



ALIGNMENT CHART

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New York State Framework for Mental Health Education

- 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 New York Mental Health Education 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 New York State Framework for Mental Health Education. Boxes are checked to indicate that the Second Step digital programs meet a given New York State 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

New York State Framework for Mental Health Education

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
Standards																				
Self-Awareness	1A. Self-Care to Promote Mental Health and Well-Being	1A. EEa. Individuals understand the benefits of eating healthy foods, mindfulness, getting enough sleep, and being active both physically and socially as they relate to overall health and well-being.				✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	1B. Resiliency	1B. EEa. Individuals identify their own positive physical, social, and mental characteristics and those of others.										✓	✓	✓	✓					
		1B. EEb. Individuals set reasonable goals and develop strategies to work toward them and assess the outcomes of experiences to build resiliency.					✓													
1C. Feelings	1B. EEc. Failures and challenges may be beneficial learning experiences that help individuals learn and grow.					✓														
	1C. EEa. Individuals identify different feelings and when one might experience these feelings and how long the feelings are likely to last.								✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
1C. Feelings	1C. EEb. Individuals identify appropriate ways to express and deal with feelings.															✓				✓
	2A. Communication Skills	2A. EEa. Communication is the sharing of information and involves giving and receiving information, ideas, and opinions.												✓	✓					✓
2A. EEb. Individuals can use body language and tone of voice as important parts of communication.																				
2A. EEc. Social connections to one or more close individuals are important to the promotion and maintenance of mental health.													✓		✓					
2B. Empathy, Compassion, Acceptance	2B. EEa. Individuals understand the meanings of empathy, compassion, and acceptance and how to express them appropriately.												✓	✓	✓	✓				
	2B. EEb. Individuals identify characteristics of healthy family relationships.																			
	2B. EEc. Individuals identify characteristics of healthy peer relationships.																			
	2B. EEd. Individuals identify personal space and boundaries of others.																			



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Standards																				
Relationships	2C. Gratitude, Forgiveness	2C. EEa. Individuals understand the meaning of gratitude (a feeling of appreciation or thanks) and how to express it.										✓								
		2C. EEb. Individuals understand the meaning of forgiveness and that, when warranted, forgiveness is a healthy part of moving forward after a negative experience.																✓		
Resource Management	3A. What to Ask for Help for Self and Others	3A. EEa. Individuals recognize that sharing feelings is a healthy action.								✓	✓									✓
	3B. When to Ask for Help for Self and Others	3B. EEa. Individuals will be encouraged to recognize the difference between a situation that requires immediate attention and one that can wait. 3B. EEb. Individuals will develop the ability to know when help is needed and when it is not needed to make a decision related to mental and emotional health.								✓	✓									✓
	3C. Where to Ask for Help for Self and Others	3C. EEa. There are safe, trusted adults in school and at home to help individuals with their mental health needs.								✓	✓									✓
	3D. How to Ask for Help for Self and Others	3D. EEa. Individuals identify characteristics of a trusted adult in school and at home; this is the first step in accessing help. 3D. EEb. Individuals identify trusted adults with whom they can share feelings.																		



Grades 3-5

New York State Framework for Mental Health Education

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 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		
Standards																														
Self-Awareness	1A. Self-Care to Promote Mental Health and Well-Being	✓		✓											✓	✓				✓										
	1B. Resiliency																													
Relationships	1C. Feelings					✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Relationships	2A. Communication Skills																													
															✓	✓											✓			
																	✓	✓	✓	✓										



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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 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		
Standards																														
Relationships	2B. Empathy, Compassion, Acceptance	2B. LEa. Empathy, compassion, and acceptance of differences are essential components of healthy relationships.															✓	✓	✓	✓							✓	✓	✓	✓
	2B. Empathy, Compassion, Acceptance	2B. LEb. Individuals explain the importance of respecting personal space and the boundaries of others.																	✓											
Resource Management	2C. Gratitude, Forgiveness	2C. LEa. Gratitude (a feeling of appreciation or thanks) and forgiveness, when warranted, are relationship-building skills that individuals can learn/foster and may provide benefit for one's mental health.															✓													
	3A. What to Ask for Help for Self and Others	3A. LEa. Individuals recognize that sharing feelings is a healthy action.																										✓		
	3B. When to Ask for Help for Self and Others	3B. LEa. Individuals will recognize the difference between a situation that requires immediate attention and one that can wait. 3B. LEb. Individuals can decide when help is needed and when it is not needed to make a decision related to mental and emotional health.																												
	3C. Where to Ask for Help for Self and Others	3C. LEa. There are safe, trusted adults in school and at home, as well as within the community, to help individuals with their mental health needs.																												
3D. How to Ask for Help for Self and Others	3D. LEa. Individuals identify characteristics of a trusted adult in school, at home, and in the community; this is the first step in accessing help. 3D. LEb. Individuals identify trusted adults with whom they can share feelings.																													



