



**ALIGNMENT CHART**

# Rhode Island Social 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.<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.

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 Rhode Island 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 Rhode Island Social Emotional Learning Standards.

Boxes are checked to indicate that the Second Step digital programs meet a given Rhode Island 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 standard 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

### Rhode Island Social 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
Anchor Standard	Learning Standard																				
Self-Awareness	1A. Individual demonstrates an understanding of one's emotions.							✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
	1B. Individual identifies when help is needed and who can provide it.						✓				✓										
	1C. Individual demonstrates awareness of their own personal rights and responsibilities.																				
	1D. Individual demonstrates knowledge of their own personal strengths, cultural and linguistic assets, and aspirations.						✓														
	1E. Individual seeks to understand and identify their own prejudices and biases.																				
Self-Management	2A. Individual demonstrates the skills to manage one's emotions, thoughts, impulses, and stress in constructive ways.		✓	✓		✓					✓					✓					
	2B. Individual manages materials, space, time, and responsibilities effectively.																				
	2C. Individual demonstrates skills to develop, evaluate, modify, and achieve goals.					✓	✓	✓													
	2D. Individual demonstrates a resilient attitude and growth mindset, even in the face of adversity and challenges.					✓	✓	✓													
Social Awareness	3A. Individual reads social cues and responds appropriately.											✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	3B. Individual seeks to understand and demonstrates respect for individuals, including those with diverse backgrounds, cultures, abilities, languages, and identities.											✓	✓	✓	✓		✓	✓	✓	✓	✓
	3C. Individual demonstrates empathy for other people's emotions and perspectives.											✓	✓	✓			✓	✓	✓	✓	✓
	3D. Individual recognizes and respects leadership capacity in oneself and others.																				
	3E. Individual contributes productively to one's school, family, workplace, and community.																				



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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 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
Anchor Standard	Learning Standard																				
Relationship Skills	4A. Individual uses communication and interpersonal skills to interact effectively with others, including those with diverse backgrounds, cultures, abilities, languages, and identities.											✓	✓	✓	✓		✓	✓	✓	✓	
	4B. Individual uses appropriate communication strategies and interpersonal skills to maintain relationships with others.											✓	✓	✓	✓	✓	✓	✓	✓	✓	
	4C. Individual demonstrates the skills to respectfully engage in and resolve interpersonal conflicts in various contexts.															✓	✓	✓	✓	✓	
	4D. Individual recognizes when others need help and demonstrates the ability to provide or seek assistance.												✓	✓	✓	✓					
Responsible Decision-Making	5A. Individual applies problem-solving skills to engage responsibly in a variety of situations.															✓	✓	✓	✓	✓	
	5B. Individual uses and adapts appropriate tools and strategies to solve problems.															✓	✓	✓	✓	✓	
	5C. Individual evaluates impact of decisions on self, others and the given situation and adjusts behavior appropriately.				✓											✓	✓	✓	✓	✓	
	5D. Individual considers ethical, safety, and societal factors when making choices and decisions.															✓	✓	✓	✓	✓	
	5E. Individual considers and responds appropriately to external influences (e.g. media, peers, authority figures) on decision-making.												✓				✓	✓	✓	✓	



