



**ALIGNMENT CHART**

# Idaho Early Learning eGuidelines for Social and Emotional Development

- Second Step® Early Learning
- Second Step® Elementary Digital Program

## About Second Step® Programs

Second Step Early Learning and the Second Step Elementary digital program are research-based classroom programs designed to promote social-emotional competence, which can help increase students' school success and decrease problem behaviors.<sup>1,2</sup> The programs help students learn how to cope with challenges, create positive relationships, and succeed both socially and academically. Skills are reviewed and expanded each year, gradually becoming more complex as students get older. Weekly Themes and lessons provide tools for students to develop the mindsets, knowledge, and skills to handle strong emotions, show kindness and empathy, build and strengthen friendships, make and follow through on good decisions, and solve problems with their peers.

## How the Programs Meet the Idaho Early Learning eGuidelines

The following tables indicate which specific Second Step grade-band lessons and related materials can help students develop the knowledge, skills, and attitudes needed to meet the Idaho Early Learning eGuidelines for Social and Emotional Development. Boxes are checked to indicate that the Second Step programs meet a given state guideline within the identified grade or grade-band (for instance, Grades K–5) when:

1. Students have clear opportunities to actively process the knowledge or practice the skills described in the guideline through discussion, writing, drawing, or other related activities.
2. There are opportunities for teachers to gather evidence of student learning in relation to the guidelines.

1 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*(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>

2 Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development, 88*(4), 1156–1171. <https://doi.org/10.1111/cdev.12864>



## Early Learning

### Idaho Early Learning eGuidelines for Social and Emotional Development

Second Step® Early Learning

Key Skills and Concepts																											
Skills for Learning							Empathy					Emotion Management					Friendship Skills				Problem-Solving			Executive-Function Skills			
Focus attention	Listen with attention	Use self-talk	Be assertive	Remember directions	Stay on task	Ignore distractions	Identify and understand their own and others' feelings	Build a vocabulary of feelings words	Begin to take others' perspectives	Listen to others	Have empathy	Express compassion	Understand strong feelings	Recognize strong feelings	Calm strong feelings down	Use the Calming-Down Steps	Communication and language skills	Play fair	Invite others to play	Ask to join in play	Choose to have fun over getting their way	Calm down before solving problems	Describe the problem	Think of multiple solutions to a problem	Flexible attention	Working memory	Inhibitory control

Goal	Indicator	Focus attention	Listen with attention	Use self-talk	Be assertive	Remember directions	Stay on task	Ignore distractions	Identify and understand their own and others' feelings	Build a vocabulary of feelings words	Begin to take others' perspectives	Listen to others	Have empathy	Express compassion	Understand strong feelings	Recognize strong feelings	Calm strong feelings down	Use the Calming-Down Steps	Communication and language skills	Play fair	Invite others to play	Ask to join in play	Choose to have fun over getting their way	Calm down before solving problems	Describe the problem	Think of multiple solutions to a problem	Flexible attention	Working memory	Inhibitory control		
Children trust, interact with, and seek assistance from adults.	PreK.271. In familiar settings, separates, with assistance from significant adults, without undue anxiety (younger child may need extra help).																														
	PreK.272. Expresses affection for significant adults.																														
	PreK.273. Approaches adults for assistance and offers to assist adults.				✓	✓	✓	✓							✓																
	PreK.274. Carries out actions to please adults, at times.																														
	PreK.275. Tells feelings about adults ("I love Grandpa!").																														
	PreK.276. Plays independently, but seeks comfort from familiar adults when distressed.															✓					✓			✓							
	PreK.277. Asks questions of adults, as needed, to obtain information.																														
	PreK.278. Follows caregiver's guidance for appropriate behavior in different environments.	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	PreK.279. Identifies known safety roles and distinguishes between trusted and unknown adults (police officers, firefighters).																														
	PreK.2710. Brings simple problem situations to adult's attention.				✓	✓	✓	✓								✓															
	PreK.2711. Works independently and asks for help only when necessary.				✓	✓																									
PreK.2712. Works cooperatively with an adult to plan and organize activities and solve problems.				✓											✓																
Children develop friendships with peers.	PreK.281. Plays beside and interacts with peers.	✓	✓		✓	✓	✓	✓				✓	✓	✓	✓						✓	✓	✓	✓	✓	✓	✓				
	PreK.282. Sometimes share toys with other children as they play.																				✓			✓							✓
	PreK.283. Shows enjoyment in playing with other children.																							✓							
	PreK.284. Engages with other children in play involving a common idea (dramatic play, block building).											✓		✓	✓							✓	✓	✓	✓						
	PreK.285. Begins to show preference for particular playmate.																														
	PreK.286. Tries a variety of strategies to engage a peer.													✓	✓							✓	✓	✓							
	PreK.287. Separates willingly from adults to play with friends.																														



