

Second Step Evaluation Report

Student Assessment Evaluation:

Three schools participated in the student assessment evaluation of the Second Step Violence Prevention Program; Avon (K-3), Dansville (K-2) and York (6-8). A total of 187 students Kindergarten through Third grade were given end of the year skill assessments. York assessed 52 Sixth graders, 54 Seventh graders and 71 Eighth graders.

AVON Results:

Kindergarten (30 student assessments, 2 classrooms):

- 83% of students could identify the listening rules (eyes watching, ears listening, body still, voice quiet) at the end of the year
- 93% of students could identify the skills for learning (be assertive, listen, focus attention) at the end of the year
- 100% of students could identify the feeling of Anger and 87% could identify showing empathy and caring for others
- 90% could identify how to calm down, deep breath, stop and name your feeling at the end of the year
- 83% can identify problem solving steps, (Say the problem, Think about solutions, Explore Consequences, Problem solve) at the end of the year
- 93% of students can identify fairs to play (share, turn taking, trading) at the end of the year

First grade (62 students, 3 classrooms):

- 99% of students could identify listening and focusing cues
- 89% of students could identify Skills for Learning
- 83% could identify the feeling of disgusted
- 86% could identify showing care and concern (empathy) for another person
- 95% could identify how to calm down and the steps to take in order to be able to calm down
- 92% could identify the problem solving steps
- 98% could identify Fair Ways to Play

Second Grade (40 students, 2 classrooms):

- 93% could identify how to focus their attention and listening skills
- 83% could identify the Skills for Learning and remembering directions
- 85% could identify different feelings by looking at faces, the situation and body language
- 93% could identify the feeling of frustration
- 98% could identify how to calm down and the skills needed in order to effectively calm down

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- 95% could identify the problem solving steps and notice when someone else is using them
- 93% can recall what it looks like to be respectful
- 88% can recognize what a consequence is and when they happen
- 88% could recall the best solution to a problem and follow through with that solution

Third Grade (32 students, 2 classrooms):

- 94% could identify different feelings; sad, lonely, left out
- 84% could identify empathy and how to look at another person and identify their feeling
- 69% could identify the skills for learning; assertive, focusing attention and listening
- 88% could explain what it means to be assertive; head up, shoulders back, speaking calmly and firmly
- 34% could identify the first 2 skills in the calming down steps; stop and name your feeling
- 97% could use positive self talk to work through a problem or social situation
- 88% could identify the skills needed in order to calm down; breath in and out slowly, hand on belly
- 91% could properly identify the problem from a scenario between peers
- 91% could identify the problem solving steps needed in order to solve a problem
- 97% could recall what solutions to problems should look like; safe and respectful

DANSVILLE Results:

Kindergarten (20 students, 1 classroom):

- 75% of students could identify the listening rules (eyes watching, ears listening, body still, voice quiet) at the end of the year
- 85% of students could identify the skills for learning (be assertive, listen, focus attention) at the end of the year
- 85% of students could identify the feeling of Anger and 85% could identify showing empathy and caring for others
- 80% could identify how to calm down, deep breath, stop and name your feeling at the end of the year
- 90% can identify problem solving steps, (Say the problem, Think about solutions, Explore Consequences, Problem solve) at the end of the year
- 95% of students can identify fairs to play (share, turn taking, trading) at the end of the year

*First grade(16 students, 1 classroom):

- 100% of students could identify listening and focusing cues (pre- 100%)

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- 75% of students could identify Skills for Learning (pre-88%)
- 88% could identify the feeling of disgusted (pre-81%)
- 81% could identify showing care and concern (empathy) for another person (pre-88%)
- 92% could identify how to calm down and the steps to take in order to be able to calm down (pre-85%)
- 75% could identify the problem solving steps (pre-75%)
- 75% could identify Fair Ways to Play (pre-75%)

*Second grade (18 students, 1 classroom):

- 87% could identify how to focus their attention and listening skills (pre-93%)
- 83% could identify the Skills for Learning and remembering directions (pre-74%)
- 79% could identify different feelings by looking at faces, the situation and body language (pre-63%)
- 100% could identify the feeling of frustration (pre-95%)
- 92% could identify how to calm down and the skills needed in order to effectively calm down (pre-92%)
- 92% could identify the problem solving steps and notice when someone else is using them (pre-76%)
- 92% can recall what it looks like to be respectful (pre-76%)
- 91% can recognize what a consequence is and when they happen (pre-65%)
- 94% could recall the best solution to a problem and follow through with that solution (pre-89%)

*These 2 classrooms assessed students skills both pre and post implementation of Second Step. Most skills showed improvement in scores from pre to post implementation.

York Results:

6th grade post implementation:

<u>Part 1 Percentage of Change</u>	
Acceptance of Physical and Relational Aggression Overall score:	*25.32%
<i>% Change in Subscores</i>	
Acceptance of Physical Aggression:	68.67%
Acceptance of Verbal Derogation:	13.04%
Acceptance of Social Exclusion:	19.51%

<u>Part 2 Percentage of Change</u>	
<i>% Change</i>	
Perceived Social-Emotional Competence:	**-5.75%
Frequency of Student Skills Used:	Increased

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* A *decrease* (negative percentage) is desired as it represents a decrease in students' acceptance of physical aggression, verbal derogation and/or social exclusion.

** An *increase* (positive percentage) is desired as it indicates an increase of students' competence and use of skills.

7th grade post implementation:

Part 1 Percentage of Change

Acceptance of Physical and Relational Aggression Overall score:	*-8.70%
<i>% Change in Subscores</i>	
Acceptance of Physical Aggression:	13.92%
Acceptance of Verbal Derogation:	-3.43%
Acceptance of Social Exclusion:	-26.43%

Part 2 Percentage of Change

<i>% Change</i>	
Perceived Social-Emotional Competence:	** -0.05%
Frequency of Student Skills Used:	Decreased

* A *decrease* (negative percentage) is desired as it represents a decrease in students' acceptance of physical aggression, verbal derogation and/or social exclusion.

** An *increase* (positive percentage) is desired as it indicates an increase of students' competence and use of skills.

8th grade post implementation:

Part 1 Percentage of Change

Acceptance of Physical and Relational Aggression Overall score:	*32.92%
<i>% Change in Subscores</i>	
Acceptance of Physical Aggression:	26.09%
Acceptance of Verbal Derogation:	32.72%
Acceptance of Social Exclusion:	43.09%

Part 2 Percentage of Change

<i>% Change</i>	
Perceived Social-Emotional Competence:	**0.45%
Frequency of Student Skills Used:	Decreased

* A *decrease* (negative percentage) is desired as it represents a decrease in students' acceptance of physical aggression, verbal derogation and/or social exclusion.

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** An *increase* (positive percentage) is desired as it indicates an increase of students' competence and use of skills.

Conclusion:

With all the evaluation of teachers, parents, and students the feedback is consistent across all populations that the Second Step program is helping students to learn skills in: Skills for Learning, Empathy, Calming Down and Problem Solving. Areas that need improvement are the Middle School implementation; with consistency and student follow through, teacher support for implementation with time management and administrative support. In the elementary schools, consistent evaluation shows that problem solving skills are the biggest area in need of improvement. Important to note is the transition to the new edition of Second Step for these schools was fairly easy and after ten years, schools are still engaged and working consistently at violence prevention.