



ALIGNMENT CHART

	✓			
			✓	
		✓		
				✓

Ohio K-12 Social and Emotional Learning Standards

- **Second Step® Elementary Digital Program**
- **Second Step® Middle School Digital Program**

About Second Step® Programs

The research-based Second Step Elementary and Second Step Middle School digital programs are universal, web-based classroom programs designed to promote social-emotional competence, which can help increase students' school success and decrease problem behaviors.^{1,2} 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. Lessons provide tools for students to develop the mindsets, knowledge, and skills to manage 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 Ohio Standards

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 Ohio K-12 Social and Emotional Learning Standards. Boxes are checked to indicate that the Second Step digital programs meet a given Ohio standard 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 standards through discussion, writing, drawing, or other related activities.
2. There are opportunities for teachers to gather evidence of student learning in relation to the standards.

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-Grade 2

Alignment with Ohio K-12 Social and Emotional Learning Standards

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 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	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 that empathy can lead to kind acts	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
Standard																					
Self-Awareness	A1.1.a Identify basic personal emotions							✓	✓	✓	✓	✓									
	A1.2.a Recognize emotions as natural and important							✓	✓	✓	✓	✓	✓	✓	✓						
	A1.3.a Identify appropriate time and place to safely process emotions, independently or with the guidance of a trusted adult									✓	✓					✓	✓				
	A1.4.a Recognize that current events can impact emotions																				
	A2.1.a Identify personal interests and qualities				✓		✓														
	A2.2.a Explore opportunities to develop skills and talents						✓														
	A3.1.a Identify at least one trusted adult at school and in the community, and know when and how to access them						✓			✓	✓					✓					
	A3.2.a Seek help when faced with challenges or when frustrated with a task, skill, or situation						✓			✓	✓										
	A3.3.a Describe situations or locations that feel safe																				
	A4.1.a Describe the outcomes of both following and breaking rules				✓																
	A4.2.a Demonstrate confidence in the ability to complete simple tasks and challenges independently, while expressing positive attitudes toward self				✓	✓	✓														
	A4.3.a Identify ways to respectfully advocate for basic personal needs																				
Self-Management	B1.1.a Identify personal behaviors or reactions when experiencing basic emotions							✓		✓	✓					✓					
	B1.2.a Describe verbal and nonverbal ways to express emotions in different settings							✓	✓	✓	✓	✓		✓	✓	✓					
	B1.3.a Identify and begin to use strategies to regulate emotions and manage behaviors			✓	✓		✓			✓	✓					✓	✓				
	B2.1.a Identify goals for classroom behavior and academic success																				
	B2.2.a Identify how adults and peers can help with a goal						✓														
	B2.3.a Describe what action steps can be taken to reach a short-term goal						✓														
	B2.4.a Discuss obstacles that can get in the way of reaching a goal and ideas for handling those obstacles				✓	✓	✓														
	B3.1.a Describe a time when you kept trying in a challenging situation				✓		✓														
	B3.2.a Explain how practice improves performance of a skill and can help in overcoming a challenge or setback						✓														



Kindergarten-Grade 2

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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 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	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 that empathy can lead to kind acts	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
Standard																					
Social Awareness	C1.1.a Identify facial and body cues representing feelings in others							✓	✓	✓	✓	✓	✓	✓	✓	✓					
	C1.2.a Identify words and actions that may support or hurt the feelings of others											✓	✓	✓	✓	✓	✓	✓	✓	✓	
	C1.3.a Define empathy, and identify empathetic reactions in others												✓	✓	✓		✓	✓		✓	
	C2.1.a Identify the purpose for having schoolwide expectations and classroom rules				✓																
	C2.2.a Identify characteristics of positive citizenship in the classroom and school																				
	C2.3.a Perform activities that contribute to classroom, school, and home, with adult involvement as needed											✓			✓			✓			
	C2.4.a Identify and participate in activities to improve school or home																				
	C3.1.a Discuss how people can be the same or different								✓												
	C3.2.a Participate in cross-cultural activities and discuss differences, similarities, and positive qualities across all cultures and groups																				
	C3.3.a Discuss the concept of, and practice, treating others the way you would want to be treated											✓	✓	✓	✓		✓	✓	✓	✓	
C4.1.a Recognize social cues in different settings																					
C4.2.a Identify norms for various family and social situations																					
C4.3.a Recognize others' personal space and boundaries												✓									
Relationship Skills	D1.1.a Identify and engage in positive communication skills											✓							✓		
	D1.2.a Practice giving and receiving feedback in a respectful way																		✓		
	D1.3.a Develop an awareness that people communicate through social and digital media																				
	D2.1.a Demonstrate an awareness of roles in various relationships																				
	D2.2.a Recognize the need for inclusiveness																				
	D2.3.a Recognize that people may influence each other with words or actions											✓	✓	✓	✓	✓	✓	✓	✓	✓	
	D3.1.a Identify common conflicts and describe possible causes															✓	✓	✓	✓	✓	
	D3.2.a Recognize that there are various ways to solve conflicts, and utilize these techniques to practice solving problems																✓	✓	✓	✓	
	D3.3.a Apply listening and attention skills to identify the feelings and perspectives of others								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	



