevention programs, found that school dropout and nonattendance rates decreased after implementation of cognitive-behavioral programs focused on social competence development. Similarly, additional meta-analyses (Diekstra, 2008; Durlak et al., 2011) have shown school-based social-emotional learning programs to have beneficial impacts on children's school achievement and grades, and on their attitudes toward school, even at six or more months follow-up (Durlak et al., 2011).

In addition to the impact on their peer relations and academic success, children who are aggressive can be at risk for other serious problems. Excessive and persistent aggressiveness and antisocial behaviors in children put them at risk for long-term antisocial behavior patterns. These risks include substance abuse (for a review, see Hawkins et al., 1992) and criminal behavior (Dodge et al., 2008; Moffitt, 1993). Although early aggression itself is not a strong risk factor, children are at greater risk for poor outcomes if their aggression persists through childhood. Because risk factors cannot always be controlled, prevention programming should address factors such as social competence that can protect children against long-term harm (Hawkins et al., 1992; Payton et al., 2008). As both an early intervention and prevention program, the *Second Step* curricula are designed to reduce aggression as well as inhibit its long-term associated risks by teaching social and emotional competence.

It is important that social and emotional competencies be taught to children in their schools. The social and emotional behaviors that children learn in school can promote healthy development or cause harm. They can affect not only children's individual development, but also their impact on others. Therefore, it is critical that educators take advantage of the rich opportunities inherent in school settings to teach positive social and emotional skills, rather than leaving to chance the nature of the skills that children learn during the school day. Teaching such competencies forms the foundation of prevention efforts aimed at reducing aggression and is important to the healthy development of all children. Given the associations with school and later

workplace success, emphasizing these competencies advances schools' core mission of preparing students to later be responsible community members as adults.

Conceptual Foundation

The theoretical roots of the *Second Step* curricula are founded in three areas of developmental research. First, the curricula were developed to prevent later violent behavior and promote positive development by addressing early social skills. Second, they are based on research about the cognitive-behavioral skills that contribute to prosocial behavior (e.g., Crick & Dodge, 1994; Lemerise & Arsenio, 2000). Third, they are informed by knowledge about the typical development of children's prosocial skills (e.g., Fabes, Eisenberg, Hanish, & Spinrad, 2001).

The prevention role of early social skills has recently been highlighted in the cascade model for the development of adolescent violence, proposed by Dodge et al. (2008). This model posits that early predictors contribute to progressively later predictors of violence, with each stage of the model partially mediating the effects of previous stages. Three of these seven progressive stages are related to children's social behaviors and relationships at school (e.g., school social readiness, externalizing behavior, social failure). Based on empirical support of the model, Dodge et al. recommend (a) that social skills be taught during early school years, and (b) that intervention be maintained across children's development to address the "new" risks that accompany each developmental stage. Since the *Second Step* curricula focus on developmentally appropriate approaches to social problem solving and other social and emotional skills, and are available for children in preschool through middle school, they are especially well suited to provide this prevention role.

The second area that is foundational to the curricula is cognitive-behavioral research about children's social interactions. Crick and Dodge's (1994) model of the cognitive processes in children's interactions is a useful conceptual framework for the cognitive-behavioral skills addressed by the *Second Step* curricula. That is, in social interactions, children (a) encode cues about the interaction, (b) interpret the meaning of the cues, (c) clarify what their goals are in the interaction, (d) examine potential responses from their repertoire, (e) evaluate and select a response, and (f) enact a response. The curricula teach children prosocial habits for each of these cognitive steps. For example, they teach children to (a) attend to cues about emotions (encode), (b) consider several interpretations of interactions, (c) set goals to avoid causing harm, (d) generate several possible responses, (e) evaluate the consequences of possible responses, and (f) practice prosocial responses.

Lemerise and Arsenio (2000) extended this model to include the influence of emotions during these steps. For example, it has long been recognized that strong emotions can interfere with one's ability to respond effectively (for a review, see Campos & Barrett, 1984). This understanding is incorporated in the *Second Step* lessons, as children are taught strategies for calming down, and are taught to use emotions as cues for understanding the situation.

