



ALIGNMENT CHART

Wisconsin Social and Emotional Learning Competencies

- 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 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 Wisconsin Competencies

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 Wisconsin Social and Emotional Learning Competencies. Boxes are checked to indicate that the Second Step digital programs meet a given state competency within the identified grade or grade-band (for instance, Grades 1–3) when:

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

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

Wisconsin Social and Emotional Learning Competencies

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, sharing as solutions to problems

		Competency															
Domain	Emotional Development	I.1. Learners will be able to demonstrate awareness of their own emotions and how they may be the same or different from others'								✓	✓	✓		✓	✓	✓	✓
		I.2. Learners will be able to use verbal and nonverbal language to demonstrate a variety of emotions								✓	✓	✓					
		I.3. Learners will be able to display age-appropriate self-control			✓	✓					✓	✓			✓	✓	✓
		I.4. Learners will be able to attend for longer periods of time and show preference for some activities				✓											
		I.5. Learners will be able to recognize the feelings of another child and respond with basic comfort and empathy								✓	✓		✓	✓			✓
		I.6. Learners will be able to associate words and gestures with a variety of emotions expressed by others								✓	✓	✓	✓	✓	✓	✓	✓
	Self-Concept	II.7. Learners will be able to exhibit positive self-concept and confidence in their abilities								✓	✓						
		II.8. Learners will be able to recognize and share independent thoughts															
		II.9. Learners will be able to show awareness of being part of a family and a larger community									✓	✓	✓	✓	✓	✓	✓
		II.10. Learners will be able to display curiosity, risk-taking, and willingness to engage in new experiences								✓	✓						
		II.11. Learners will be able to engage in meaningful learning through attempting, repeating, and experimenting with a variety of experiences and activities								✓	✓						
	Social Competence	III.12. Learners will be able to demonstrate awareness of self as a unique individual															
		III.13. Learners will be able to reflect on their family, culture, and community when engaged in play and learning															
		III.14. Learners will be able to begin to notice that other children and families do things differently															
		III.15. Learners will be able to engage in healthy and rewarding social interactions and play with peers											✓				✓
		III.16. Learners will be able to initiate conversations, listen attentively, respond to conversation, and stay on topic for multiple exchanges (especially with adults)				✓	✓							✓		✓	✓
		III.17. Learners will be able to adapt behavior based on adult directives	✓	✓	✓							✓	✓		✓		



Kindergarten

Wisconsin Social and Emotional Learning Competencies

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, sharing as solutions to problems
Competency																	
Domain	Social Competence	III.18. Learners will be able to participate in cooperative play with peers											✓			✓	
	III.19. Learners will be able to identify and communicate needs in conflict situations														✓	✓	
	III.20. Learners will be able to, with adult support, recognize that they have choices in how to respond to situations													✓		✓	
	III.21. Learners will be able to follow simple group rules	✓	✓	✓	✓	✓										✓	
	III.22. Learners will be able to demonstrate understanding of simple rules related primarily to personal health and safety					✓											
	III.23. Learners will be able to attempt a new skill when encouraged and supported by a safe and secure environment						✓										
	III.24. Learners will be able to show awareness of being part of a family and a larger community											✓	✓	✓		✓	



Grades 1-3

Wisconsin Social and Emotional Learning Competencies

Second Step® Elementary Digital Program

		Key Skills and Concepts																								
		Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting					Unit 2: Emotion Management				Unit 3: Empathy & Kindness				Unit 4: Problem-Solving							
		Attention	Working memory	Inhibitory control	Cognitive flexibility	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replace with helpful thoughts	Understand that the brain can grow and change	Recognize that skills improve with practice and effort	Make a practice plan	Identify and name one's own emotions	Recognize and identify emotions in others	Recognize strong emotions	Manage strong emotions by using strategies to feel calm	Recognize kindness and act kindly toward others	Take others' perspectives	Develop empathy for others	Recognize kindness helps them make friends and strengthen relationships	Manage strong emotions to feel calm before solving problems	Recognize accidents and make amends	State the problem without blame or name-calling	Think of many solutions to a problem	Explore possible outcomes of solutions	Pick the best solution	
Competency																										
Domain	Emotional Development	I.1. Learners will be able to recognize and label a variety of their own emotions											✓		✓	✓	✓	✓								
		I.2. Learners will be able to use verbal and nonverbal language to demonstrate a variety of increasingly complex emotions												✓	✓	✓	✓									
		I.3. Learners will be able to, with adult support, demonstrate a variety of strategies to manage strong emotions																		✓						
		I.4. Learners will begin to be able to, with adult support, focus their attention by demonstrating a variety of strategies to tolerate distractions	✓		✓		✓																			
		I.5. Learners will be able to, with adult support, identify how others are feeling based on their verbal and nonverbal cues and respond with compassion													✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		I.6. Learners will be able to predict how someone else may feel in a variety of situations													✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Self-Concept	II.7. Learners will be able to identify and describe skills and/or activities they do well and those with which they need help							✓	✓		✓	✓													
		II.8. Learners will be able to identify and explore their own beliefs																								
		II.9. Learners will be able to define the role family and culture play in their identity and beliefs																								
		II.10. Learners will be able to identify simple goals for personal and academic success													✓											
		II.11. Learners will be able to, with encouragement, persist toward reaching a goal, despite setbacks								✓	✓		✓	✓												
	Social Competence	III.12. Learners will be able to present their own points of view										✓			✓	✓	✓	✓								
		III.13. Learners will be able to identify commonalities they share with peers																✓	✓							
		III.14. Learners will be able to recognize and respect that individual differences are important to own self and others															✓		✓							
		III.15. Learners will be able to identify the different relationships they have with others																								
		III.16. Learners will be able to describe in simple terms how words, tone, and body language are used to communicate with others																				✓				
		III.17. Learners will be able to, with adult support, adapt behavior based upon peer feedback and environmental cues	✓	✓	✓	✓	✓																			



