Florida Early Learning & Developmental Standards Alignment with Second Step SEL for Early Learning

Florida Early Learning & Developmental 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 and 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																												
36-48.II.A.1. - Shows curiosity and is eager to learn new things and have new experiences	X	X				X	X																		X	X	X
36-48.II.B.1. - Sustains attention for brief periods and finds help when needed	X	X		X		X	X																		X	X	X
36-48.II.C.1. - Approaches daily activities with creativity																											
36-48.II.D.1. - Shows initial signs of planning and learning from their experiences																									X	X	X
36-48.III.A.1.a. - Identifies complex emotions in a book, picture or on a person's face (e.g., frustrated, confused)								X	X																		
36-48.III.A.2.a. - Verbalizes own feelings and those of others								X	X								X										
36-48.III.B.1.a. - Begins to verbalize their emotions								X	X								X										
36-48.III.B.2.a. - Begins to sustain attention for brief period of time in group activities	X	X				X	X																		X	X	X
36-48.III.C.1.a. - Develops positive relationships and interacts comfortably with familiar adults				X													X										
36-48.III.C.2.a. - Builds social relationships and becomes more connected to other children																						X	X				
36-48.III.C.2.b. - Demonstrates strategies for entry into social play with peers																					X	X	X				
36-48.III.C.2.c. - Develops an initial understanding of bullying																											
36-48.III.C.3.a. - Able to suggest a potential solution to social problems and with adult support is able to follow through																	X		X	X							
36-48.III.C.4.a. - Responds to the emotions of others with comforting words or actions										X		X	X				X										
36-48.III.D.1.a. - Continues to play with preferred playmates																								X			
36-48.III.D.2.a. - Continues sustained independent play and participates in more planned group activities																											
36-48.III.D.3.a. - Begins to show a willingness to be flexible if routines must change in minor ways																									X	X	X
36-48.III.D.4.a. - Increasingly uses words to communicate needs and wants				X													X										
36-48.III.D.4.b. - Begins to recognize preferences of others								X	X	X																	
36-48.III.D.4.c. - Begins to use words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)																											
36-48.III.D.4.d. - Begins to identify self as part of a group (e.g., class or family)																											
48-K.II.A.1. - Shows increased curiosity and is eager to learn new things and have new experiences	X	X				X	X																		X	X	X
48-K.II.B.1. - Attends to tasks for a brief period of time	X	X				X	X																				

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Early Learning																															
48-K.II.C.1. - Approaches daily activities with creativity and inventiveness																										X	X	X			
48-K.II.D.1. - Demonstrates some planning and learning from experiences																										X	X	X			
48-K.III.A.1.a. - Recognizes the emotions of peers and responds with empathy and compassion								X	X	X		X	X																		
48-K.III.A.2.a. - Demonstrates cognitive empathy (recognizing or inferring other's mental states) and the use of words, gestures and facial expressions to respond appropriately								X	X	X		X	X																		
48-K.III.B.1.a. - Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support								X	X					X	X	X	X														X
48-K.III.B.2.a. - Increases attention to preferred activities and begins to attend to non-preferred activities	X	X				X	X																			X	X	X			
48-K.III.C.1.a. - Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults								X						X	X	X															
48-K.III.C.2.a. - Plays with peers in a coordinated manner including assigning roles, materials and actions																															
48-K.III.C.2.b. - Maintains friendships and is able to engage in prosocial behavior such as cooperating, compromising and turn-taking																															
48-K.III.C.2.c. - Responds appropriately to bullying behavior				X																											
48-K.III.C.3.a. - Able to independently engage in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution																		X	X	X	X										
48-K.III.C.4.a. - Able to take the perspective of others and actively respond in a manner that is consistent and supportive								X	X	X	X	X	X					X													
48-K.III.D.1.a. - Engages in associative play and begins to play cooperatively with friends																						X	X	X	X						
48-K.III.D.2.a. - Persists at individual planned experiences, caregiver-directed experiences and planned group activities	X	X			X	X	X																			X	X	X			
48-K.III.D.3.a. - Demonstrates willingness to be flexible if routines must change																										X	X	X			
48-K.III.D.4.a. - Uses words to communicate personal characteristics, preferences, thoughts and feelings								X	X									X													
48-K.III.D.4.b. - Recognizes preferences of others								X	X	X		X																			
48-K.III.D.4.c. - Uses words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)																		X													
48-K.III.D.4.d. - Identifies self as a unique member of a group (e.g., class, school, family or larger community)																															