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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 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	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 that empathy can lead to kind acts	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
Responsible Decision-Making	Standard																			
	E1.1.a Identify a problem or needed decision, and recognize that there may be multiple responses																✓	✓	✓	✓
	E1.2.a Identify strategies to solve a problem																✓	✓		✓
	E2.1.a Identify factors that can make it hard for a person to make the best decision in the classroom																			
	E2.2.a Identify reliable sources of adult help in the immediate setting																			
	E2.3.a Identify how personal choices will impact the outcome of a situation															✓	✓	✓	✓	✓
	E3.1.a Identify how certain actions can impact others											✓			✓	✓	✓	✓	✓	✓
	E3.2.a Recognize safe practices and actions				✓												✓	✓	✓	✓
	E3.3.a Recognize the need for group decisions that support a common goal																			
	E4.1.a Recognize that new opportunities may have positive outcomes																			
E4.2.a Identify physical and emotional responses to unfamiliar situations																				
E4.3.a Identify examples of transitions and how they are a necessary and appropriate part of school and life																				



Grades 3-5

Alignment with Ohio K-12 Social and Emotional Learning Standards

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								
Standard		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	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	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	Recognize kindness helps them 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	Explain the importance of being calm before problem-solving	Explain the importance of speaking up for oneself when solving a problem	State the problem without blaming and 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	
Self-Awareness	A1.1.b Identify a range of personal emotions											✓	✓	✓	✓	✓													
	A1.2.b Identify that emotions are valid, even if others feel differently											✓	✓	✓	✓	✓		✓	✓	✓									
	A1.3.b Consider when it is necessary to process emotions in a safe place, independently or with the guidance of a trusted adult													✓	✓	✓						✓							
	A1.4.b Describe how current events trigger emotions																												
	A2.1.b Identify personal strengths based on interests and qualities						✓																						
	A2.2.b Demonstrate a skill or talent that builds on personal strengths																												
	A3.1.b Describe how a trusted adult can provide academic, social, or emotional support or assistance for self and others																												
	A3.2.b Seek help and acknowledge constructive feedback from others that addresses challenges and builds on strengths										✓	✓																	
	A3.3.b Utilize strategies that support safe practices for self and others				✓											✓	✓						✓						
	A4.1.b Identify and describe how personal choices and behavior impact self and others													✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A4.2.b Demonstrate confidence in the ability to complete a range of tasks and address challenges while expressing positive attitudes toward self						✓	✓	✓	✓	✓					✓	✓													
A4.3.b Identify ways to respectfully advocate for academic and personal needs						✓																	✓						
Self-Management	B1.1.b Demonstrate strategies to express a range of emotions within the expectations of the setting														✓	✓						✓							
	B1.2.b Describe possible outcomes associated with verbal and nonverbal expression of emotions in different settings											✓		✓	✓	✓						✓	✓						
	B1.3.b Apply strategies to regulate emotions and manage behaviors				✓	✓									✓	✓						✓							
	B2.1.b Identify goals for academic success and personal growth							✓	✓																				
	B2.2.b Identify school, family, and community resources, with adult support, that may assist in achieving a goal						✓		✓	✓	✓																		
	B2.3.b Plan steps needed to reach a short-term goal							✓	✓	✓	✓																		
	B2.4.b Identify alternative strategies, with guidance, toward a specified goal								✓	✓	✓																		
	B3.1.b Identify strategies for persevering through challenges and setbacks						✓		✓	✓	✓																		
B3.2.b Identify the cause of a challenge or setback and, with assistance, develop a plan of action									✓	✓																			



