



ALIGNMENT CHART

Connecticut Components of Social, Emotional, and Intellectual Habits

■ **Second Step® Elementary Digital Program**

About the Second Step® Elementary Digital Program

The research-based Second Step Elementary digital program is a universal, web-based classroom program designed to promote social-emotional competence, which can help increase students' school success and decrease problem behaviors.^{1,2} The program helps 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.

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 Program Meets the Connecticut Components

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 Connecticut Components of Social, Emotional, and Intellectual Habits. Boxes are checked to indicate that the Second Step Elementary digital program meets a given Connecticut habit 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 habit through discussion, writing, drawing, or other related activities.
2. There are opportunities for teachers to gather evidence of student learning in relation to the habits.

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>



Kindergarten

Connecticut Components of Social, Emotional, and Intellectual Habits

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

Area of Development	Learning Progression	Habit	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		
Develop a positive self-concept	Self-awareness	Respond to the classroom environment with a positive sense of self, showing pride in own work and making positive statements about self							✓											
		Recognize one's own positive characteristics																		
		Describe attributes of self and others, including relevant cultural characteristics of self																		
	Sense of self as competent and capable	Attempt new activities and experiences with confidence and optimism							✓	✓										
		Express independent thoughts and feelings										✓	✓				✓	✓		
Develop a positive attitude toward learning	Sense of self as a learner	Distinguish between success and areas where they still need supports																		
		Recognize own need for adult assistance and identify someone familiar who could help them											✓							
		Share with eagerness and pride, increasingly complex work or projects																		
	Curiosity and initiative	Demonstrate engagement through discussion of a growing range of topics, ideas, and tasks																		
		Take on challenges willingly, exploring new knowledge with adult support							✓	✓										
	Cooperation during learning experiences	Use basic strategies for entering group play with adult support																		
		Share materials with peers with adult support																		
Participate in group learning experiences using basic turn-taking and listening skills with adult support and guidance		✓	✓	✓															✓	



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Identify and understand emotions of self and others	Identifying and understanding emotions	Identify and appropriately label basic feelings in self and others (e.g., happy, sad, mad, scared)								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
		Discuss how some basic emotions impact behavior in self and others with adult support											✓	✓							
	Empathy	Describe basic feelings or thoughts/ perspectives of others with adult support									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
		Respond when others display intense emotional reactions (e.g., crying, yelling, laughing loudly)																			
Develop positive interpersonal relationships	Social awareness and interpersonal skills	Engage in practices that contribute to community well-being																			
		Use basic social skills to ask to play with others, to share and take turns, and to begin to work together with one or more peer on a game or activity with adult support														✓				✓	
		Develop and maintain trusting, healthy relationships with school-based adults																			
	Responsible decision-making and social problem-solving	Learn to cooperate with classroom-based adults																			
		Demonstrate beginning understanding of connections between choices and outcomes in familiar situations						✓	✓					✓	✓	✓	✓				✓
	Conflict resolution	Define decisions (e.g., choices) and identify in daily life in school and home																			
		Identify social norms and safety considerations that guide behavior with adult support					✓	✓													
Recognize and articulate conflict in personal and familiar contexts (e.g., "Johnny took my crayon")																✓	✓	✓	✓	✓	
	Resolve conflicts with peers with adult modeling and support using simple strategies (e.g., sharing, taking turns, apologizing)																			✓	



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Develop executive-functioning skills	Working memory and metacognition	Remember and follow directions that involve a sequence of 2–3 steps																		
		Begin to use deliberate strategies (e.g., self-talk, song, repetition) to organize thinking or to remember directions or sequence with adult support		✓																
		Begin to monitor errors and/or progress, notice mistakes, and make appropriate adjustments with adult support						✓	✓											
	Cognitive flexibility	Transition between different tasks or activities; use different ways of completing a task and shift attention as needed with adult prompting and support	✓	✓	✓	✓														
		Self-regulation of impulses and emotional reaction	Use basic strategies to manage intense or difficult feelings (e.g., deep breathing, take a break, draw a picture) with adult support										✓	✓				✓		
	Initiate previously-taught strategies to help delay gratification in a variety of contexts (e.g., choose an alternative activity while waiting a turn)																			
	Identify simple and age-appropriate social norms and safety rules and use these to guide behavior					✓	✓													
	Managing attention and behavior	Name and typically follow basic rules related to privacy and personal boundaries																		
Sustain attention and complete developmentally appropriate tasks with adult support		✓			✓	✓														
	Take responsibility, including planning and/or setting simple goals for own learning, while respecting the learning of others with adult support						✓													