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Goal	Indicator																													
Children develop friendships with peers.	PreK.28.8. Has at least one other friend.				✓																									
	PreK.28.9. Initiates conversations with other children; asks questions and responds.				✓			✓													✓	✓								
	PreK.28.10. Makes decisions with other children, with adult prompts as needed (making rules).																						✓	✓	✓					
	PreK.28.11. Can wait briefly for a turn when playing with other children.																				✓	✓	✓	✓						✓
	PreK.28.12. Leads or participates in planning cooperative play with others.																				✓	✓	✓	✓						
	PreK.28.13. Uses play as a vehicle to build relationships and develops an appreciation for their own ability and accomplishments.								✓	✓	✓	✓	✓	✓							✓	✓	✓	✓				✓	✓	✓
Children demonstrate positive negotiation skills.	PreK.29.1. Understands the concept of "mine" and "his/hers."																			✓										
	PreK.29.2. Approaches other children positively.										✓	✓	✓								✓	✓	✓	✓						
	PreK.29.3. Uses simple strategies to solve problems, either individually or in a group (with assistance from an adult).				✓																✓	✓	✓	✓	✓	✓				✓
	PreK.29.4. Uses different turn-taking strategies (bartering, trading, and beginning to share).																				✓	✓								✓
	PreK.29.5. Without using physical aggression, negotiates with other children to solve a problem, with some adult assistance.																				✓	✓	✓		✓	✓	✓			✓
	PreK.29.6. States a position with reasons ("I do not want to play right now because I am tired").																				✓	✓	✓		✓	✓	✓			✓
	PreK.29.7. Seeks out adult when needing help to solve a conflict.				✓																			✓	✓	✓				
	PreK.29.8. Considers the needs or interests of another child and accepts or suggests mutually acceptable solutions.																				✓	✓	✓		✓	✓	✓			✓



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Children demonstrate awareness of behavior and its effects on others.	PreK.30.1. Asks "why" questions to understand effects of behavior ("If I do this, why does that happen?").																														
	PreK.30.2. Asks "what" questions to understand effects of behavior ("What will happen if I do this?").																														
	PreK.30.3. Demonstrates understanding of the consequences of own actions on others ("If I share my toy, they will be happy").													✓	✓						✓	✓	✓	✓	✓	✓	✓				
	PreK.30.4. Recognizes other children's kind behaviors.				✓									✓	✓						✓	✓	✓								
	PreK.30.5. Shows sympathy and/or empathy for physically hurt or emotionally upset child.				✓						✓	✓	✓	✓	✓	✓				✓	✓	✓		✓							
	PreK.30.6. Understands the need to wait for a short period of time for a fun game or activity.						✓	✓	✓															✓							✓
	PreK.30.7. Understands the reasons for rules and routines within the group and accepts them.	✓	✓				✓	✓	✓													✓								✓	✓
	PreK.30.8. Begins to accept the consequences of behavior.				✓					✓				✓							✓										
	PreK.30.9. Logically connects actions and reactions.				✓					✓				✓		✓	✓				✓										
Children participate positively in group activities.	PreK.31.1. Notices and comments on who is absent from routine group settings (play groups).																														
	PreK.31.2. Identifies self as a member of a group (refers to our family, our school, our team, our tribe).																														
	PreK.31.3. Uses play to explore, practice, and understand social roles.											✓		✓	✓						✓			✓							
	PreK.31.4. Joins a group of other children playing, with adult prompts, as needed.				✓																		✓								
	PreK.31.5. Understands and complies with group rules.	✓	✓				✓	✓	✓													✓	✓	✓	✓					✓	✓