Grades 3-5

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		Key Skills and Concepts																										
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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	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	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	Recognize kindness helps them 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	Explain the importance of being calm before problem-solving	Explain the importance of speaking up for oneself when solving a problem	State the problem without blaming and 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
Social Awareness	Standard																											
	C1.1.b Identify verbal and nonverbal cues representing feelings in others											✓	✓	✓			✓	✓	✓	✓	✓							
	C1.2.b Identify and acknowledge others' viewpoints, knowing that both sides do not have to agree but can still be respectful																	✓	✓	✓	✓			✓	✓	✓	✓	✓
	C1.3.b Demonstrate empathetic reactions in response to others' feelings and emotions																			✓	✓						✓	
	C2.1.b Identify reasons for making positive contributions to the school and community																				✓	✓						
	C2.2.b Demonstrate citizenship in the classroom and school community																				✓	✓		✓	✓	✓	✓	✓
	C2.3.b Perform activities that contribute to classroom, school, home, and broader community							✓	✓	✓	✓										✓	✓						
	C2.4.b Identify areas of improvement for school or home, and develop an action plan to address these areas							✓	✓	✓	✓											✓						
	C3.1.b Discuss positive and negative opinions people may have about other people or groups, even if they aren't always true																											
	C3.2.b Participate in cross-cultural activities, and acknowledge that individual and group differences may complement each other																											
	C3.3.b Define and practice civility and respect virtually and in person																	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	C4.1.b Identify others' reactions by tone of voice, body language, and facial expressions																	✓	✓	✓	✓	✓				✓	✓	✓
	C4.2.b Identify ways that norms differ among various families, cultures, and social groups																											
	C4.3.b Recognize that individuals' needs for privacy and boundaries differ, and respect those differences																			✓								
Relationship Skills	D1.1.b Apply active listening and effective communication skills to increase cooperation and relationships	✓	✓	✓															✓	✓	✓		✓	✓			✓	
	D1.2.b Demonstrate the ability to give and receive feedback in a respectful way																						✓	✓				
	D1.3.b Describe the positive and negative impact of communicating through social and digital media																											
	D2.1.b Identify what creates a feeling of belonging in various relationships																	✓										
	D2.2.b Demonstrate behaviors associated with inclusiveness in a variety of relationships																				✓	✓		✓	✓	✓	✓	✓



Grades 3-5

Alignment with Ohio K-12 Social and Emotional Learning Standards

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	Understand that the brain can grow and change	Recognize that skills improve with practice, effort, help from others, and trying a new way	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	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	Recognize kindness helps them 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	Explain the importance of being calm before problem-solving	Explain the importance of speaking up for oneself when solving a problem	State the problem without blaming and 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
Standard																												
Relationship Skills	D2. 3.b Distinguish the helpful and harmful impacts of peer pressure on self and others																											
	D3.1.b Identify and demonstrate personal behaviors to prevent conflict																											
	D3.2.b Apply conflict resolution skills to manage disagreements and maintain personal safety																					✓	✓	✓	✓	✓	✓	✓
Responsible Decision-Making	D3.3.b Generate ideas to reach a compromise and find resolution during conflict																								✓	✓	✓	✓
	E1.1.b Generate possible solutions or responses to a problem or needed decision, recognizing that there may be more than one perspective														✓						✓				✓	✓	✓	✓
	E1.2.b Implement strategies to solve a problem																				✓	✓	✓	✓	✓	✓	✓	✓
	E2.1.b Identify factors that can make it hard to make the best decisions at home or at school											✓	✓	✓	✓	✓												
	E2.2.b Identify reliable sources of adult help in various settings																											
	E2.3.b Predict possible future outcomes of personal actions in various settings									✓	✓	✓									✓	✓				✓	✓	✓
	E3.1.b Demonstrate the ability to respect the rights of self and others																				✓	✓			✓	✓	✓	✓
	E3.2.b Demonstrate safe practices to guide actions															✓	✓					✓						
	E3.3.b Consider various perspectives and sources of information when participating in group decision-making																					✓			✓	✓	✓	✓
	E4.1.b Explore new opportunities to expand one's knowledge and experiences							✓																				
E4.2.b Develop and practice strategies to appropriately respond in unfamiliar situations															✓	✓						✓	✓	✓	✓	✓	✓	
E4.3.b Practice the ability to manage transitions and adapt to changing situations and responsibilities in school and life	✓		✓	✓											✓	✓												