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Develop executive-functioning skills	Managing attention and behavior	Engage in basic planning and goal-setting, including planning topics for investigations, defining problems, and considering sources of evidence with adult support					
		Begin to use basic strategies to maintain focus in the face of distractions with adult support	✓	✓			
Develop logic and reasoning	Critical and analytical thinking	Begin to use evidence and critical thinking to support claims; explain own thinking and listen to others with adult support					
	Applying known information to new experiences	Connect current and past relationships, experiences, and knowledge to new situations, relationships, and problem-solving				✓	✓
	Reasoning and problem-solving	Describe a simple problem and propose one or more possible solutions					✓
Analyze attributes to classify, compare, and contrast objects, events, and experiences (similarities, differences, and associations)							✓
Develop modes of symbolic representation	Symbolic representation	Use objects, actions, drawings, and an increasing array of symbols to represent ideas					
	Pretend or symbolic play	Engage in mature play, using language to create a pretend scenario over an extended time frame with complex interwoven themes and rich multifaceted roles					



Grade 1

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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	Manage distractions	Recognize that skills improve with practice and effort	Use growth mindset language	Identify feelings from contextual and behavioral cues	Infer a likely emotion that would arise from a particular situation	Apply emotion-management strategies of slow counting and asking an adult for help	Identify how someone else might feel when shown or not shown kindness	Apply ways to be kind in response to scenarios	Recognize that some kind acts are better than others in certain situations	Manage strong emotions to feel calm before solving problems	State the problem without blame or name-calling	Demonstrate how to recognize accidents and make amends

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Develop a positive self-concept	Self-awareness	Respond to the classroom environment with a positive sense of self and participate as a member of the school community							✓											
		Recognize and express likes, dislikes, needs, and wants in a manner acceptable to school norms											✓						✓	
		Describe self as an individual and as a member of groups																		
	Sense of self as competent and capable	Recognize the unique characteristics of their own family																		
		Attempt new activities and experiences with confidence and optimism							✓	✓										
Develop a positive attitude toward learning	Sense of self as a learner	Express independent thoughts and feelings							✓			✓					✓	✓		
		Begin to appropriately ask for assistance from familiar sources										✓								
	Curiosity and initiative	Share with eagerness and pride, increasingly complex work or projects																		
		Engage in preferred activities that match strengths, talents, and interests																		
	Cooperation during learning experiences	Take risks to explore new knowledge with minimal adult support							✓	✓										
		Join and leave groups with ease as a leader or a follower as a situation demands																		
		Share materials with peers with adult support																		
Identify and understand emotions of self and others	Use basic cooperation skills to engage in increasingly complex discussion/exploration of ideas																			
	Identifying and understanding emotions	Recognize and label feelings in self and others, beginning to use more sophisticated emotion words									✓	✓	✓	✓	✓	✓	✓	✓	✓	
Discuss emotions and the impact on behavior and begin to show awareness of the intensity of emotions (e.g., can recognize when their emotions are particularly strong and they might lose control; use words such as "furious" to describe intense anger)																✓	✓			