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Children demonstrate sympathy and empathy.	PreK.32.1. Notices and shows concern for peers' feelings.				✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓									
	PreK.32.2. Continues to observe others' reactions.	✓							✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓		✓							
	PreK.32.3. Adopts a variety of roles and feelings during pretend play.				✓	✓			✓	✓	✓	✓	✓	✓					✓	✓	✓	✓					✓	✓	✓	
	PreK.32.4. Communicates appropriate feelings for characters in stories.	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓						
	PreK.32.5. Considers what is alive, not alive, and dead.																													
	PreK.32.6. Is keenly aware of what is unfair to themselves.																													
Children adapt to diverse settings.	PreK.34.1. Explores objects and materials and interacts with others in a variety of new settings.				✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓								✓	✓	✓
	PreK.34.2. Adjusts behavior in different settings (home, playground).	✓	✓			✓	✓	✓									✓	✓					✓				✓	✓	✓	
	PreK.34.3. Adjusts to transitions from one activity/setting to the next during the day.																													
Children recognize, appreciate, and respect similarities and differences in people.	PreK.35.1. Compares similarities or differences of others (height, hair color) in his/her circle of contact.									✓	✓																			
	PreK.35.2. Develops awareness, knowledge, and appreciation of own gender and cultural identity.																													
	PreK.35.3. Includes other children in his/her activities who are of a different gender, ethnic background, who speak other languages, or who have special needs; with guidance.																				✓									
	PreK.35.4. Asks questions about other families, ethnicity, language, cultural heritage, and differences in physical characteristics.																													
PreK.35.5. Demonstrates an understanding of inclusion or fairness through words and actions.																				✓	✓	✓	✓							



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Children perceive themselves as unique individuals.	PreK.36.1. Demonstrates awareness of own abilities, characteristics, and preferences.				✓				✓											✓											
	PreK.36.2. Refers to self by first and last name and uses appropriate pronouns (I, me) and not in the third person.				✓				✓				✓								✓										
	PreK.36.3. Chooses individual activities (doing puzzles, painting).																														
	PreK.36.4. Expresses self in different roles during pretend play.				✓				✓				✓	✓							✓										
	PreK.36.5. Can express feelings about separating from primary caregiver.																														
	PreK.36.6. Compares self with others.											✓	✓	✓																	
	PreK.36.7. Describes self as a person with a mind, a body, and feelings.																														
	PreK.36.8. Describes family members and begins to understand their relationship to one another.																														
	PreK.36.9. Exerts will and preferences.				✓									✓	✓						✓		✓	✓							
Children demonstrate belief in their abilities.	PreK.37.1. Expresses delight with mastery of a skill ("I did it myself!").																														
	PreK.37.2. Asks others to view own creations ("Look at my picture!").																														
	PreK.37.3. Demonstrates confidence in own abilities ("I can climb to the top of the big slide!"; a child in leg braces has a big smile when using a walker alone).				✓							✓	✓	✓	✓																✓
	PreK.37.4. Expresses own ideas and opinions.				✓						✓	✓	✓	✓																	✓
	PreK.37.5. Enjoys the process of creating.																														
	PreK.37.6. Demonstrates pride and pleasure when someone reacts to the child's action or creation.																														
	PreK.37.7. May argue with caregiver about expectations.																														
	PreK.37.8. Will use private or inner speech to help remember rules and standards for behavior.	✓	✓	✓		✓	✓	✓																							✓
	PreK.37.9. Shows less negativism and complies most of the time.	✓	✓			✓	✓	✓																							✓