Grades 6-8

Alignment with Ohio K-12 Social and Emotional Learning Standards

Second Step® Middle School

		Key Skills and Concepts																			
		Unit 1: Mindsets & Goals					Unit 2: Recognizing Bullying & Harassment					Unit 3: Thoughts, Emotions & Decisions				Unit 4: Managing Relationships & Social Conflict					
		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	Recognize common types of bullying and harassment	Understand the negative impacts 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	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	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
Standard																					
Self-Awareness	A1.1.c Identify, recognize, and name personal complex emotions			✓								✓	✓	✓	✓					✓	
	A1.2.c Explain that emotions may vary based on the situation, including people and places																				
	A1.3.c Utilize appropriate time and place to safely process emotions, independently, with a trusted adult or with peers												✓			✓	✓		✓		
	A1.4.c Explain how others' responses to current events can impact emotions																				
	A2.1.c Describe how personal interests, qualities, and strengths may help with decision-making to accomplish personal goals					✓															
	A2.2.c Investigate a potential career path that builds on personal strengths and addresses challenges																				
	A3.1.c Seek appropriate support from a trusted adult when help is needed academically, socially, or emotionally								✓			✓				✓					✓
	A3.2.c Develop and implement a plan of action, based on support or constructive feedback, that addresses challenges and builds on strengths			✓	✓	✓															
	A3.3.c Identify and utilize appropriate processes for reporting unsafe behaviors or situations for self and others								✓			✓							✓		✓
	A4.1.c Describe how personal responsibility is linked to being accountable for one's choices and behavior																				
Self-Management	A4.2.c Recognize the importance of confidently handling tasks and challenges, while reframing negative thoughts and engaging in positive self-talk		✓	✓	✓									✓							
	A4.3.c Demonstrate basic self-advocacy, academically and socially	✓							✓		✓								✓		✓
	B1.1.c Describe the relationship between thoughts, emotions, and behavior, and apply strategies to regulate response												✓	✓	✓	✓			✓		
	B1.2.c Analyze positive and negative consequences of expressing emotions in different settings												✓	✓	✓		✓				
	B1.3.c Apply productive self-monitoring strategies to reframe thoughts and behaviors				✓									✓	✓	✓					
	B2.1.c Recognize the importance of short- and long-term goals for success in school and life			✓		✓															



Grades 6-8

Alignment with Ohio K-12 Social and Emotional Learning Standards

Second Step® Middle School

		Key Skills and Concepts																				
		Unit 1: Mindsets & Goals					Unit 2: Recognizing Bullying & Harassment					Unit 3: Thoughts, Emotions & Decisions				Unit 4: Managing Relationships & Social Conflict						
		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	Recognize common types of bullying and harassment	Understand the negative impacts 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	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	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	
Standard																						
Self-Management	B2. 2.c Identify school, family, and community resources that may assist in achieving a goal			✓	✓	✓																
	B2. 3.c Set a short-term school or life goal with action steps to achieve success			✓		✓																
	B2. 4.c Monitor progress toward a specified goal by developing checkpoints and adjusting the plan or action steps as needed			✓	✓																	
	B3. 1.c Utilize strategies for persevering through challenges and setbacks	✓		✓	✓									✓								
	B3. 2.c Reframe a challenge or setback into an opportunity, with assistance				✓											✓						
Social Awareness	C1. 1.c Determine if verbal and nonverbal cues correspond to the feelings expressed by others																					
	C1. 2.c Demonstrate respect across school, community, face-to-face, and virtual settings, when viewpoints or perceptions differ																		✓	✓		
	C1. 3.c Demonstrate empathy through understanding of others' feelings and acknowledgment of their perspective																		✓	✓		
	C2. 1.c Explain the importance of civic-mindedness																					
	C2. 2.c Pursue opportunities to contribute to school or the broader community												✓									
	C2. 3.c Explore a school or community need, and generate possible solutions												✓									
	C2. 4.c Engage in an activity to improve school, home, or community											✓										
	C3. 1.c Discuss how positive or negative stereotypes of an individual or group can be unconscious and may lead to discrimination and prejudice																					
	C3. 2.c Participate in cross-cultural activities, and demonstrate respect for individuals from different social and cultural groups																					
	C3. 3.c Demonstrate respect for human dignity virtually and in person									✓										✓	✓	
	C4. 1.c Generate positive responses to various social situations								✓										✓	✓	✓	✓
	C4. 2.c Recognize that social cues are based on rules and expectations and can change based upon context																		✓	✓	✓	
	C4. 3.c Recognize that personal and group needs can differ, and identify positive actions to balance the needs of all																		✓	✓	✓	