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Identify and understand emotions of self and others	Empathy	Recognize more complex feelings or thoughts/ perspectives of others								✓	✓	✓	✓	✓	✓	✓	✓	✓	
		Offer comfort or assistance when others display indication of being hurt or upset													✓				
Develop positive interpersonal relationships	Social awareness and interpersonal skills	Engage in practices that contribute to community well-being												✓					
		Use basic social skills independently and engage in positive, reciprocal relationships with peers (i.e., begin to form friendships with preferred peers)												✓	✓	✓	✓	✓	
		Develop and maintain trusting, healthy relationships with school-based adults																	
		Abide by the rules and expectations of the community				✓	✓												
	Responsible decision-making and social problem-solving	Describe the connections between choices (decisions) and consequences to self and use this information to make choices with adult support				✓	✓	✓						✓	✓	✓		✓	✓
		Demonstrate beginning understanding of how social norms influence their decision-making and behavior															✓	✓	✓
Conflict resolution	Identify appropriate response to conflict															✓	✓	✓	
	Use simple strategies to address interpersonal conflict independently and, with adult support, incorporate additional strategies (e.g., negotiating)															✓	✓	✓	
Develop executive-functioning skills	Working memory and metacognition	Remember and follow multistep directions that involve more complex steps/sequences and update them with new information or changing plans							✓										
		Use deliberate strategies (self-talk, song, repetition) in familiar situations to remember directions or sequence																	
	Cognitive flexibility	Show increasing independence in monitoring errors and/or progress, notice mistakes, and make appropriate adjustments with adult support							✓	✓									
Try different ways to complete a task or solve a problem, identify multiple ways to think about a situation, deliberately change thoughts or feelings in order to achieve goals								✓	✓							✓		✓	



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Develop executive-functioning skills	Self-regulation of impulses and emotional reaction	Use basic strategies with increasing independence to deal with upsetting emotions and seek help when necessary										✓				✓			
		Initiate previously-taught strategies to help delay gratification in a variety of contexts (e.g., choose an alternative activity while waiting a turn)																	
		Identify simple and age-appropriate social norms and safety rules and use these to guide behavior				✓	✓												
		Name and typically follow basic rules related to privacy and personal boundaries																	
	Managing attention and behavior	Sustain attention to an age-appropriate task or activity individually and in small groups	✓			✓	✓												
		Demonstrate increasing independence in taking responsibility, including planning and/or setting goals for own learning, while respecting the learning of others				✓	✓	✓	✓										
		Follow a task to completion, even when it is challenging, with minimal support						✓	✓										
	Maintain focus with increasing independence, using more varied and sophisticated strategies.	✓			✓	✓													
Develop logic and reasoning	Critical and analytical thinking	Use evidence and critical thinking to support claims, make simple arguments, and critique the reasoning of others; explain own thinking and listen to others																	
		Agree or disagree with others and give reason why																	
	Applying known information to new experiences	Approach new situations, relationships, and problem-solving using information from prior experiences rather than through trial and error												✓	✓	✓	✓	✓	
Reasoning and problem-solving	Demonstrate a willingness to try multiple strategies to solve a problem; check whether solution makes sense; may seek adult assistance																	✓	
	Analyze attributes to classify, compare, and contrast objects, events, and experiences (similarities, differences, and associations)																		



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Area of Development	Learning Progression	Habit
Develop modes of symbolic representation	Symbolic representation	Use objects, actions, drawings, and an increasing array of symbols to represent ideas
	Pretend or symbolic play	Engage in mature play, using language to create a pretend scenario over an extended time frame with complex interwoven themes and rich multifaceted roles



Grade 2

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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	Use growth mindset language	Replace unhelpful thoughts with helpful thoughts	Persevere through challenges while recognizing that mistakes are part of learning	Recognize that skills improve with practice, effort, and asking for help	Identify complex feelings from contextual and behavioral cues	Recognize that people can feel differently about the same situation	Apply using helpful thoughts as an emotion-management strategy	Define empathy	Recognize how empathy helps them identify when and how to show others kindness	Apply empathy and perform kind acts for others	Manage strong emotions to feel calm before solving problems	State the problem without blame or name-calling	Generate their own solutions to a given problem	Recognize that some solutions work better than others in a given situation	Apply ways to make amends