These cognitive-behavioral strategies are designed to steer children away from thinking patterns characteristic of aggressive children toward those of children who are non-aggressive and are accepted by their peers (e.g., Crick & Dodge, 1994). As such, the program addresses behaviors, thoughts, and emotions, and the interplay amongst them. These skill sets are also reflected in the social and emotional competencies that are identified as core by Payton et al. (2000)—awareness of self and others, positive attitudes and values, responsible decision making, and social interaction skills.

The third aspect of development research that informs the *Second Step* curricula is our knowledge about typical development of social skills in children. For example, empathy skills have been identified as key factors in the early development of social behavior (e.g., Hastings, Zahn-Waxler, Robinson, Usher, & Bridges, 2000) and in later acceptance by the peer group (Fabes et al., 2001). Empathy is also integral to children's competence at several other social and emotional

skills (for a review, see Lemerise & Arsenio, 2000). For these reasons, empathy skills are central in all levels of the lessons.

In addition to this direct teaching of social and emotional skills, Frey and Nolen's (2010) transactional model of school-based prevention highlights other avenues through which *Second Step* may promote behavioral change. The model proposes that, in addition to improvements in their own social and emotional skills, children are also affected by the changes that occur in their transactions with others as a result of *Second Step* training. Consider, for example, a predictor mentioned in the cascade model described above (Dodge et al., 2008)—deviant peer associations. If school children in a cohort improve even marginally in their social skills after receiving the *Second Step* program, fewer of them may become behaviorally deviant and their deviance may be less extreme. In that case, a target child would benefit not only from improved social skills, but also from a social milieu with more prosocial norms and fewer deviant peers.

Specific Approach of the Program

The *Second Step* curricula are commercially available, school-based programs for students in preschool through middle school. Each curriculum is developed by teams of experienced teachers and prevention researchers working together. This method has pioneered a process that incorporates strong evidence-based prevention strategies with best practices experience and implementation know-how. This maximizes the convenience and relevance of the curricula for classroom use. Long-term application within the classroom has further contributed to refinement of the program and implementation guidelines (Table 31.1 delineates implications for practice, steps toward successfully implementing the *Second Step* curriculum). Since its inception in 1986, the curricula (Committee for Children, 2002, 2008) have been used widely in the United States and Canada, are translated into more than a dozen languages, including Spanish, and are used in more than two dozen countries.

Designed to teach key social competencies, the program's aims are to decrease children's risk for destructive behavior and increase their potential for success at school and in relationships with others. Consistent with meta-analytic outcome evidence regarding effective strategies, (Durlak et al., 2011), the curricula utilize a sequential progression of lessons, active learning (e.g., role plays), a substantial focus on social skills development, and targeting of specific social and emotional skills.

Classroom Lessons

Second Step classroom lessons are developmentally sequenced, building on concepts and skills across grade levels. In general, lessons are taught by classroom teachers, school counselors, or school psychologists who have received program training. The program's developers recommend that classroom teachers take the lead in lesson presentation due to their familiarity with students, ability to adjust lessons accordingly, and capacity for facilitating maintenance and generalization of students' skills (Committee for Children, 2002, 2008).

Materials and Format

Curricula for preschool and elementary students consist of 22 to 28 lessons, depending on the grade level. Lessons vary in length from 20 minutes at the preschool level to 45 minutes in Grades 4 and 5. In each lesson, an 11" × 17" black-and-white photograph depicts a social dilemma from which a presentation of the key concepts and objectives extends. Lesson scripts for teachers are

Table 31.1 Implications for Practice: Steps Toward Successfully Implementing the *Second Step* Curricula