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Children demonstrate belief in their abilities.	PreK.37.10. Is more likely to experience guilt after hitting other children, breaking toys, or making a parent sad.																												
	PreK.37.11. May show a few signs of feelings associated with actions.								✓	✓	✓	✓	✓	✓	✓				✓					✓	✓				
	PreK.37.12. Shows some self-criticism, shame, and guilt upon not succeeding or making a mistake.																												
	PreK.37.13. Is more consistent in sharing and views it as an obligation.				✓															✓	✓		✓						✓
Children regulate their feelings and impulses. Children regulate their feelings and impulses.	PreK.38.1. Expresses strong emotions constructively, at times and with assistance.								✓	✓					✓	✓	✓	✓	✓					✓					
	PreK.38.2. Expresses ownership of feelings and desires to control self, with assistance.								✓	✓					✓	✓	✓	✓	✓					✓					
	PreK.38.3. Calms self after having strong emotions, with guidance (goes to quiet area or requests favorite book to be read when upset).														✓	✓	✓	✓	✓					✓					
	PreK.38.4. Sometimes waits for turn and shows patience during group activities.			✓	✓												✓			✓	✓								✓
	PreK.38.5. Sticks with difficult tasks without becoming overly frustrated.						✓	✓																			✓	✓	✓
	PreK.38.6. Participates easily in routine activities (meal time, snack time, bedtime).	✓	✓	✓		✓	✓	✓																					
	PreK.38.7. Follows simple rules without reminders (handles toys with care).	✓	✓			✓	✓	✓																				✓	✓
	PreK.38.8. Demonstrates increasing ability to use materials purposefully, safely, and respectfully.					✓	✓	✓																					✓
	PreK.38.9. Adapts to changes in daily schedule.	✓		✓			✓	✓																			✓	✓	✓
	PreK.38.10. Predicts what comes next in the day, when there is an established and consistent schedule.	✓	✓	✓		✓	✓	✓																					✓
	PreK.38.11. Names and talks about own emotions.				✓				✓	✓						✓	✓												
	PreK.38.12. Uses pretend play to understand and respond to emotions.				✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓										
	PreK.38.13. Associates emotions with words and facial and body expressions.	✓			✓				✓	✓	✓		✓	✓	✓	✓				✓									
	PreK.38.14. Uses drawing, painting, and clay to express emotions.																												





## Kindergarten

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Key Skills and Concepts															
Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving		
Attention	Working memory	Inhibitory control	Focus attention	Recognize that attention helps them learn and stay safe	Recognize that skills improve with practice and effort	Understand that mistakes are part of learning	Identify familiar feelings from contextual and behavioral cues	Name and apply slow breathing as an emotion-management strategy	Name and apply asking an adult for help as an emotion-management strategy	Recognize the kind acts of others	Recognize their own kind acts	Demonstrate things they can say or do to show kindness to others	Manage strong emotions to feel calm before solving problems	State the problem	Demonstrate apologizing, taking turns, and sharing as solutions to problems

Goal	Indicator	Attention	Working memory	Inhibitory control	Focus attention	Recognize that attention helps them learn and stay safe	Recognize that skills improve with practice and effort	Understand that mistakes are part of learning	Identify familiar feelings from contextual and behavioral cues	Name and apply slow breathing as an emotion-management strategy	Name and apply asking an adult for help as an emotion-management strategy	Recognize the kind acts of others	Recognize their own kind acts	Demonstrate things they can say or do to show kindness to others	Manage strong emotions to feel calm before solving problems	State the problem	Demonstrate apologizing, taking turns, and sharing as solutions to problems	
Children trust, interact with, and seek assistance from adults.	K.27.1. Shows confidence and positive feelings about relationships with significant adults in addition to primary caregivers (teachers, next-door neighbors, custodian, bus driver).						✓	✓			✓							
	K.27.2. Plays independently, but seeks comfort from adults when distressed.										✓							
	K.27.3. Uses words to express needs and negotiates with adults.										✓							
	K.27.4. Seeks adult assistance to resolve conflict or safety concerns.																	
	K.27.5. Asks questions and checks with an adult before deviating from rules and routines.																	
	K.27.6. Confides in at least one adult.																	
	K.27.7. Demonstrates knowledge of culturally-specific communication styles and their appropriate uses.																	
Children develop friendships with peers.	K.28.1. Gives social support to others (offers to help a peer who cannot find his/her toy).													✓			✓	
	K.28.2. Has friends in different settings (neighborhood, school, extended family).													✓			✓	
	K.28.3. Maintains ongoing friendship with at least one peer.													✓			✓	
	K.28.4. Carries on conversations with peers.													✓			✓	
	K.28.5. Sustains interactions by cooperating, helping, sharing, and suggesting new ideas for play.													✓			✓	
	K.28.6. Completes simple projects with other children.																	
	K.28.7. Sets goals with other children for play and projects.																	
Children demonstrate positive negotiation skills.	K.29.1. Attempts to settle disputes or solve problems with another child through negotiation, addressing own rights and other child's needs; with assistance ("I'll use the paste, and then give it to you").														✓	✓	✓	
	K.29.2. Acknowledges that play includes issues of fairness, rules, intentions, or motives.																	
	K.29.3. Verbally asserts needs when disagreeing with friends, without aggression.															✓		
	K.29.4. Offers solutions and is open to suggestions when solving problems with others ("You can have it now if I can have it later").																✓	