Grades 6-8

Alignment with Ohio K-12 Social and Emotional Learning Standards

Second Step® Middle School

		Key Skills and Concepts																				
		Unit 1: Mindsets & Goals				Unit 2: Recognizing Bullying & Harassment				Unit 3: Thoughts, Emotions & Decisions				Unit 4: Managing Relationships & Social Conflict								
		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	Recognize common types of bullying and harassment	Understand the negative impacts 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	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	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	
Standard																						
Relationship Skills	D1.1.c Demonstrate the ability to actively listen and understand multiple perspectives																	✓	✓	✓		
	D1.2.c Offer and acknowledge constructive feedback to strengthen connections and improve communication outcomes with others																					
	D1.3.c Interact on social and digital media responsibly, and understand the potential impact on reputation and relationships							✓														
	D2.1.c Participate in a healthy network of personal and school relationships	✓																		✓	✓	✓
	D2.2.c Demonstrate inclusiveness in relationship-building																		✓	✓	✓	
	D2.3.c Utilize strategies to manage social pressures									✓			✓									✓
	D3.1.c Recognize and acknowledge different perspectives of others to prevent conflict																		✓	✓	✓	
D3.2.c Use a nonjudgmental voice during conflict resolution to maintain safe relationships																		✓	✓	✓		
D3.3.c Exchange ideas and negotiate solutions to resolve conflicts, seeking support when needed																						
Responsible Decision-Making	E1.1.c Demonstrate critical thinking skills when solving problems or making decisions, recognizing there may be more than one perspective								✓			✓						✓	✓	✓		
	E1.2.c Gather evidence to support and solve academic and social challenges											✓					✓	✓	✓	✓		
	E2.1.c Generate ideas for recognizing when something may be getting in the way of making a responsible decision and ways to possibly reduce or limit its influence												✓									
	E2.2.c Identify reliable sources of adult help in various settings and actively seek adults for support									✓							✓				✓	
	E2.3.c Utilize knowledge of outcomes to inform future decisions																			✓	✓	✓
E3.1.c Apply honesty, respect, and compassion to the decision-making process																		✓	✓			



Grades 6-8

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		Key Skills and Concepts																				
		Unit 1: Mindsets & Goals					Unit 2: Recognizing Bullying & Harassment					Unit 3: Thoughts, Emotions & Decisions				Unit 4: Managing Relationships & Social Conflict						
		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	Recognize common types of bullying and harassment	Understand the negative impacts 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	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	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	
Standard																						
Responsible Decision-Making	E3.2.c Demonstrate safe practices to guide actions for self and toward others							✓			✓		✓		✓			✓		✓		
	E3.3.c Research opportunities for participation in civic-minded activities that contribute to the larger community																					
	E4.1.c Engage in new opportunities to expand one's knowledge and experiences			✓		✓																
	E4.2.c Recognize that new opportunities or unfamiliar situations may require productive struggle		✓	✓	✓	✓																
	E4.3.c Demonstrate ability to manage transitions and adapt to changing situations and responsibilities in school and life	✓	✓	✓	✓	✓						✓		✓		✓			✓	✓	✓	