Level	Program conditions and activities
	<i>Pre-implementation</i>
School	Develop a comprehensive plan for meeting academic, social, and emotional goals. Involve key stakeholders when choosing the program. Clearly articulate how the program meets your school's goals. Form a steering team and designate a program coordinator. Provide strong leadership for the program (principal and steering team). Allocate time and resources, with a realistic timeline. Plan for program evaluation as an essential program activity.
Classroom	Involve teachers in planning, particularly classroom lesson implementation. Encourage teachers and other implementers to join steering team.
	<i>Implementation delivery</i>
School	Provide <i>Second Step</i> training for all staff. Foster family involvement via curriculum parent letters and family module. Make the program visible throughout the school. Provide ongoing support for staff (e.g., consultation, exchange of ideas). Maintain practical and social support for the program (particularly by principal). Facilitate student use of skills (e.g., cueing, coaching) throughout the school day. Collect implementation and outcome data.
Classroom	Train teachers in classroom curricula. Teach classroom lessons sequentially, with fidelity. Model the program concepts and skills (e.g., respect, empathy). Support students' skill development (e.g., cueing, coaching) outside of lessons. Integrate program concepts throughout the classroom curriculum.
Student	Promote individual student skills (e.g., prompting or problem solving). Provide additional services as necessary (e.g., increased scaffolding, more practice, individual counseling).
	<i>Post-implementation</i>
School	Summarize process and outcome data. Use evaluation data to inform planning (e.g., by steering team). Share successes with staff, students, and families. Plan for next year's school implementation, including training and support needs.
Classroom	Reflect on implementation successes and obstacles. Plan classroom implementation for the following year.
Student	Consider the need for more intensive services for individual students.

Note. "Teachers" refers to any implementers of the classroom lessons.

printed on the reverse of the "photo card," describing the vignette and outlining lesson activities (e.g., discussion and skill practice). Video clips dramatize and support some of the lessons. The middle school curriculum consists of three levels, allowing a comprehensive, multiyear implementation. The 13–15 weeks of lessons at each level are flexibly designed so that they can be split into 26–30 short lessons, according to scheduling needs. The lesson format involves group discussion, classroom activities, homework, and videos.

Depending on grade level, curriculum materials may include puppets, classroom posters, homework sheets, and family materials. Detailed implementation guides for educators include recommendations for adapting lessons for various populations (e.g., students with disabilities or in multiage or non-school settings), and for incorporating *Second Step* concepts into academic lessons. The program's publisher provides gratis technical support to assist program implementation.

Content

Preschool and elementary level *Second Step* lessons are organized in three units. The first unit focuses on empathy to provide a foundation for subsequent lessons. This includes, for example, identifying feelings, understanding others' perspectives, and responding supportively. The problem-solving unit teaches a step-by-step strategy for solving social problems that include, for example, identifying the problem and evaluating solutions. In the emotion-management unit, students learn to recognize anger cues and to use stress-reduction techniques (e.g., counting backward) to manage angry feelings. Emotion-management and problem-solving steps are also applied to specific stress-inducing situations typical for students (e.g., bullying or social exclusion). The middle school curriculum incorporates these foundational skills, and also includes specific lessons for bullying prevention and substance abuse prevention. In all curricula, lessons build sequentially on each other, increasing in sophistication within and between grade levels.

Instructional and Transfer-of-Learning Strategies

Second Step lessons rely on a range of teaching strategies that facilitate student learning, promote a supportive classroom climate, and encourage the generalization of skills. Strategies vary, as appropriate to the grade level. For example, puppets are used in preschool lessons, and middle schools students engage in cooperative group activities.

Discussion

Group discussions are integral to *Second Step* lessons. They focus on applying specific lesson topics to hypothetical situations and examples from children's own lives. The curricula offer several supports to help make discussions engaging and instructive, such as tips to encourage participation, and scripted, open-ended questions.

Behavioral Skill Training

Skill training is the second major component of *Second Step* lessons. With teacher guidance, students first generate skill steps for responding to a given social dilemma or situation, such as conversation-making. Next, the teacher models the skill steps and leads students in evaluating his/her performance. Students then have several opportunities to practice the specific behavioral skills with coaching and feedback.

Modeling

Perhaps the most powerful teaching strategy employed in the *Second Step* program, modeling, reaches far beyond the confines of lesson instruction. Observing adults' *Second Step* skills "in action" affords students information about effective approaches and demonstrates the values and norms of school staff setting the stage for prosocial student norms.