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Children demonstrate awareness of behavior and its effects on others.	K.30.1. Describes how own actions make others feel and behave.												✓	✓			
	K.30.2. Cooperates with peers to complete a project or games, with little conflict.																
	K.30.3. Engages in empathetic, caring behavior so others respond positively.													✓			✓
	K.30.4. Explains own response to others' actions and feelings ("I gave her a hug because she was sad").											✓	✓	✓			
	K.30.5. Engages in and can maintain conversations.																
	K.30.6. Differentiates interactions with family members, acquaintances, and friends depending on the settings and circumstances.																
Children participate positively in group activities.	K.31.1. Follows simple rules of participation in group activities.	✓	✓	✓	✓												
	K.31.2. Participates cooperatively in large and small group activities (sometimes a leader and sometimes a follower).	✓	✓	✓	✓												
	K.31.3. Participates in classroom and group routines (joins other children feeding the fish or building a structure).																
	K.31.4. Willing to join in the middle of an ongoing group activity with friends.																
	K.31.5. Invents and sets up activities that include more than one child.																
	K.31.6. Sometimes part of the audience; sometimes active participant in group events.																
Children demonstrate sympathy and empathy.	K.32.1. Communicates others' feelings.								✓	✓	✓		✓	✓	✓	✓	✓
	K.32.2. Comforts family members or friends who are not feeling well or are upset.													✓			✓
	K.32.3. Expresses excitement about special events and accomplishments of others within cultural context and expectations.																
	K.32.4. Volunteers to assist and comforts peer by using words and actions.													✓			✓
	K.32.5. Adjusts plans in consideration of others' wants and needs, at times.													✓			✓



# Kindergarten

## Idaho Early Learning eGuidelines for Social and Emotional Development

Second Step® Elementary Digital Program

Key Skills and Concepts															
Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving		
Attention	Working memory	Inhibitory control	Focus attention	Recognize that attention helps them learn and stay safe	Recognize that skills improve with practice and effort	Understand that mistakes are part of learning	Identify familiar feelings from contextual and behavioral cues	Name and apply slow breathing as an emotion-management strategy	Name and apply asking an adult for help as an emotion-management strategy	Recognize the kind acts of others	Recognize their own kind acts	Demonstrate things they can say or do to show kindness to others	Manage strong emotions to feel calm before solving problems	State the problem	Demonstrate apologizing, taking turns, and sharing as solutions to problems