## Grade 3-Grade 5

### Rhode Island Social Emotional Learning Standards

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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	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 one's self 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
Anchor Standard	Learning Standard																											
Self-Awareness	1A. Individual demonstrates an understanding of one's emotions.										✓	✓	✓	✓	✓	✓				✓	✓	✓						
	1B. Individual identifies when help is needed and who can provide it.					✓			✓	✓						✓												
	1C. Individual demonstrates awareness of their own personal rights and responsibilities.																											
	1D. Individual demonstrates knowledge of their own personal strengths, cultural and linguistic assets, and aspirations.					✓	✓	✓																				
	1E. Individual seeks to understand and identify their own prejudices and biases.																											
Self-Management	2A. Individual demonstrates the skills to manage one's emotions, thoughts, impulses, and stress in constructive ways.			✓											✓	✓						✓						
	2B. Individual manages materials, space, time, and responsibilities effectively.																											
	2C. Individual demonstrates skills to develop, evaluate, modify, and achieve goals.							✓	✓	✓	✓																	
	2D. Individual demonstrates a resilient attitude and growth mindset, even in the face of adversity and challenges.							✓	✓	✓	✓				✓	✓												
Social Awareness	3A. Individual reads social cues and responds appropriately.																				✓	✓	✓	✓	✓	✓	✓	✓
	3B. Individual seeks to understand and demonstrates respect for individuals, including those with diverse backgrounds, cultures, abilities, languages, and identities.																				✓	✓		✓	✓	✓	✓	✓
	3C. Individual demonstrates empathy for other people's emotions and perspectives.																				✓	✓		✓	✓	✓	✓	✓
	3D. Individual recognizes and respects leadership capacity in oneself and others.																											
	3E. Individual contributes productively to one's school, family, workplace, and community.																				✓							





## Grade 6-Grade 8

### Rhode Island Social Emotional Learning Standards

Second Step® Middle School Digital Program

		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
Anchor Standard	Learning Standard																				
Self-Awareness	1A. Individual demonstrates an understanding of one's emotions.											✓	✓	✓	✓	✓					
	1B. Individual identifies when help is needed and who can provide it.	✓		✓	✓	✓			✓						✓	✓					✓
	1C. Individual demonstrates awareness of their own personal rights and responsibilities.								✓		✓										
	1D. Individual demonstrates knowledge of their own personal strengths, cultural and linguistic assets, and aspirations.			✓		✓															
	1E. Individual seeks to understand and identify their own prejudices and biases.																				
Self-Management	2A. Individual demonstrates the skills to manage one's emotions, thoughts, impulses, and stress in constructive ways.												✓		✓				✓	✓	
	2B. Individual manages materials, space, time, and responsibilities effectively.																				
	2C. Individual demonstrates skills to develop, evaluate, modify, and achieve goals.			✓	✓	✓															
	2D. Individual demonstrates a resilient attitude and growth mindset, even in the face of adversity and challenges.			✓	✓	✓								✓		✓			✓	✓	
Social Awareness	3A. Individual reads social cues and responds appropriately.	✓							✓		✓						✓	✓	✓	✓	✓
	3B. Individual seeks to understand and demonstrates respect for individuals, including those with diverse backgrounds, cultures, abilities, languages, and identities.																	✓	✓	✓	
	3C. Individual demonstrates empathy for other people's emotions and perspectives.																		✓	✓	
	3D. Individual recognizes and respects leadership capacity in oneself and others.																				
	3E. Individual contributes productively to one's school, family, workplace, and community.											✓									



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	4B. Individual uses appropriate communication strategies and interpersonal skills to maintain relationships with others.																✓	✓	✓	✓	✓
	4C. Individual demonstrates the skills to respectfully engage in and resolve interpersonal conflicts in various contexts.																✓	✓	✓	✓	✓
	4D. Individual recognizes when others need help and demonstrates the ability to provide or seek assistance.	✓							✓			✓									✓
Responsible Decision-Making	5A. Individual applies problem-solving skills to engage responsibly in a variety of situations.							✓									✓	✓	✓	✓	✓
	5B. Individual uses and adapts appropriate tools and strategies to solve problems.							✓				✓						✓	✓	✓	✓
	5C. Individual evaluates impact of decisions on self, others and the given situation and adjusts behavior appropriately.			✓	✓	✓			✓				✓		✓		✓		✓	✓	✓
	5D. Individual considers ethical, safety, and societal factors when making choices and decisions.								✓			✓							✓	✓	✓
	5E. Individual considers and responds appropriately to external influences (e.g. media, peers, authority figures) on decision-making.								✓			✓							✓	✓	✓