



ALIGNMENT CHART
ISBE: SOCIAL/EMOTIONAL LEARNING STANDARDS

Second Step® Programs for Early Learning-Grade 8

 SECOND STEP® ELEMENTARY DIGITAL PROGRAM

This alignment chart illustrates how Second Step programs and the Illinois State Board of Education's Social/Emotional Learning Standards complement and support each other across key social-emotional concepts.

The Importance of Social-Emotional Learning

Social-emotional learning (SEL) is recognized as a key ingredient for school and life success. A 2011 meta-analysis¹ found that students participating in SEL programs showed significant gains in social-emotional skills, attitudes, and behaviors, as well as academic achievement.

Specific gains included:

- 11 percentile-point gain in overall academic achievement
- 23 percent improvement in social-emotional skills
- 9 percent improvement in attitudes about self, others, and school
- 9 percent improvement in school and classroom behavior
- 9 percent decrease in conduct problems, such as disruptive classroom behavior and aggression

A 2017 follow-up study found that participation in an SEL program led to lasting positive effects on students' academic and social outcomes.² Specifically, student outcomes nearly four years after exposure to SEL interventions included:

- 13 percentile-point gain in academic performance
- 5 percent improvement in positive social behavior
- 6 percent improvement in conduct problems, with lower instances of emotional distress and drug use

Educators across the nation acknowledge the benefits of SEL in schools and agree that teaching students social-emotional skills is a necessary and valuable component of their education.

About the Second Step® Family of Programs

The research-based Second Step family of social-emotional learning programs reaches 16.5 million children worldwide. The programs promote development of students' social-emotional skills, such as empathy, emotion management, and problem-solving.

Learning social-emotional skills doesn't have to be confined to the Second Step lessons. The programs provide academic integration activities that help students practice their Second Step skills while doing math, science, health, and literature projects.

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



**Alignment with
Second Step®
Early Learning**

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Illinois State Board of Education: Social/Emotional Learning Standards

Key Concepts		30.A—Identify and manage one's emotions and behavior	30.B—Recognize own uniqueness and one's own personal qualities	30.C—Demonstrate skills related to successful personal and school outcomes	31.A—Develop positive relationships with peers and adults	31.B—Use communication and social skills to interact effectively with others	31.C—Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways	32.A—Begin to consider ethical, safety, and societal factors in making decisions	32.B—Apply decision-making skills to deal responsibly with daily academic and social situations	32.C—Contribute to the well-being of one's school and community
Skills for Learning	Focus attention	✓		✓			✓	✓	✓	✓
	Listen with attention	✓		✓		✓		✓		
	Use self-talk			✓						
	Be assertive	✓	✓	✓			✓			
	Remember directions	✓		✓				✓		
	Stay on task	✓		✓						
	Ignore distractions			✓		✓				
Empathy	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				✓	✓				✓
Emotion Management	Understand strong feelings	✓								
	Recognize strong feelings	✓								
	Calm strong feelings down									
	Use the Calming-Down Steps									✓
	Communication and language skills	✓	✓	✓		✓	✓			✓
Problem-Solving	Calm down before solving problems						✓			
	Describe the problem						✓		✓	
	Think of multiple solutions to a problem						✓	✓	✓	
Friendship Skills	Play fair				✓	✓	✓			✓
	Invite others to play				✓	✓				✓
	Ask to join in play				✓	✓				✓
	Choose to have fun over getting their way				✓	✓		✓		✓



Kindergarten-Grade 2



**Alignment with
Second Step®
Elementary:
Kindergarten-Grade 2**

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Illinois State Board of Education: Social/Emotional Learning Standards

Skills and Concepts		1A—Identify and manage one's emotions and behavior	1B—Recognize personal qualities and external supports	1C—Demonstrate skills related to achieving personal and academic goals	2A—Recognize the feelings and perspectives of others	2B—Recognize individual and group similarities and differences	2C—Use communication and social skills to interact effectively with others	2D—Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways	3A—Consider ethical, safety, and societal factors in making decisions	3B—Apply decision-making skills to deal responsibly with daily academic and social situations	3C—Contribute to the well-being of one's school and community
Brain Builders (Executive-Function Skills)	Attention	✓		✓							✓
	Working memory	✓		✓							✓
	Inhibitory control	✓		✓							✓
Growth Mindset & Goal-Setting	Focus attention and ignore distractions	✓		✓							✓
	Persevere through challenges while recognizing mistakes are part of learning		✓	✓							
	Recognize unhelpful thoughts and replace with helpful thoughts	✓		✓							
	Recognize that skills improve with practice and effort			✓							
Emotion Management	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	✓									✓
Empathy & Kindness	Recognize kindness and act kindly toward others						✓				✓
	Take others' perspectives				✓	✓	✓				✓
	Develop empathy for others				✓	✓	✓				✓
	Recognize that empathy can lead to kind acts					✓	✓				✓
Problem-Solving	Manage strong emotions to feel calm before solving problems	✓						✓			✓
	Apply strategies to solve problems	✓					✓	✓			✓
	Recognize accidents and make amends						✓	✓			✓
	State the problem without blame or name-calling				✓		✓	✓			✓
	Think of many solutions to a problem				✓			✓	✓		✓



