Funding from PA’s Department of Drug and Alcohol Programs (DDAP) Montgomery County Office of Drug and Alcohol contracted agencies deliver Second Step lessons in classrooms.

Funding: 3-year grant from the Bureau of Justice Assistance (BJA) called STOP Violence and Mental Health Training Program awarded to HHS. Grant activities support the expansion of the capacity within Montgomery County to deliver the Second Step program. Teachers are trained to implement the program in their own classrooms.

The Montgomery County Department of Health and Human Services (HHS) is committed to the social emotional health of students in Montgomery County. HHS has two methods of supporting social emotional learning (SEL) using the curriculum, Second Step:

**SECOND STEP** Second Step is a research-based social emotional learning curriculum with units intended to help K-5 students build empathy, emotion management, friendship skills, and problem-solving skills over 22-25 lessons. Students’ skill development is reinforced through brain builder games, weekly theme activities, reinforcing activities, and Home links. Second Step connects new skills to other instructional areas (literacy, arts) and provides a structure for every day of the school week.

The purpose of this report is to compare data from two cohorts of students – one that experienced provider-led instruction in Second Step, and one that experienced teacher-led instruction in the 2020-2021 school year.

Conducted Provider-led instruction:
- Funding from PA’s Department of Drug and Alcohol Programs (DDAP)

Teacher-led instruction:
- Funding: 3-year grant from the Bureau of Justice Assistance (BJA) called STOP Violence and Mental Health Training Program awarded to HHS.
- Grant activities support the expansion of the capacity within Montgomery County to deliver the Second Step program.
- Teachers are trained to implement the program in their own classrooms.

This analysis is a comparison of the student-level outcomes from each method of Second Step curriculum delivery (one provider-led, one teacher-led). Data were analyzed using descriptive (frequencies, means) and inferential (comparison of means t-test) statistics. The cohorts can be compared on total scores on the DESSA-mini, score by grade, social emotional category distribution, and change in each of these measures from pre-implementation to post.

**CONCLUSION**
A comparison of means test (t-test) indicates that the increase in average student score on the DESSA-mini from pre-Second Step to post across the county is statistically significant. This level of statistical significance means that there is virtually no possibility that the change in scores was due to error or chance, but can confidently be attributed to the Second Step intervention.

**METHODS OF ANALYSIS**
This analysis is a comparison of the student-level outcomes from each method of Second Step curriculum delivery (one provider-led, one teacher-led). Data were analyzed using descriptive (frequencies, means) and inferential (comparison of means t-test) statistics. The cohorts can be compared on total scores on the DESSA-mini, score by grade, social emotional category distribution, and change in each of these measures from pre-implementation to post.