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Develop a positive self-concept	Self-awareness	See self as a valuable contributing member of family, school, and other community groups																				
		Recognize personal strengths, assets, limitations/challenges						✓	✓													
		Describe characteristics of self and groups they belong to, including characteristics that are not concrete (personality, preferences, cultural norms or values)																				
	Sense of self as competent and capable	Identify personal and academic goals																				
		Practice self-advocacy skills (e.g., ask for a turn after waiting patiently for a couple of minutes, lets teacher know when they cannot see or hear during lesson)																				
Develop a positive attitude toward learning	Sense of self as a learner	Explain and defend independent thoughts and feelings									✓		✓	✓	✓							
		Identify and use available supports including familiar adults and other resources (e.g., books)						✓	✓													
	Curiosity and initiative	Share, with eagerness and pride, increasingly complex work or projects																				
		Show enthusiasm for learning by asking questions and seeking meaningful information about a topic or idea																				
		Take risks to explore new knowledge with peers																				
Cooperation during learning experiences	Share materials willingly with others in order to promote group learning																					
	Use basic cooperation skills to engage in increasingly complex discussion/exploration of ideas																					
Identify and understand emotions of self and others	Identifying and understanding emotions	Describe increasingly varied emotions and common situations that cause them								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
		Discuss emotions and the impact on behavior and begin to show awareness of the intensity of emotions (e.g., can recognize when their emotions are particularly strong and they might lose control; use words such as "furious" to describe intense anger)															✓					



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Identify and understand emotions of self and others	Empathy	Show ability to listen to and understand others' feelings and consider how they impact their actions with adult support											✓	✓	✓	✓	✓	✓	✓	✓	✓		
		Offer comfort or assistance when others display indication of being hurt or upset														✓						✓	
Develop positive interpersonal relationships	Social awareness and interpersonal skills	Demonstrate cooperation in small and large groups																					
		Demonstrate ability to read nonverbal social cues												✓	✓	✓	✓	✓	✓	✓	✓	✓	
		Demonstrate the ability to compromise, negotiate, and work together with others with adult support, in both child-initiated and adult-led activities															✓	✓	✓	✓	✓	✓	
		Develop and maintain trusting, healthy relationships with school-based adults																					
	Responsible decision-making and social problem-solving	Identify and use skills to establish and maintain healthy interpersonal relationships												✓	✓	✓	✓	✓	✓	✓	✓	✓	
		Analyze the outcomes and possible consequences of a set of given decisions																		✓	✓	✓	✓
		Distinguish between positive and negative peer pressure																					
		Demonstrate concern for fairness and respect for the rights of others; respond appropriately when a rule is broken, with acceptance of responsibility and consequences																	✓	✓	✓	✓	✓
Conflict resolution	Distinguish between constructive and destructive ways to resolve conflicts																						
	Demonstrate willingness and skills to independently resolve a problem or conflict, although may still need adult support and encouragement															✓	✓	✓	✓	✓	✓	✓	



Grade 2

Connecticut Components of Social, Emotional, and Intellectual Habits

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	Use growth mindset language	Replace unhelpful thoughts with helpful thoughts	Persevere through challenges while recognizing that mistakes are part of learning	Recognize that skills improve with practice, effort, and asking for help	Identify complex feelings from contextual and behavioral cues	Recognize that people can feel differently about the same situation	Apply using helpful thoughts as an emotion-management strategy	Define empathy	Recognize how empathy helps them identify when and how to show others kindness	Apply empathy and perform kind acts for others	Manage strong emotions to feel calm before solving problems	State the problem without blame or name-calling	Generate their own solutions to a given problem	Recognize that some solutions work better than others in a given situation	Apply ways to make amends