Cueing, Coaching, and Reinforcement

School life involves countless opportunities for students to test and refine their skills. Likewise, teachers are presented regularly with "teachable moments" to cue students to use their newly learned skills and coach them in their performance. The curricula offer several specific suggestions for this critical transfer-of-learning step.

Group problem Solving and Decision Making

Students' participation in solving "real" problems encourages transfer of learning through an active role in situations of intrinsic interest.

Staff Training

The program developers offer *Second Step* training. This entails a one-day session for teachers. Alternatively, two-day "training for trainers" sessions are available in which participants also learn to conduct staff training for their schools or districts.

Administrator's Guide

An administrator's guide accompanies curriculum kits for preschool through Grade 5. The guide assists principals or program coordinators in designing a school environment that optimally supports program implementation and integrates social and emotional learning with academic goals.

Family Guide

The family guide is a supplementary module for leading six sessions for caregivers. Participants are introduced to *Second Step* skills and learn how to foster their children's development and use of the skills.

Assessment Tools

An array of assessment tools is available for schools' use in evaluating the *Second Step* program (see www.cfchildren.org). Several process evaluation tools are available to assess features of a school's implementation of the program, such as support for students' transfer of learning and staff and student satisfaction. Outcome tools evaluate students' social and emotional knowledge (preschool–grade 5), and attitudes linked to aggression and socially competent behavior (grades 6–8).

Evidence of Effectiveness

Studies performed by multiple research teams demonstrate effectiveness of the *Second Step* curricula with students from a variety of socioeconomic, ethnic, and racial backgrounds, age groups, and geographical regions and settings (i.e., rural, suburban, and urban, including international). Across this research, the curricula have been linked to student changes in social and emotional knowledge and skills, prosocial attitudes, increased social skills, and decreased aggression.

Ideally, program outcome studies should utilize true experimental designs with random assignment to groups, direct observations of behaviors, and adequate sample sizes. This level of rigor has been reached in three studies of the elementary *Second Step* curriculum. In an experimental study of the German translation of the curriculum (*Faustlos*), Schick and Cierpka (2005) used a randomized control group design with 718 primary students. Students receiving *Faustlos* were rated by parents as significantly less anxious, depressed, and socially withdrawn, relative to controls. Gender differences in additional treatment effects were noted, with parents indicating more positive intervention benefits for girls than boys. Teacher and student reports did not evince significant group effects, with the exception that *Faustlos* students indicated less anxiety than controls.

Two of these rigorous studies were strengthened further by their use of analytical procedures that take into account the commonalities of participants nested within classrooms and schools. Grossman et al. (1997) assessed nearly 800 second- and third-grade children from six matched pairs of schools. Behavioral observations of a randomly selected subsample ($n = 588$) revealed decreased physical (but not verbal) aggression for *Second Step* students following implementation, whereas comparison students showed increases in physical aggression. *Second Step* students also demonstrated increases in positive social behavior compared to controls. Between the baseline measures and the six-month follow-up, coders blind to condition observed mean reductions in physical aggression for program students and not for controls. Parent and teacher ratings did not reflect the changes.

In the second of these particularly rigorous experimental studies Frey, Nolen, Edstrom, and Hirschstein (2005) examined 1,253 second- through fifth-grade students from 15 schools with partial random assignment. In this study, teachers' implementation was closely monitored and supported by program consultants. After the first year of the program (but not the second year), *Second Step* students were rated as being more socially competent and less antisocial by their teachers than those who did not receive the program. Moreover, the greatest reductions in antisocial behavior were made by *Second Step* students who started out at baseline with the highest ratings of antisocial behavior. Following two years of the program, *Second Step* students also were more likely to indicate prosocial goals and reasoning. Unbiased observations revealed that *Second Step* curriculum participants were less aggressive, more cooperative (for girls only), and required less adult intervention in contrived conflict situations with peers.