Grades 1-3

Wisconsin Social and Emotional Learning Competencies

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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	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replace with helpful thoughts	Understand that the brain can grow and change	Recognize that skills improve with practice and effort	Make a practice plan	Identify and name one's own emotions	Recognize and identify emotions in others	Recognize strong emotions	Manage strong emotions by using strategies to feel calm	Recognize kindness and act kindly toward others	Take others' perspectives	Develop empathy for others	Recognize kindness helps them make friends and strengthen relationships	Manage strong emotions to feel calm before solving problems	Recognize accidents and make amends	State the problem without blame or name-calling	Think of many solutions to a problem	Explore possible outcomes of solutions	Pick the best solution

Competency																									
Domain	Social Competence	Competency																							
		III.18. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations	✓			✓	✓																		
		III.19. Learners will be able to understand the perspective of others in a conflict situation																			✓	✓	✓	✓	✓
		III.20. Learners will be able to, with adult support, generate possible choices and actions they could take in a given situation, including positive and negative options													✓	✓			✓	✓	✓	✓	✓	✓	✓
		III.21. Learners will be able to demonstrate positive behaviors as established in the classroom expectations					✓								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		III.22. Learners will be able to describe ways to promote personal safety													✓										
		III.23. Learners will be able to identify how to get help from a trusted adult in a variety of situations													✓										
III.24. Learners will be able to identify classroom, school, and/or community needs																									



Grades 4-5

Wisconsin Social and Emotional Learning Competencies

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	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions make it hard to think clearly	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 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			
Competency																											
Domain	Emotional Development	I.1. Learners will be able to recognize and label a variety of emotions in own self and others							✓	✓	✓	✓			✓	✓	✓	✓	✓								
		I.2. Learners will be able to express their emotions to own self and others in respectful ways									✓	✓					✓	✓	✓								
		I.3. Learners will be able to, with minimal adult support, manage emotions (e.g., stress, impulses, motivation) in a manner sensitive to own self and others										✓	✓					✓									
		I.4. Learners will be able to, with adult support, use organizational skills and strategies to focus attention in order to work toward personal and/or academic goals	✓		✓		✓	✓	✓	✓																	
		I.5. Learners will be able to identify others' needs for empathy and respond in respectful ways															✓	✓				✓	✓	✓	✓		
		I.6. Learners will be able to use perspective-taking to predict how their own behavior affects the emotions of others														✓	✓	✓				✓		✓			
	Self-Concept	II.7. Learners will be able to use a growth mindset in order to recognize and build on their strengths					✓	✓	✓	✓																	
		II.8. Learners will be able to reflect on similarities and differences between their personal beliefs and those of others																									
		II.9. Learners will be able to identify their role in their family and community and how those roles impact their identity													✓			✓									
		II.10. Learners will be able to assess their level of engagement in their own learning for the achievement of personal goals																									
		II.11. Learners will be able to identify strategies for persisting and maintaining motivation when working toward short- and/or long-term goals															✓	✓	✓								
	Social Competence	III.12. Learners will be able to appreciate diversity by recognizing multiple points of view and perspectives of others across cultural and social groups																✓	✓	✓	✓			✓	✓	✓	✓
		III.13. Learners will be able to build relationships between diverse groups of people																									
		III.14. Learners will be able to demonstrate respect for others by discussing how stereotypes affect self and others																									
		III.15. Learners will be able to, with adult supervision, recognize, establish, and maintain healthy and rewarding relationships																✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



