# Second-Step Curriculum/DESSA Crosswalk Created by Christopher Hughes, PPT 2008-2009

Domains of Second Step	Elements/Concepts of Second-Step	Items on the DESSA	PR	от	GB	so	DM	RS	SA	SM
Empathy	Identifying others' feelings and perspectives     Showing empathy	<ul><li>55. Express concern for another person.</li><li>71. Respond to another person's feelings.</li></ul>						✓		
Communication	<ol> <li>Active Learning</li> <li>Respecting others ideas</li> <li>Explaining your perspective</li> <li>Acting non-judgmentally</li> <li>Assertive communication</li> <li>Giving constructive feedback</li> <li>Negotiating and compromising</li> </ol>	<ol> <li>Carry herself/ himself with confidence</li> <li>Get along with different types of people.</li> <li>Take an active role in learning.</li> <li>Say good things about his/her classmates.</li> <li>Respect another person's opinion.</li> <li>Contribute to group efforts.</li> <li>Act as a leader in a peer group.</li> <li>Resolve a disagreement.</li> <li>Share with others.</li> <li>Cooperate with peers or siblings.</li> <li>Show appreciation of others</li> <li>Teach another person to do something.</li> <li>Accept another choice when his/her first choice was unavailable.</li> <li>Describe how he/she was feeling.</li> <li>Give an opinion when asked.</li> <li>Make a suggestion or request in a polite way.</li> <li>Learn from experience</li> </ol>	√	√ ·	<b>*</b>	\ \ \ \ \ \ \	✓	<b>√</b>	> >>	<b>*</b>
Bullying Prevention	<ol> <li>Recognizing bullying</li> <li>What to do if you're bullied</li> <li>Bystander roles</li> <li>Bystander responses</li> <li>Reducing labeling and stereotyping</li> <li>Recognizing warning signs for dating violence.</li> </ol>	<ul><li>7. Speak about positive things.</li><li>11. Get along with different types of people.</li><li>20. Encourage positive behavior in others.</li><li>70. Offer to help somebody.</li></ul>	<b>✓</b>	✓		<b>√</b>		<b>√</b>		

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Emotion Management	Staying in control of emotions     Calming down strategies     Coping with stress	<ul> <li>8. Cope well with insults and mean comments.</li> <li>17. Act respectfully in a game or competition.</li> <li>25. Resolve a disagreement</li> <li>48. Act comfortable in a new situation.</li> <li>60. Stay calm when faced with a challenge.</li> <li>67. Adjust well to changes in plans.</li> <li>72. Adjust well when going from one setting to another.</li> </ul>	<b>~</b>			✓ ✓			\ \ \
Problem Solving/Decision Making	<ol> <li>Analyzing the situation</li> <li>Brainstorming options</li> <li>Considering the options</li> <li>Deciding on the best option</li> <li>Making a plan</li> <li>Evaluating the outcome</li> </ol>	<ol> <li>Keep trying when unsuccessful</li> <li>Take steps to achieve goals.</li> <li>Seek out additional knowledge or information.</li> <li>Do things independently.</li> <li>Show creativity in completing a task.</li> <li>Show good judgment.</li> <li>Perform the steps of a task in order.</li> <li>Seek advice</li> <li>Think before he/she acted.</li> <li>Ask questions to clarify what he/she did not understand.</li> <li>Ask somebody for feedback</li> <li>Give an opinion when asked.</li> <li>Show the ability to decide between right and wrong.</li> <li>Use available resources (people or objects) to solve a problem.</li> </ol>	<b>✓</b>		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		√ √ √	√ √ √	✓ ✓
Substance Abuse	Consequences of alcohol and other drugs.     Resistance strategies     Commitment to staying substance-free     Setting health, learning, and future goals	<ul><li>20. Encourage positive behavior in others.</li><li>35. Follow rules</li><li>36. Express high expectations for himself/herself.</li><li>37. Follow the example of a positive role model.</li></ul>	✓ ✓	<b>√</b>			<b>✓</b>		

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#### The DESSA and the Second-Step Curriculum

44 items line up with the domains of the Second-Step curriculum.

28 items do not line up with the Second-Step curriculum.

### PR-Personal Responsibility

- 1. Remember important information?
- 4. Handle her/his belongings with care?
- 6. Serve an important role at home or school?
- 21. Prepare for school, activities, or upcoming events?
- 23. Do routine tasks or chores without being reminded?
- 28. Get things done in a timely fashion?
- 32. Show care when doing a project or school work.

#### **OT-Optimistic Thinking**

- 5. Say good things about herself/himself?
- 10. look forward to classes or activities at school?
- 30. Say good things about the future?

#### GB-Goal-Directed Behavior

- 12. Try to do her/his best?
- 18. Ask to take on additional work or responsibilities?
- 29. Seek out challenging tasks?
- 33. Work hard on projects?

#### SO-Social Awareness

34. Forgive somebody who hurt or upset her/him?

### DM-Decision Making

- 39. Accept responsibility for what she/he did?
- 66. Follow the advice of a trusted adult?

## RS-Relationship Skills

- 38. Compliment or congratulate somebody.
- 40. Do something nice for somebody?

Scale Key:

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- 47. Greet a person in a polite way?
- 50. Attract positive attention from peers?
- 61. Attract positive attention from adults?

#### SA-Self Awareness

- 41. Make accurate statements about events in her/his life?
- 58. Show an awareness of her/his personal strengths?

#### SM-Self Management

- 43. Pay attention
- 44. Wait for her/his turn?
- 46. Focus on a task despite a problem or distraction?
- 54. Pass up something he/she wanted, or do something he/she did not like, to get something better in the future?