The desired level of rigor has not been reached in published studies of the preschool/kindergarten or middle school curriculum. However, for the preschool/kindergarten curriculum, an unpublished experimental study by McCabe (1999) does offer evidence of effectiveness. Using an adequate sample size, random assignment by classroom, and behavioral observations, outcome results were promising and included a decline in observed peer conflict for the most aggressive children.

Quasi-experimental studies using comparison classrooms offer additional support. *Second Step* students in elementary and/or middle school show reduced acceptance of physical and relational aggression (Van Schoiack-Edstrom, Frey, & Beland, 2002), more confidence in social and emotional skills (Van Schoiack-Edstrom et al., 2002), increased knowledge of social and emotional skills (Orpinas, Parcel, McAlister, & Frankowski, 1995), increased social competence, and reduced antisocial behavior (Taub, 2002).

Several evaluation studies have involved pre-post designs with no controls (Cooke, Ford, Levine, Bourke, Newell, & Lapidus, 2007; Edwards, Hunt, Meyers, Grogg, & Jarrett, 2005; McMahan & Washburn, 2003). Third- to fifth-grade students across three studies evinced various effects following exposure to the program: increased social-emotional knowledge, greater self-reported problem solving and coping, improved grades related to respectful and cooperative behavior, and a trend toward neutral (rather than disruptive) school behavior as rated by independent observers. Although changes in observed and self-reported aggression were inconsistent in these studies, McMahan and Washburn found that reductions in self-reported aggression were predicted by increases in self-reported empathy. Another study with a similar design did find observed reductions in aggressive and disruptive behavior in low-income preschool and kindergarten children (McMahan, Washburn, Felix, Yakin, & Childrey, 2000).

The results from evaluations of *Second Step* curricula have not been entirely consistent, at least partly due to variation in the quality of the research. Overall, those studies with the most rigorous designs (e.g., larger sample sizes, behavioral observations by unbiased observers) have tended to be the ones lending the strongest support for the effectiveness of the *Second Step* program.

These studies have shown reductions in aggression and increases in positive skills following use of the *Second Step* curricula. Student measures of goals and attitudes also show promising sensitivity to change. Behavioral ratings by teachers, parents, and students have yielded less consistent results. It may be that parents and teachers are not sensitive enough to changes in aggression, or are not privy to important settings in which behavioral changes have occurred. Future research should rely more on unbiased observational measures to measure change adequately.

Limitations and Future Directions

As a universal prevention program, the *Second Step* curricula do not include the kinds of intensive treatment components that might be needed for some children. On the other hand, the curricula can be important building blocks of a comprehensive prevention strategy that addresses multiple systems and targeted populations (e.g., Sprague & Horner, 2006). The curricula provide a foundation of basic skills that are beneficial to all children and to schoolwide behavioral expectations. These are likely to be necessary elements of multi-component programs for targeted populations. Indeed, Frey et al.'s finding (2005) that the most antisocial elementary students made the greatest gains from the program suggests that the *Second Step* curricula may be an effective component of a broader intervention strategy for such students. Research is needed to examine fully how the curricula can be used optimally with targeted populations.

A related question involves the use of *Second Step* curricula in specially-tailored multi-component comprehensive programs. They can be used as a basic foundation of social skills, with additional components added that are chosen to meet specific local needs. For example, *Steps to Respect: A Bullying Prevention Program*, distributed by the same developers as the *Second Step* curricula (see Hirschstein & Frey, this volume) was designed to be compatible with *Second Step* curricula. *Second Step* has also served as a universal component in effective multi-component prevention efforts by independent researchers (e.g., Sprague & Horner, 2006). Further research is needed about the best way to incorporate *Second Step* curricula into these kinds of multi-component programs.

Although emerging research provides evidence of the program's utility in changing attitudes and observable behavior, additional studies with rigorous experimental designs are needed to assess curriculum effects across different age groups. It would also be useful to know whether different groups of children learn the *Second Step* skills similarly, and what kinds of adaptations would be beneficial in different communities. In addition, various groups of children might be impacted differently by the improved social skills of their peers. For example, improved empathy may decrease peers' racial microaggressions (subtle, biased denigrations: see, Sue, 2010), hence equalizing the positive tone in the classroom across racial groups.

