

**Mississippi Early Learning Guidelines
Alignment with Second Step SEL for Early Learning**



Mississippi Early Learning Guidelines	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.1.1. - Cooperate with peers during play by taking turns, sharing materials, and inviting others to play.																								X	X					
AL.1.2. - Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).				X																								X	X	
AL.1.3. - Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language).																												X	X	X
AL.1.4. - Demonstrate active engagement in play.	X										X	X																X	X	X
AL.2.1. - Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.											X							X										X	X	X
AL.2.2. - Ask questions to seek new information.											X							X												
AL.2.3. - Make independent choices.				X																								X	X	
AL.2.4. - Approach tasks and activities with flexibility, imagination, and inventiveness.																												X	X	
AL.3.1. - Follow through to complete a task or activity.	X	X			X	X	X																					X	X	X
AL.3.2. - Demonstrate the ability to remain engaged in an activity or experience.	X	X			X	X	X																					X	X	X
AL.3.3. - Seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).		X		X	X													X												
AL.4.1. - Identify a problem or ask a question.																		X		X										
AL.4.2. - Use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work with others, use a variety of materials, use trial and error).																		X	X		X									
AL.4.3. - Apply prior learning and experiences to build new knowledge.																												X	X	X
SEL.1.1.a. - Communicate to seek out help with difficult task, to find comfort, and to obtain security.				X										X	X	X		X												
SEL.1.1.b. - Engage with a variety of familiar adults for a specific purpose.																		X												
SEL.1.2.a. - Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).										X								X					X	X	X	X	X	X	X	
SEL.1.2.b. - Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).										X								X					X	X	X	X	X	X	X	
SEL.1.2.c. - Ask permission to use items or materials of others.									X									X												
SEL.1.2.d. - Acknowledge needs and rights of others (e.g., say, "It's your turn on the swing.")							X	X	X	X																				
SEL.1.3.a. - Show affection and concern in appropriate ways (e.g., pat a child on the arm, give a soft hug to an upset peer).							X	X	X	X	X	X																		
SEL.1.3.b. - Offer and accept encouraging and courteous words to demonstrate kindness.							X	X	X	X	X	X						X												
SEL.1.3.c. - With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, "You seem sad.")							X	X	X	X	X							X												
SEL.1.4.a. - With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).										X								X												
SEL.1.4.b. - Sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).										X								X					X	X	X	X	X	X	X	
SEL.1.4.c. - Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).										X																		X	X	X

Mississippi Early Learning Guidelines	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																												
SEL.1.5.a. - Express to others a desire to play (e.g., say, "I want to play.")				X														X						X				
SEL.1.5.b. - Lead and follow.							X	X	X	X	X			X	X	X		X								X	X	X
SEL.1.5.c. - Move into group with ease.																							X					
SEL.1.6.a. - With prompting and support, use discussions and negotiations to reach a compromise (e.g., say, "I had the drum first or you can have it when this song is over.")									X	X								X				X			X			
SEL.1.6.b. - With prompting and support, use courteous words and actions (e.g., say, "Please give me the book." "I'm sorry I stepped on your mat.")				X					X	X								X							X			
SEL.2.1.a. - Make positive statements about self, use assertive voice to express self, and accept responsibility for own actions (e.g., say, "I can...", "I will...", "I did...")				X					X	X								X										
SEL.2.1.b. - Identify own emotions (e.g., say, "I feel...") and express pride in accomplishments (e.g., "I did it!")							X	X						X	X			X										
SEL.2.2.a. - Express independence, interest, and curiosity (e.g., say, "I can...", "I choose...", "I want...")				X														X										
SEL.2.2.b. - Select and complete tasks (e.g., finish a puzzle or drawing).	X					X	X																		X	X	X	
SEL.2.3.a. - Make alternative choices (e.g., move to another area when a center is full).								X																	X	X	X	
SEL.2.3.b. - Persist and problem solve when working on a task (e.g., work on a puzzle, rebuild a tower of blocks that has fallen).	X	X			X	X	X							X	X	X	X								X	X	X	
SEL.2.4.a. - Describe self using several basic characteristics (e.g., gender, age, hair color, eye color).																												
SEL.2.4.b. - Refer to self by first and last name.																												
SEL.2.4.c. - Know parents/guardians' names.																												
SEL.2.5.a. - Control own body in space (e.g., move safely through room without harm to self or others).									X																			X
SEL.2.5.b. - Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).	X	X			X	X	X			X															X	X	X	
SEL.2.5.c. - Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).	X	X			X	X	X																		X	X	X	
SEL.2.6.a. - With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).														X	X	X	X	X										
SEL.2.6.b. - With prompting and support, recognize emotions (e.g., "I am really mad.")														X	X			X										
SEL.2.6.c. - With prompting and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, "This story makes me happy.")							X	X										X										
SEL.2.6.d. - With prompting and support, express frustration and anger without harming self, others, or property (e.g., "I don't like it when you take my truck.")														X	X	X		X										
SEL.2.7.a. - Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced).	X	X			X	X	X																		X	X	X	
SEL.2.7.b. - Use materials with care and safety (e.g., use scissors to cut paper).	X				X																				X	X	X	
SEL.2.7.c. - Take turns sharing information with others (e.g., interact during group time).										X								X							X	X	X	
SEL.2.8.a. - Adjust behavior in different settings (e.g., at the library, playground, lunchroom).	X				X																				X	X	X	
SEL.2.8.b. - Follow rules (e.g., use outside voice, use inside voice) in different settings.	X	X			X																				X	X	X	