Grades 3-5



**Alignment with
Second Step®
Elementary:
Grades 3-5**

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Illinois State Board of Education: Social/Emotional Learning Standards

Skills and Concepts		1A—Identify and manage one's emotions and behavior	1B—Recognize personal qualities and external supports	1C—Demonstrate skills related to achieving personal and academic goals	2A—Recognize the feelings and perspectives of others	2B—Recognize individual and group similarities and differences	2C—Use communication and social skills to interact effectively with others	2D—Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways	3A—Consider ethical, safety, and societal factors in making decisions	3B—Apply decision-making skills to deal responsibly with daily academic and social situations	3C—Contribute to the well-being of one's school and community
Brain Builders (Executive-Function Skills)	Attention	✓		✓	✓	✓	✓	✓	✓	✓	✓
	Working memory			✓			✓	✓	✓	✓	✓
	Inhibitory control	✓		✓				✓	✓	✓	✓
Growth Mindset & Goal-Setting	Understand that the brain can grow and change			✓							
	Recognize that skills improve with practice, effort, help from others, and trying new way			✓							
	Set goals			✓							
	Make plans			✓							
	Monitor progress toward goals			✓							
	Reflect to inform future goals			✓							
Emotion Management	Recognize that strong emotions make it hard to think clearly	✓									
	Identify and label similar emotions with different intensity levels	✓									
	Recognize that regulating emotions is necessary to make decisions	✓									
	Apply reappraisal as an emotion-management strategy	✓									
	Apply planning ahead to manage recurring strong emotions	✓									
Empathy & Kindness	Recognize that kindness helps make friends and strengthen relationships						✓				✓
	Recognize that people can have different points of view about the same thing		✓		✓	✓	✓				
	Recognize that empathy and perspective-taking can help them get along with others			✓	✓	✓	✓				
	Apply perspective-taking strategies to empathize with others		✓				✓				
	Apply perspective-taking strategies to make their community a better place							✓			✓
Problem-Solving	Explain the importance of being calm before problem-solving							✓	✓		
	Explain the importance of speaking up for one's self when solving a problem							✓	✓		
	State the problem without blaming from all points of view							✓	✓		
	Generate solutions to take all points of view into consideration							✓	✓	✓	
	Evaluate possible outcomes of solutions to a problem based on all points of view							✓	✓	✓	
	Pick a solution that is safe, respectful, and could work for everyone							✓	✓	✓	
	Identify when, where, and with whom they think it would be best to work on the problem							✓	✓	✓	



Grades 6-8



**Alignment with
Second Step®
Middle School:
Grades 6-8**

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Illinois State Board of Education: Social/Emotional Learning Standards

		1A—Identify and manage one's emotions and behavior	1B—Recognize personal qualities and external supports	1C—Demonstrate skills related to achieving personal and academic goals	2A—Recognize the feelings and perspectives of others	2B—Recognize individual and group similarities and differences	2C—Use communication and social skills to interact effectively with others	2D—Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways	3A—Consider ethical, safety, and societal factors in making decisions	3B—Apply decision-making skills to deal responsibly with daily academic and social situations	3C—Contribute to the well-being of one's school and community
Skills and Concepts											
Mindsets & Goals	Recognize that social challenges are common and get better in time		✓								✓
	Understand that the brain can grow and change			✓							
	Set personal goals and create plans to achieve them			✓							
	Determine how to adjust and persist after making a mistake			✓						✓	
	Apply personal strengths to develop an interest or get better at something new		✓	✓							
Recognizing Bullying & Harassment	Recognize common types of bullying and harassment										✓
	Understand the negative impact of bullying and harassment										✓
	Determine the best upstander strategy for a situation										✓
	Understand students' responsibility to create a positive school climate										✓
	Recognize how social and environmental factors contribute to bullying and harassment in their school						✓	✓			✓
	Prepare to take action to disrupt factors that contribute to bullying and harassment at school										✓
Thoughts, Emotions & Decisions	Understand how emotions influence decision-making in positive and negative ways	✓							✓	✓	
	Recognize and reframe unhelpful thoughts	✓									
	Recognize the signs of stress and anxiety	✓									
	Apply stress- and emotion-management strategies	✓									
Managing Relationships & Social Conflict	Recognize how conflicts escalate						✓	✓		✓	
	Describe the different perspectives of the people involved in a conflict				✓	✓	✓	✓	✓	✓	
	Apply the four-step conflict resolution process				✓			✓	✓	✓	✓
	Identify ways to make amends				✓			✓	✓	✓	✓
	Recognize the signs of healthy and unhealthy relationships				✓			✓			