Grades 4-5

Wisconsin Social and Emotional Learning Competencies

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	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions make it hard to think clearly	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 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	
Domain	Competency	III.16. Learners will be able to effectively communicate clearly, listen well, and cooperate with others to build healthy relationships													✓	✓			✓	✓	✓	✓	✓	✓	
	III.17. Learners will be able to, independently, adapt behavior based upon peer feedback and environmental cues	✓		✓	✓			✓			✓	✓			✓	✓			✓	✓	✓	✓	✓	✓	
	III.18. Learners will be able to work cooperatively and productively in a group to accomplish a set goal					✓	✓	✓	✓							✓									
	III.19. Learners will be able to identify cause and effect of a conflict																✓	✓	✓	✓	✓	✓	✓	✓	
	III.20. Learners will be able to make constructive choices about personal behavior and social interaction in order to evaluate the consequences of various actions, with consideration of well-being for oneself and others										✓	✓			✓	✓			✓	✓	✓	✓	✓	✓	
	III.21. Learners will be able to demonstrate positive behaviors as established in the classroom and schoolwide expectations										✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	III.22. Learners will be able to honor social norms with respect to safety of oneself and others																								
	III.23. Learners will be able to offer and seek help when needed						✓	✓							✓	✓									
	III.24. Learners will be able to identify actions that would positively impact a classroom, school, and/or community													✓		✓									



Grades 6-8

Wisconsin Social and Emotional Learning Competencies

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	
Competency																						
Domain	Emotional Development	I.1. Learners will be able to recognize and label a variety of graded emotions in themselves and others	✓		✓									✓	✓	✓	✓		✓	✓		
		I.2. Learners will be able to express their emotions in an appropriate and respectful manner using a variety of modalities (e.g., verbal and nonverbal)			✓											✓				✓		
		I.3. Learners will be able to identify what triggers a strong emotion and apply an appropriate calming or coping strategy to defuse the emotional trigger														✓				✓		
		I.4. Learners will be able to independently use organizational skills and strategies to focus attention in order to work toward short-term personal and/or academic goals			✓	✓	✓															
		I.5. Learners will be able to provide support and encouragement to others through perspective-taking, empathy, and appreciation for diversity	✓						✓	✓	✓		✓									
	Self-Concept	I.6. Learners will be able to recognize expressions of empathy in society and communities																				
		II.7. Learners will be able to use optimism and growth mindset to recognize strengths in themselves in order to describe and prioritize personal skills and interests they want to develop		✓	✓	✓	✓															
		II.8. Learners will be able to do self-reflection on their values and beliefs and how their behaviors relate to those values and beliefs																				✓
		II.9. Learners will be able to identify how family and culture impact their thoughts and actions																				
		II.10. Learners will be able to consistently set attainable, realistic goals and persist until their goals are achieved			✓		✓															
	Social Competence	II.11. Learners will be able to identify successes and challenges and how they can learn from them		✓	✓	✓	✓															
		III.12. Learners will be able to show respect for other people's perspectives																	✓	✓	✓	
		III.13. Learners will be able to reflect on how cross-cultural experiences can influence their ability to build positive relationships																				
		III.14. Learners will be able to identify discrimination of individuals and groups based upon perceived differences					✓	✓			✓	✓										
		III.15. Learners will be able to recognize the emotional, physical, social, and various other costs of negative relationships																				✓



Grades 6-8

Wisconsin Social and Emotional Learning Competencies

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
Domain	Competency	III.16. Learners will be able to use active listening and assertive, clear communication when expressing thoughts and ideas						✓			✓								✓	✓	
	III.17. Learners will be able to recognize and respond appropriately to constructive feedback																				
	III.18. Learners will be able to work cooperatively and productively in a group and overcome setbacks and disagreements																	✓	✓	✓	
	III.19. Learners will be able to apply negotiation skills and conflict resolution skills to resolve differences																		✓	✓	
	III.20. Learners will be able to generate a variety of solutions and outcomes to a problem, with consideration of well-being for oneself and others								✓										✓	✓	
	III.21. Learners will be able to identify and respect social norms for behavior and safe interactions across different settings	✓							✓	✓	✓	✓					✓	✓	✓	✓	✓
	III.22. Learners will be able to identify the impact of their decisions on personal safety and relationships								✓	✓							✓	✓	✓	✓	✓
	III.23. Learners will be able to advocate for themselves																				✓
III.24. Learners will be able to, with support, create an action plan that addresses a need in the classroom, school, and/or community											✓										