Grades 6-8

New York State Framework for Mental Health Education

Second Step® Middle School Digital Program

Standards		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	
Self-Awareness	1A. Self-Care to Promote Mental Health and Well-Being	1A. Ia. Individuals describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.																				
		1A. Ib. There are many factors that can influence one's mental health, including family, environment, genetics, brain chemistry, health behaviors, personal values, peers, media, technology, culture, and community.								✓	✓	✓	✓	✓	✓							
		1A. Ic. Recognition of one's strengths and weaknesses is integral to maintaining and improving overall health.					✓															
		1A. Id. Individuals can take action (individually or with support) to positively impact their own mental health.											✓	✓	✓	✓						
		1A. Ie. Individuals can develop coping skills to work through challenging situations.	✓			✓						✓		✓		✓				✓		
	1B. Resiliency	1B. Ia. Individuals' self-esteem is developed over time and can be influenced by many internal and external factors.																				
		1B. Ib. Individuals can enhance their self-esteem by participating in activities that make them feel good about themselves or increase their confidence.																				
		1B. Ic. Resilience is the ability to bounce back from adversity, failures, and difficulties.					✓															
		1B. Id. Individuals can build resilience by working through adversity and they can build it by communicating with others who have been through similar experiences.	✓			✓																
		1B. Ie. Failures and challenges may be beneficial learning experiences that provide individuals with opportunities for growth.				✓																
	1C. Feelings	1C. Ia. Individuals experience a full range of emotions and can learn to recognize them and predict their normal course.											✓	✓	✓	✓	✓	✓	✓	✓		
		1C. Ib. Individuals can develop healthy ways to identify, express, and respond to their emotions; this is an important part of self-care and can impact mental health.											✓	✓	✓	✓	✓	✓	✓	✓		



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Standards																						
Relationships	2A. Communication Skills	2A. Ia. Healthy communication skills help maintain overall health.																	✓			
		2A. Ib. Individuals can develop healthy communication skills through role modeling and authentic practice.																		✓		
		2A. Ic. Individuals' use of body language and tone of voice are important parts of communication.																				
		2A. Id. Individuals can learn healthy ways to express all emotions to promote health-enhancing behavior, support relationships, and reduce conflicts.													✓		✓			✓		
		2A. Ie. Individuals can learn healthy ways to use social media and technology; one must develop a balanced approach to their technology use, which can impact mental health.																				
	2B. Empathy, Compassion, Acceptance	2B. Ia. Demonstrating empathy, compassion, and acceptance for others is an important aspect of healthy relationships. It can benefit one's overall mental health as well as the health of those around them.								✓			✓						✓	✓	✓	✓
		2B. Ib. Respecting the experiences of others, accepting differences, and establishing healthy boundaries are all part of balanced mental health.																	✓	✓	✓	✓
		2B. Ic. Demonstrating empathy, compassion, and acceptance can support others who are dealing with mental health issues and is important for reducing stigma.																				
	2C. Gratitude, Forgiveness	2C. Ia. Demonstrating gratitude (a feeling of appreciation or thanks) and forgiveness, when warranted, can benefit one's own health as well as the health of those around them.																				



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Standards																						
Resource Management	3A. What to Ask for Help for Self and Others	3A. Ia. Individuals recognize that sharing feelings is a healthy action.													✓							
		3A. Ib. Individuals can describe the warning signs, risk factors, and protective factors for depression, anxiety, eating disorders, and suicide.													✓	✓						
		3A. Ic. Individuals understand how the above and other mental health concerns reflect unhealthy manifestations of otherwise "normal" mental functions, and that proven strategies exist for improving various mental functions.													✓	✓						
		3A. Id. Experiencing trauma can impact one's mental health but early recognition and intervention can have a positive impact on one's experiences.																				
	3B. When to Ask for Help for Self and Others	3B. Ia. Individuals acknowledge that there are issues that cannot be managed independently and require support/assistance.	✓				✓									✓	✓				✓	
		3B. Ib. Individuals understand that if symptoms of mental illness/challenges affect relationships, responsibilities, and recreation of self or others, individuals need to seek help.														✓	✓					
	3C. Where to Ask for Help for Self and Others	3C. Ia. Many trusted adults and community resources are available to help individuals with their mental health needs.														✓	✓					
		3C. Ib. Individuals identify helpful personal, family, and community resources that can help self and others.	✓				✓					✓									✓	
	3D. How to Ask for Help for Self and Others	3D. Ia. Individuals analyze the influences of views on mental health and mental illness (self, family, peers, culture, society, media, etc.).																				
		3D. Ib. Effective communication and self-advocacy skills are necessary in order to obtain appropriate mental health resources for self and others.															✓					