Alabama Early Learning Standards
Alignment with Second Step SEL for Early Learning

Alabama Early Learning Standards	Second Step Key Concepts																										
	SKILLS FOR LEARNING							EMPATHY						EMOTION MANAGEMENT					PROBLEM SOLVING			FRIENDSHIP SKILLS				EXECUTIVE-FUNCTION SKILLS		
	Focus Attention	Listen with Attention	Use Self-Talk	Be Assertive	Remember Directions	Stay on Task	Ignore Distractions	Identify & Understand Their Own & Others' Feelings	Build a Vocabulary of Feelings Words	Begin to Take Others' Perspectives	Listen to Others	Have Empathy	Express Compassion	Understand Strong Feelings	Recognize Strong Feelings	Calm Strong Feelings Down	Use the Calming-Down Steps	Communication / Language Skills	Calm Down Before Solving Problems	Describe the Problem	Think of Multiple Solutions to a Problem	Play Fair	Invite Others to Play	Ask to Join In Play	Choose to Have Fun over Getting Their Way	Flexible Attention	Working Memory	Inhibitory Control
Early Learning																											
AL.P.1.1. - Make and express choices, plans, and decisions.				X														X								X	X	
AL.P.1.2. - Choose and complete challenging tasks.	X		X		X	X	X																			X	X	X
AL.P.1.3. - Understand and follow rules and routines.	X	X	X		X	X	X																			X	X	X
AL.P.1.4. - Accept changes in plans and schedules.																										X	X	X
AL.P.1.5. - Demonstrate increasing ability to complete task and maintain concentration over time.	X		X		X	X	X																			X	X	X
AL.P.2.1. - Demonstrate an eagerness and interest in learning.	X	X				X	X																			X	X	X
AL.P.2.2. - Develop increasing ability to find more than one solution to a question or problem.																				X								
SE.P.1.1. - Display a healthy self image.																												
SE.P.1.2. - Demonstrate awareness of attributes of self (abilities, characteristics, and preferences).								X	X																			
SE.P.1.3. - Demonstrate knowledge of self through recognition of body parts.																												
SE.P.1.4. - Demonstrate growth in capacity for independence.	X	X	X	X	X	X	X																			X	X	X
SE.P.2.1. - Initiate play with other children.																						X						
SE.P.2.2. - Recognize and manage feelings and impulses in developmentally appropriate ways.								X	X					X	X	X	X											X
SE.P.2.3. - Demonstrate the ability to control behavior when changing activities with class or group.						X	X																					X
SE.P.2.4. - Separate easily from family.														X	X	X												
SE.P.3.1. - Sustain interaction with peers by cooperating, playing, and interacting.																						X	X	X	X			
SE.P.3.2. - Understand how actions affect others and begin to accept consequences.								X	X	X	X	X																
SE.P.3.3. - Show increasing ability to use compromise and discussion to resolve conflict with peers.								X	X	X	X						X	X	X	X								
SE.P.4.1. - Show progress in understanding similarities and respecting differences in people.								X	X	X	X	X																
SE.P.4.2. - Show understanding and respect for the property of others.								X	X	X	X	X																
SE.P.4.3. - Develop an awareness of how actions positively affect the classroom environment.								X	X	X	X	X																