Furthermore, although research has shown the importance of implementation quality in the effects of *Second Step*, little is known about how implementation interacts with causal mechanisms (but for an exception, see Durlak et al., 2011), and what the effects are of multi-year implementation. Researchers have yet to assess the effects of the curricula on whole-school outcomes such as school climate and norms, and on classroom management. There is also a strong need for researchers to identify and/or develop effective outcome measures that are feasible for educators to use.

The *Second Step* curricula are teacher-friendly programs designed to improve children's social competence and are based on a strong empirical and theoretical foundation. Evaluation studies provide increasing evidence of the effectiveness of the curricula in reducing aggression and increasing social competence. However, more research is needed to add depth to our understanding of social emotional learning and the *Second Step* curricula specifically.

References

- Campos, J. J., & Barrett, K. C. (1984). Toward a new understanding of emotions and their development. In C. Izard, J. Kagan, & R. Zajonc (Eds.), *Emotions, cognition and behavior* (pp. 229–263). New York, NY: Cambridge University Press.
- Coie, J. D., Dodge, K. A., & Coppotelli, H. (1982). Dimensions and types of social status: A cross-age perspective. *Child Development, 18*, 557–570.
- Committee for Children. (2002). *Second step: A violence prevention curriculum*, preschool/kindergarten–grade 5 (3rd ed.). Seattle, WA: Author.
- Committee for Children. (2008). *Second step: Student success through prevention*, middle school. Seattle, WA: Author.
- Cooke, M. B., Ford J., Levine J., Bourke C., Newell L., & Lapidus G. (2007). The effect of city-wide implementation of “Second Step” on elementary school students’ prosocial and aggressive behaviors. *Journal of Primary Prevention, 28*, 93–115.
- Crick, N. R., & Dodge, K. A. (1994). A review and reformulation of social information-processing mechanisms in children’s social adjustment. *Psychological Bulletin, 115*, 74–101.
- Diekstra, R. F. W. (2008). Effectiveness of school-based social and emotional education programmes worldwide. In F. M. Botin (Ed.), *Social and emotional education: An international analysis* (pp. 255–312). Santander, Spain: Fundacion Marcelino Botin.
- Dodge, K. A., Greenberg, M. T., Malone, P. S., & Conduct Problems Prevention Research Group (2008). Testing an idealized dynamic cascade model of the development of serious violence in adolescence. *Child Development, 79*, 1907–1927.
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students’ social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*, 405–432.
- Edwards, D., Hunt, M. H., Meyers, J., Grogg, K. R., & Jarrett, O. (2005). Acceptability and student outcomes of a violence prevention curriculum. *Journal of Primary Prevention, 26*, 401–418.
- Fabes, R. A., Eisenberg, N., Hanish, L. D., & Spinrad, T. L. (2001). Preschoolers’ spontaneous emotion vocabulary: Relations to likeability. *Early Education & Development, 12*, 11–27.
- Frey, K. S., & Nolen, S. B. (2010). Taking “Steps” toward positive social relationships: A transactional model of intervention. In J. Meece & J. Eccles (Eds.), *Handbook of research on schools, schooling, and human development* (pp. 478–496). Mahwah, NJ: Erlbaum.
- Frey, K. S., Nolen, S. B., Edstrom, L. V., & Hirschstein, M. K. (2005). Effects of a school-based social-emotional competence program: Linking goals, attributions, and behavior. *Journal of Applied Developmental Psychology, 26*, 171–200.
- Grossman, D. C., Neckerman, H. J., Koepsell, T. D., Liu, P. Y., Asher, K. N., Beland, K., ... Rivara, F. P. (1997). Effectiveness of a violence prevention curriculum among children in elementary school: A randomized controlled trial. *Journal of the American Medical Association, 277*, 1605–1611.
- Hastings, P. D., Zahn-Waxler, C., Robinson, J., Usher, B., & Bridges, D. (2000). The development of concern for others in children with behavior problems. *Developmental Psychology, 36*, 531–546.
- Hawkins, J. D., Catalano, R. F., & Miller, J. Y. (1992). Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: Implications for substance abuse prevention. *Psychological Bulletin, 112*, 64–105.
- Lemerise, E. A., & Arsenio, W. F. (2000). An integrated model of emotion processes and cognition in social information processing. *Child Development, 71*, 107–118.
- McCabe, L. A. (1999). *Violence prevention in early childhood: Implementing the Second Step curriculum in child care and head start classroom*. (Doctoral dissertation). Retrieved from Dissertations & Theses: Full Text (Publication No. AAT 9941173)
- McMahon, S. D., & Washburn, J. (2003). Violence prevention: An evaluation of program effects with urban African American students. *The Journal of Primary Prevention, 24*, 43–62.
- McMahon, S. D., Washburn, J., Felix, E. D., Yakin, J., & Childrey, G. (2000). Violence prevention: Program effects on urban preschool and kindergarten children. *Applied & Preventive Psychology, 9*, 271–281.
- Moffitt, T. (1993). Adolescence-limited and life-course-persistent antisocial behavior: A developmental taxonomy. *Psychological Review, 100*, 674–701.
- Newcomb, A. F., Bukowski, W. M., & Pattee, L. (1993). Children’s peer relations: A meta-analytic review of popular, rejected, neglected, controversial, and average sociometric status. *Psychological Bulletin, 113*, 99–128.
- Orpinas, P., Parcel, G. S., McAlister, A., & Frankowski, R. (1995). Violence prevention in middle schools: A pilot evaluation. *Journal of Adolescent Health, 17*, 360–371.
- Payton, J. W., Wardlaw, D. M., Graczyk, P. A., Bloodworth, M. R., Tompsett, C. J., & Weissberg, R. P. (2000). Social and emotional learning: A framework for promoting mental health and reducing risk behaviors in children and youth. *Journal of School Health, 70*, 179–185.