Area of Development	Learning Progression	Habit	Attention	Working memory	Inhibitory control	Use growth mindset language	Replace unhelpful thoughts with helpful thoughts	Persevere through challenges while recognizing that mistakes are part of learning	Recognize that skills improve with practice, effort, and asking for help	Identify complex feelings from contextual and behavioral cues	Recognize that people can feel differently about the same situation	Apply using helpful thoughts as an emotion-management strategy	Define empathy	Recognize how empathy helps them identify when and how to show others kindness	Apply empathy and perform kind acts for others	Manage strong emotions to feel calm before solving problems	State the problem without blame or name-calling	Generate their own solutions to a given problem	Recognize that some solutions work better than others in a given situation	Apply ways to make amends		
Develop executive-functioning skills	Working memory and metacognition	Remember and follow multistep directions that involve more complex steps/sequences and update them with new information or changing plans	✓	✓	✓																	
		Use deliberate strategies (self-talk, song, repetition) in familiar situations to remember directions or sequence		✓																		
		Show increasing independence in monitoring errors and/or progress, notice mistakes, and make appropriate adjustments with adult support				✓	✓	✓	✓													
	Cognitive flexibility	Consider multiple aspects of situations and/or changing circumstances to plan, make decisions, and adjust thinking with adult guidance and support					✓	✓	✓													
		Manage behavioral response to emotions most of the time, effectively using multiple strategies (e.g., utilizing skills to calm down, and applying the steps in problem-solving to school and to social problems)											✓				✓					
	Self-regulation of impulses and emotional reaction	Apply strategies to help delay gratification for longer periods of time with increasing independence, building upon previously-taught strategies			✓																	
		Respond increasingly well to rules outside of adult supervision																				
		Demonstrate appropriate assertion of personal boundaries, rights, and privacy needs																				
	Managing attention and behavior	Sustain attention to an age-appropriate task or activity individually and in larger groups	✓																			
		Demonstrate increasing independence in taking responsibility, including planning and/or setting goals for own learning, while respecting the learning of others				✓	✓	✓	✓													
Follow a task to completion, even when it is challenging, with minimal support								✓														
Maintain focus with increasing independence, using more varied and sophisticated strategies.		✓																				



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Develop logic and reasoning	Critical and analytical thinking	Use evidence and critical thinking to support claims, make arguments, and critique the reasoning of others; decide if explanations make sense and ask appropriate questions																			
	Applying known information to new experiences	Use prior relationships, experiences, and knowledge to expand understanding													✓	✓					✓
	Reasoning and problem-solving	Plan out a simple problem-solving approach, considering multiple strategies; monitor and evaluate progress and change strategies as necessary with adult support Analyze attributes to classify, compare, and contrast objects, events, and experiences (similarities, differences, and associations)									✓						✓	✓	✓	✓	✓
Develop modes of symbolic representation	Symbolic representation	Use standard or self-selected objects, actions, drawings, and symbols to represent increasingly complex ideas																			
	Pretend or symbolic play	Use role-play over an extended period of time to explore and expand knowledge and understanding																			



Grade 3

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Attention	Working memory	Inhibitory control	Cognitive flexibility	Understand that the brain can grow and change	Recognize that skills improve with practice, effort, help from others, and trying a new way	Make an effective plan for how to get better at a skill	Describe the role and purpose of emotions	Identify and label similar emotions with different intensity levels	Recognize taking a break as an emotion-management strategy	Identify how kindness helps them make friends and strengthen relationships	Recognize that different people may prefer to be shown kindness in different ways	Demonstrate kind acts that recognize that people like to receive kindness in different ways	Manage strong emotions to feel calm before solving problems	State the problem without blaming or name-calling	Restate the wants and needs of each person in a problem situation	Generate their own solutions to a problem	Pick the best solution

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Develop a positive self-concept	Self-awareness	Identify roles and responsibilities as a group member and contribute in a positive capacity													✓							
		Identify personal values, attitudes, and beliefs																				
		Describe current characteristics of self and community and identify the source or history of these characteristics																				
	Sense of self as competent and capable	Identify personal and academic goals								✓												
		Practice self-advocacy skills (e.g., ask for a turn after waiting patiently for a couple of minutes, let teacher know when they cannot see or hear during lesson)							✓	✓			✓									
		Explain and defend independent thoughts and feelings												✓	✓							
Develop a positive attitude toward learning	Sense of self as a learner	Identify multiple resources to assist in meeting learning goals						✓	✓													
		Share with eagerness and pride, increasingly complex work or projects																				
	Curiosity and initiative	Engage in and seek new experiences in learning independently								✓												
		Take risks to explore new knowledge independently																				
	Cooperation during learning experiences	Share materials willingly with others in order to promote group learning																				
Listen, discuss, and negotiate ideas in order to discover new learning with peers																						
Identify and understand emotions of self and others	Identifying and understanding emotions	Communicate effectively about emotional experience with adults and peers using a variety of vocabulary related to emotions								✓	✓	✓	✓	✓	✓		✓	✓				
		Recognize the connections between emotions, thoughts, and behavior									✓	✓	✓	✓	✓	✓	✓					
	Empathy	Show ability to listen to and understand others' feelings and consider how they impact their actions with adult support												✓	✓	✓	✓	✓	✓	✓	✓	✓
		Acknowledge needs of others and act accordingly												✓	✓	✓	✓	✓	✓	✓	✓	✓