Goal	Indicator	Attention	Working memory	Inhibitory control	Focus attention	Recognize that attention helps them learn and stay safe	Recognize that skills improve with practice and effort	Understand that mistakes are part of learning	Identify familiar feelings from contextual and behavioral cues	Name and apply slow breathing as an emotion-management strategy	Name and apply asking an adult for help as an emotion-management strategy	Recognize the kind acts of others	Recognize their own kind acts	Demonstrate things they can say or do to show kindness to others	Manage strong emotions to feel calm before solving problems	State the problem	Demonstrate apologizing, taking turns, and sharing as solutions to problems
Children demonstrate sympathy and empathy.	K.32.6. Treats the earth and living things with respect.													✓			✓
	K.32.7. Has a growing sense of what is fair and unfair for self and others.																✓
Children adapt to diverse settings.	K.34.1. Expresses anticipation of special events in different settings.																
	K.34.2. Accommodates a variety of settings throughout the day.			✓	✓												
	K.34.3. Anticipates diverse settings and what will be needed in them, with assistance ("We're going to the park, so I'll bring a ball," or "We're going to the lake, so I'll need my swimsuit").																
Children recognize, appreciate, and respect similarities and differences in people.	K.35.1. Shows concern about personal fairness within a peer group ("Everyone else gets a turn," or "That's not fair").																
	K.35.2. Recognizes others' abilities in certain areas ("Jamie sings really well," or "Marie is a fast runner").																
	K.35.3. Names and accepts differences and similarities in preferences (food preferences or favorite play activities).																
	K.35.4. Notices that other children might use different words for the same object ("mother" is said differently in different languages).																
	K.35.5. Begins to examine a situation from others' perspective.											✓		✓		✓	✓
	K.35.6. Defends own right and others' rights to fair treatment.																
Children perceive themselves as unique individuals.	K.36.1. Takes pride in responsibilities and follows through on them (helps with chores).																
	K.36.2. Begins to show self-direction in actions.																
	K.36.3. Differentiates preferences for self and others ("I like to play with blocks," or "She likes to play with trucks").																
	K.36.4. Verbalizes own individual abilities.																
	K.36.5. Identifies roles within family, school, and community.																
	K.36.6. Asks for help, as needed.										✓						



## Kindergarten

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Second Step® Elementary Digital Program

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		Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving		
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Goal	Indicator																
Children demonstrate belief in their abilities.	K.37.1. Takes on new tasks and improves skills with practice (wheeling self in wheelchair).						✓										
	K.37.2. Initiates actions or activities with peers.													✓			✓
	K.37.3. Views self as capable of starting and completing a task.						✓										
	K.37.4. Expresses delight over a successful project and wants others to like it too.																
	K.37.5. Persists with tasks until finished.																
	K.37.6. Participates in community service projects.																
Children regulate their feelings and impulses.	K.38.1. Expresses self in safe and appropriate ways (expresses anger or sadness without fights).									✓	✓						
	K.38.2. Shows ability to control destructive impulses, with guidance.									✓	✓				✓		
	K.38.3. Seeks peaceful resolution to conflict.																✓
	K.38.4. Stops and listens to instructions before jumping into activity, with guidance.	✓	✓	✓	✓												
	K.38.5. Participates in own care routines when there is a special health care need.																
	K.38.6. Follows rules in different settings (lowers voice when entering library).	✓	✓	✓	✓												
	K.38.7. Applies rules in new but similar situations.	✓	✓	✓	✓	✓											
	K.38.8. Explains simple family or classroom rules to others.				✓	✓											
	K.38.9. Expresses feelings through play.																
	K.38.10. Shares own excitement with peers, caregivers, and adults.																
	K.38.11. Acknowledges sadness about loss (changes in caregiver, divorce, or death).																
	K.38.12. Does not inhibit emotional expression (cries when feeling sad).																
	K.38.13. Names some types/levels of emotion (frustrated, angry).									✓	✓	✓	✓	✓	✓	✓	✓



