



ALIGNMENT CHART

Arizona Early Learning Standards for Social-Emotional Development

■ **Second Step® Early Learning**

About Second Step® Early Learning

Second Step Early Learning teaches preschool-aged children core social-emotional and self-regulation skills, including executive-function skills, skills for learning, empathy, emotion management, problem-solving skills, friendship skills, and transitioning to Kindergarten. Registered users have access to a dedicated website, SecondStep.org, which provides staff-training materials and additional program information and resources, such as Weekly Plan templates, book lists, and video examples of Weekly Theme activities. In addition, all child and family materials in the program are available for download in Spanish at no extra cost.

How the Program Meets Arizona Standards

The following tables indicate which specific Second Step lessons and related materials can help children develop the knowledge, skills, and attitudes needed to meet the Arizona Early Learning Standards for Social-Emotional Development. Boxes are checked to indicate that Second Step Early Learning meets a given state standard when:

1. Children have clear opportunities to actively process the knowledge or practice the skills described in the standard through discussion, drawing, or other related activities.
2. There are opportunities for teachers to gather evidence of children's learning in relation to the standards.



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Alignment with Arizona Early Learning Standards for Social-Emotional Development

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Key Skills and Concepts																											
Skills for Learning							Empathy					Emotion Management					Friendship Skills				Problem-Solving			Executive-Function Skills			
Focus attention	Listen with attention	Use self-talk	Be assertive	Remember directions	Stay on task	Ignore distractions	Identify and understand their own and 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 and language skills	Play fair	Invite others to play	Ask to join in play	Choose to have fun over getting their way	Calm down before solving problems	Describe the problem	Think of multiple solutions to a problem	Flexible attention	Working memory	Inhibitory control

Strand	Concept	Indicator	Focus attention	Listen with attention	Use self-talk	Be assertive	Remember directions	Stay on task	Ignore distractions	Identify and understand their own and 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 and language skills	Play fair	Invite others to play	Ask to join in play	Choose to have fun over getting their way	Calm down before solving problems	Describe the problem	Think of multiple solutions to a problem	Flexible attention	Working memory	Inhibitory control		
Self-Awareness and Emotional Skills	Self-Awareness	1.1.a. Demonstrates self-confidence.			✓	✓								✓	✓								✓									
		1.1.b. Makes personal preferences known to others.				✓	✓																✓	✓	✓							
		1.1.c. Demonstrates knowledge of self-identity/autonomy.			✓	✓	✓	✓	✓						✓	✓													✓			
		1.1.d. Displays an awareness of similarities and differences between self and others.											✓																			
		1.1.e. Demonstrates developmentally appropriate cultural curiosity and responsiveness.																														
	Recognizing and Expressing Feelings	1.2.a. Associates emotions with words, facial expressions, and body language.									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓	✓			
		1.2.b. Identifies, describes, and expresses their own feelings.	✓								✓	✓	✓				✓	✓	✓	✓	✓				✓	✓	✓	✓				
		1.2.c. Identifies and describes feelings of others.									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓				
		1.2.d. Expresses feelings of satisfaction in independent activities.																														
		1.2.e. Expresses empathy for others.												✓	✓	✓								✓								
	Self-Regulation	1.3.a. Understands and follows expectations in the learning environment.	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		1.3.b. Adjusts behavior and adapts to transitions, daily routines, and unexpected events.	✓		✓		✓	✓	✓					✓						✓	✓	✓			✓	✓	✓	✓	✓			
		1.3.c. Chooses appropriate words and actions.	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
	Relationships and Social Skills	Attachment	2.1.a. Expresses interest, curiosity, and trust with familiar adults.																													
			2.1.b. Seeks support from familiar adults.				✓	✓	✓	✓								✓														
2.1.c. Separates from familiar adult with minimal distress.																																
Social Interactions		2.2.a. Responds when adults or other children initiate interactions.																														
		2.2.b. Initiates and sustains positive interactions with adults and other children.	✓	✓		✓	✓	✓	✓					✓	✓	✓	✓						✓	✓	✓	✓	✓	✓	✓			
		2.2.c. Acknowledges someone's perspective by demonstrating positive ways to resolve conflict.																								✓	✓	✓				



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Strand	Concept	Indicator																											
Relationships and Social Skills	Respect	2.3.a. Respects the rights and property of others.																											
		2.3.b. Defends own rights and the rights of others.																											
		2.3.c. Shows respect for learning materials in the learning environment.																											