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Develop positive interpersonal relationships	Social awareness and interpersonal skills	Celebrate group successes																				
		Demonstrate ability to read and appropriately act upon nonverbal social cues												✓	✓	✓	✓	✓	✓	✓	✓	✓
		Demonstrate the ability to compromise, negotiate, and work together with others with adult support, in both child-initiated and adult-led activities															✓	✓	✓	✓	✓	✓
		Develop and maintain trusting, healthy relationships with school-based adults																				
		Identify and use skills to establish and maintain healthy interpersonal relationships												✓	✓	✓	✓	✓	✓	✓	✓	✓
	Responsible decision-making and social problem-solving	Take personal responsibility for one's own choices																				
		Become aware when peer pressure is influencing a decision																				
Conflict resolution	Demonstrate awareness of principles of equality, fairness and respect for social norms														✓		✓	✓	✓	✓	✓	
	Demonstrate ability to remove oneself from a stressful situation											✓				✓						
Develop executive-functioning skills	Working memory and metacognition	Demonstrate willingness and skill to independently resolve a problem or conflict, although may still need adult support and encouragement														✓	✓	✓	✓	✓	✓	
		Demonstrate ability to remember and return to place in story, song, or game if interrupted, or can reorder steps or change plans as needed to meet goal		✓						✓												
	Use deliberate strategies to remember information or organize thinking in new ways		✓																			
	Cognitive flexibility	Use previously modeled strategies to plan, monitor, and evaluate thinking processes and try new and more sophisticated strategies with adult support																				
	Become more independent in considering multiple aspects of situations, and/or changing circumstances, to plan, make decisions, and adjust thinking								✓								✓	✓	✓	✓	✓	



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Develop executive-functioning skills	Self-regulation of impulses and emotional reaction	Self-monitor emotions and use strategies to manage emotions and behavioral reactions										✓				✓						
		Apply strategies to help delay gratification for longer periods of time with increasing independence, building upon previously-taught strategies																				
		Recognize rules and are able to generalize them to other situations																				
		Demonstrate appropriate assertion of personal boundaries, rights, and privacy needs																				
	Managing attention and behavior	Demonstrate persistence to completion when working independently on age-appropriate tasks								✓												
		Demonstrate increasing independence in taking responsibility, including planning and/or setting goals for own learning, while respecting the learning of others								✓												
Follow a task to completion; may need minimal support when the task is challenging									✓													
	Maintain focus with increasing independence, using more varied and sophisticated strategies.	✓																				
Develop logic and reasoning	Critical and analytical thinking	Use evidence and critical thinking to support claims, make arguments, and critique the reasoning of others; explain own thinking and respond to others' thinking																	✓	✓	✓	
	Applying known information to new experiences	Compare, contrast, and evaluate experiences, tasks, and events building on prior knowledge																				
	Reasoning and problem-solving	Consider multiple strategies and generate creative solutions to problems with peers; use an alternate method to check answers																		✓		
	Analyze attributes to classify, compare, and contrast objects, events, and experiences (similarities, differences, and associations)																					
Develop modes of symbolic representation	Symbolic representation	Use standard or self-selected objects, actions, drawings, and symbols to represent increasingly complex ideas																				
	Pretend or symbolic play	Use role-play over an extended period of time to explore and expand knowledge and understanding												✓								