- Payton, J., Weissberg, R. P., Durlak, J. A., Dymnicki, A. B., Taylor, R. D., Schellinger, K. B., & Pachan, M. (2008). *The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews*. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning.
- Pollard, J. A., Hawkins, D. J., & Arthur, M. W. (1999). Risk and protection: Are both necessary to understand diverse behavioral outcomes in adolescence? *Social Work Research, 23*, 145–158.
- Schick, A., & Cierpka, M. (2005). Faustlos: Evaluation of a curriculum to prevent violence in elementary schools. *Applied and Preventive Psychology, 11*, 157–165.
- Spencer, L. M., & Spencer, S. M. (1993). *Competence at work: Models for superior performance*. New York, NY: Wiley.
- Sprague, J. R., & Horner, R. H. (2006). Schoolwide positive behavioral supports. In S. R. Jimerson & M. J. Furlong (Eds.), *Handbook of school violence and school safety* (pp. 413–427). Mahwah, NJ: Erlbaum.
- Sue, D. S. (2010). *Microaggressions in everyday life*. Hoboken, NJ: Wiley.
- Taub, J. (2002). Evaluation of the *Second Step* violence prevention program at a rural elementary school. *School Psychology Review: Interventions for Social-emotional Needs of Children, 31*, 186–200.
- Van Schoiack-Edstrom, L., Frey, K. S., & Beland, K. (2002). Changing adolescents' attitudes about relational and physical aggression: An early evaluation of a school-based intervention. *School Psychology Review, 31*, 201–216.
- Weissberg, R. P., Caplan, M., & Harwood, R. L. (1991). Promoting competent young people in competence-enhancing environments: A systems-based perspective on primary prevention. *Journal of Consulting & Clinical Psychology, 59*, 830–841.
- Wilson, D. B., Gottfredson, D. C., & Najaka, S. S. (2001). School-based prevention of problem behaviors: A meta-analysis. *Journal of Quantitative Criminology, 17*, 247–272.
- Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J. (2004). *Building academic success on social and emotional learning*. New York, NY: Teachers College Press.