

Georgia Social and Emotional Development 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																													
SED3.4c. - Regulates a wide range of impulses.																													X
SED3.4d. - Manages transitions and adapts to changes in schedules and routines independently.						X	X																				X	X	X
SED4.4a. - Transitions well into new, unfamiliar settings.														X	X	X													
SED4.4c. - Shows affection to familiar adults by using more complex words and actions.																		X											
SED4.4d. - Seeks out adults as a resource for help and assistance.			X																										
SED5.4a. - Develops and maintains friendships with other children.																						X	X	X	X				
SED5.4b. - Plays cooperatively with a few peers for a sustained period of time.																									X				
SED5.4c. - Attempts to resolve peer conflicts using appropriate strategies.																			X	X	X								
SED5.4d. - Shows emerging empathy and understanding of peers by attempting to comfort and help.							X	X	X	X	X	X																	
SED5.4e. - Shows respect for peers' personal space and belongings.							X	X	X																				X
APL1.3c. - Makes plans and follows through on intentions.						X	X																			X	X	X	
APL3.3a. - Engages in an activity for sustained periods of time to achieve a goal.	X					X	X																			X	X	X	
APL3.3b. - Wants to complete activities and do them well.						X	X																			X	X	X	
APL3.3c. - Begins to work cooperatively with others to achieve a goal or accomplish a task.	X	X				X	X																			X	X	X	
APL3.3d. - Keeps working on activity even after setbacks.	X					X	X																			X	X	X	
APL5.3a. - Occasionally joins in cooperative play and learning in a group setting.																							X						
APL5.3b. - Plans, initiates and completes cooperative activities with adult guidance.	X	X				X	X											X								X	X	X	
APL1.4c. - Sets goals and develops and follows through on plans.	X					X	X																			X	X	X	
APL3.4a. - Engages in independent activities and continues tasks over a period of time.	X					X	X																			X	X	X	
APL3.4d. - Persists in trying to complete a task after previous attempts have failed.	X					X	X																			X	X	X	
APL5.4a. - Willingly joins in sustained cooperative play and learning with others to complete a task.																							X						
APL5.4d. - Considers a variety of possible solutions and exhibits flexibility if an alternate approach is suggested by a peer or adult.																					X								
APL5.4e. - Recovers quickly from setbacks and differences in opinion in a group setting.													X	X	X				X	X					X				