## Grades 1-3

### Idaho Early Learning eGuidelines for Social and Emotional Development

Second Step® Elementary Digital Program

		Key Skills and Concepts																							
		Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting						Unit 2: Emotion Management				Unit 3: Empathy & Kindness				Unit 4: Problem-Solving					
		Attention	Working memory	Inhibitory control	Cognitive flexibility	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replace with helpful thoughts	Understand that the brain can grow and change	Recognize that skills improve with practice and effort	Make a practice plan	Identify and name one's own emotions	Recognize and identify emotions in others	Recognize strong emotions	Manage strong emotions by using strategies to feel calm	Recognize kindness and act kindly toward others	Take others' perspectives	Develop empathy for others	Recognize kindness helps them make friends and strengthen relationships	Manage strong emotions to feel calm before solving problems	Recognize accidents and make amends	State the problem without blame or name-calling	Think of many solutions to a problem	Explore possible outcomes of solutions	Pick the best solution
Children trust, interact with, and seek assistance from adults.	1-3.271. Attends to facial cues, tone of voice, and uses situational and past experiences to determine how to interact with or ask assistance from adults.											✓		✓									✓		
	1-3.272. Seeks help, when needed, before attempting a new task.									✓															
	1-3.273. Becomes responsible and independent to get needs met.							✓			✓				✓							✓	✓		
	1-3.274. Distinguishes ability, effort, and luck in attributions for success and failure.																								
	1-3.275. Can wait for adult's attention.		✓	✓																					
	1-3.276. Sees teachers and adults outside of family as trusted resources.										✓				✓										
	1-3.277. May deliberately seek adult approval.																								
	1-3.278. Seeks adults for arbitration.																								
	1-3.279. Evaluates own achievements against peers and perceived teacher's expectations.																								
	1-3.2710. Initiates independent social interactions and responds to negative and positive interactions with adults, by the end of the period.																								
Children develop friendships with peers.	1-3.281. Develops social structure with peers on the basis of proximity (neighborhood, classroom).																								
	1-3.282. Develops social structures with peers on the basis of gender, ethnicity, and popularity.																								
	1-3.283. Develops a strong sense of belonging to a peer group.																								
	1-3.284. Creates a social structure of leaders and followers.																								
	1-3.285. Uses codes to identify informal groups (dress, vocabulary, activities, interests).																								
	1-3.286. Develops aggression and hostility within informal peer groups and outside of the informal groups.																								
	1-3.287. Understands that acceptance from peers may be related to likability (viewed by peers as a worthy social partner).																								



## Grades 1-3

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Goal	Indicator	Attention	Working memory	Inhibitory control	Cognitive flexibility	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replace with helpful thoughts	Understand that the brain can grow and change	Recognize that skills improve with practice and effort	Make a practice plan	Identify and name one's own emotions	Recognize and identify emotions in others	Recognize strong emotions	Manage strong emotions by using strategies to feel calm	Recognize kindness and act kindly toward others	Take others' perspectives	Develop empathy for others	Recognize kindness helps them make friends and strengthen relationships	Manage strong emotions to feel calm before solving problems	Recognize accidents and make amends	State the problem without blame or name-calling	Think of many solutions to a problem	Explore possible outcomes of solutions	Pick the best solution
Children demonstrate positive negotiation skills.	1-3.29.1. Applies awareness of others' emotions to negotiate conflicts.																				✓	✓	✓	✓	✓
	1-3.29.2. Uses cues to interpret others' feelings.												✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
	1-3.29.3. Understands, anticipates, and considers others' perspectives during negotiations.																						✓	✓	✓
	1-3.29.4. Uses problem-solving strategies to find solutions to solve disputes.																						✓	✓	✓
	1-3.29.5. Tries various strategies before seeking adult help.																							✓	
	1-3.29.6. Uses a wide-ranging vocabulary of negotiation concepts to help solve problems.																								
Children demonstrate awareness of behavior and its effects on others.	1-3.30.1. Internalizes standards of the group; but may still need adult monitoring, modeling, and reinforcement.					✓									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	1-3.30.2. Clarifies and creates links between moral rules and social norms.																								
	1-3.30.3. Interprets behaviors and words of others.												✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	1-3.30.4. Refrains from saying something that might embarrass or hurt others. Learns self-regulation within society or smaller groups based on actions and reactions.														✓						✓	✓	✓		
	1-3.30.5. Begins to create rules for games and activities.																								
	1-3.30.6. Reads subtle cues quickly and accurately to respond and to modify behavior.					✓									✓	✓				✓	✓				
Children participate positively in group activities.	1-3.31.1. Follows rules of participation in more complex group activities.	✓	✓	✓	✓	✓																			
	1-3.31.2. Participates cooperatively in large and small group activities (sometimes a leader and sometimes a follower).	✓	✓	✓	✓	✓																			
	1-3.31.3. Participates in classroom and group routines (joins other children in group assignments).	✓	✓	✓	✓	✓																			
	1-3.31.4. Willingly joins in the middle of an ongoing group activity with friends.																								
	1-3.31.5. Invents and sets up activities that include more than one child.																								
	1-3.31.6. Assigns roles to other children during group play.																								



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Goal	Indicator																								
Children participate positively in group activities.	1-3.31.7. Participates in play with informal peer groups during unstructured activities.																								
	1-3.31.8. Chooses friends and play activities based on skills and interests.																								
Children demonstrate sympathy and empathy.	1-3.32.1. Communicates others' feelings and is developing the ability to understand that others can have more than one emotion at a time.											✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
	1-3.32.2. Comforts family members or friends who are not feeling well or are upset.															✓			✓		✓				
	1-3.32.3. Continues to have difficulty with mixed emotions.																								
	1-3.32.4. Refines decentering skills to take another person's point of view.																✓	✓	✓		✓	✓	✓	✓	✓
	1-3.32.5. Facilitates cleanup or supports living things with respect.															✓			✓		✓	✓	✓	✓	✓
	1-3.32.6. Has an increasing sense of justice and fairness; will stand up for a friend.															✓	✓	✓	✓		✓	✓	✓	✓	✓
	1-3.32.7. Can comfort another without guidance.															✓			✓		✓				
Children adapt to diverse settings.	1-3.34.1. Develops fears directed to new concerns including physical safety, achievement, and peer relations.																								
	1-3.34.2. Adjusts to special events in different settings.																								
	1-3.34.3. Recognizes that other people have opinions and sometimes worry about what others are thinking.																✓	✓	✓		✓	✓	✓	✓	✓
Children recognize, appreciate, and respect similarities and differences in people.	1-3.35.1. Recognizes others' abilities in certain areas and how others' abilities differ from their own abilities.																								
	1-3.35.2. Names and accepts differences and similarities in preferences (food preferences or favorite play activities).																✓						✓	✓	✓
	1-3.35.3. Notices that other children might use different words for the same object ("mother" is said differently in different languages).																								
	1-3.35.4. Examines a situation from others' perspectives.											✓					✓	✓	✓		✓	✓	✓	✓	✓
	1-3.35.5. Recognizes stereotypes and culturally or linguistically unfair or biased behavior.																								





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Children perceive themselves as unique individuals.	1-3.36.1. Shows self-direction in actions.					✓	✓			✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	1-3.36.2. Shares information about self with others.							✓		✓	✓															
	1-3.36.3. Can plan activities and behavior that include doing things alone, with a group, or with the family.									✓																
	1-3.36.4. Works independently and interdependently, and shows pleasure in it.	✓	✓	✓	✓		✓				✓												✓	✓	✓	✓
	1-3.36.5. Can take care of most of own dressing, hygiene, and social decision-making.																				✓	✓	✓	✓	✓	✓
	1-3.36.6. Accepts responsibilities and follows through on them (helps with chores).																				✓					
	1-3.36.7. Describes self using behavioral characteristics ("I am a great soccer player").																									
Children demonstrate belief in their abilities.	1-3.37.1. Takes on new tasks and improves skills with practice (wheeling self in wheelchair).									✓	✓															
	1-3.37.2. Expresses pride over a successful project.																									
	1-3.37.3. Starts a task, can expand on it, and works on it until finished.										✓															
Children regulate their feelings and impulses.	1-3.38.1. Expresses self in safe and appropriate ways (expresses anger or sadness without fights).														✓					✓		✓				
	1-3.38.2. Shows ability to control destructive impulses, with guidance.				✓										✓					✓						
	1-3.38.3. Seeks peaceful resolution to conflict.																			✓	✓	✓	✓	✓	✓	
	1-3.38.4. Stops and listens to instructions before jumping into activity, with guidance.	✓	✓	✓	✓	✓																				
	1-3.38.5. Participates in own care routines when there is a special health care need.																									
	1-3.38.6. Follows rules in different settings (lowers voice when entering library).	✓	✓	✓	✓	✓																				
	1-3.38.7. Applies rules in new but similar situations.	✓	✓	✓	✓	✓																				
	1-3.38.8. Explains simple family or classroom rules to others.					✓																				
	1-3.38.9. Expresses feelings through play.																									





## Grades 1-3

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Goal	Indicator																								
Children regulate their feelings and impulses.	1-3.38.10. Shares own excitement with peers, caregivers, and adults.																								
	1-3.38.11. Acknowledges sadness about loss (changes in caregiver, divorce, or death).																								
	1-3.38.12. Does not inhibit social expression (cries when feeling sad).														✓					✓					
	1-3.38.13. Names some types/levels of emotion (frustrated, angry).										✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