

North Carolina Foundations for Early Learning & 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 & 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																												
ESD-5m. - Show awareness that their actions affect others (move carefully around classmate's block structure).							X	X	X		X																	
ESD-5n. - Wait for a short time to get what they want (a turn with a toy, a snack).																												X
ESD-5o. - Work to resolve conflicts effectively, with guidance and support.																			X	X	X							
ESD-5p. - Notice and accept similarities and differences among all people, including people with disabilities and those from different cultures.							X	X	X		X																	
ESD-6l. - Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words.							X	X					X	X														
ESD-6m. - Use a variety of words or signs to express and manage feelings more clearly.							X	X					X	X	X	X												
ESD-6n. - Describe reasons for their feelings ("I'm sad because Grandma's leaving." "That makes me mad when you do that!").													X	X														
ESD-7j. - Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back).							X	X	X	X	X	X																
ESD-7k. - Communicate concern for others (share a toy with someone who doesn't have one; ask, "Are you OK?").							X	X	X	X	X	X																
ESD-7l. - Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower).							X	X	X	X	X	X																
ESD-7m. - Show awareness that other people have different feelings ("I like raisins but he doesn't." "I'm scared on that ride but she isn't.").							X	X	X																			
APL-1m. - Discover things that interest and amaze them and seek to share them with others.							X	X										X										
APL-1n. - Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal).							X	X										X										
APL-1o. - Show interest in a growing range of topics, ideas, and tasks.							X	X										X										
APL-1p. - Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dance moves, building skills).							X	X										X										
APL-2l. - Ask questions to find out more about the things that interest them, including questions about future events.																		X										
APL-2m. - Choose among different ways to explore the environment based on past experience (use a magnifying glass that the class used before to explore something new).																									X	X	X	
APL-2n. - Use what they know from past experience to understand what is happening now (get an umbrella to go outside because it is raining).																									X	X	X	
APL-3r. - Develop and sustain more complex pretend play themes in cooperation with peers.							X	X	X	X								X							X	X	X	
APL-3s. - Use more complex and varied language to share ideas and influence others during play.																		X										
APL-3t. - Choose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture).																									X	X	X	
APL-3u. - Demonstrate their cultural values and "rules" through play (tells another child, "That's not what mommies do.>").																		X										
APL-4l. - Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them.																												
APL-4m. - Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles.																		X							X	X	X	
APL-4n. - Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas.																									X	X	X	

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Early Learning																													
ESD-3q. - Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem-solving, and approval).			X											X	X	X													
ESD-3r. - Form positive relationships with new teachers or caregivers over time.																													
ESD-3s. - Use language effectively to continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something).																													
ESD-4p. - Demonstrate social skills when interacting with other children (turn-taking, conflict resolution, sharing).																						X	X	X	X				
ESD-4q. - Form and maintain friendships with other children of diverse cultural backgrounds and abilities.									X	X	X											X	X	X	X				
ESD-4r. - Seek and give support with children they identify as friends.									X	X	X	X																	
ESD-4s. - Use language effectively to have conversations with other children and influence another child's behavior (negotiate sharing a toy, plan how to build a block tower together).																		X				X			X				
ESD-4t. - Play and interact cooperatively with other children (work on project together, exchange ideas).																						X	X	X	X				
ESD-5q. - Follow social rules, transitions, and routines that have been explained to them.					X																								
ESD-5r. - Make requests clearly and effectively most of the time.			X																										
ESD-5s. - Balance their own needs with those of others in the group.									X																				
ESD-5t. - Anticipate consequences and plan ways to solve problems effectively, with guidance and support.																				X	X								
ESD-5u. - Use a variety of strategies to solve problems and conflicts with increasing independence.																			X	X	X								
ESD-5v. - Express respect and caring for all people, including people with disabilities and those from different cultures.									X	X	X	X																	
ESD-6o. - Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words.							X	X					X	X															
ESD-6p. - Independently manage and express feelings effectively most of the time.							X	X					X	X	X	X	X												
ESD-6q. - Use a larger vocabulary for talking about different feelings ("I'm frustrated with that puzzle!" "I'm excited about our trip.").							X	X					X	X			X												
ESD-6r. - Give reasons for their feelings that may include thoughts and beliefs as well as outside events ("I'm happy because I wanted to win and I did.").							X	X					X	X			X												
ESD-6s. - Use problem-solving strategies when feeling angry or frustrated.							X	X					X	X				X	X	X									
ESD-7n. - Communicate understanding and empathy for others' feelings.							X	X	X	X	X																		
ESD-7o. - Show awareness that their behavior can affect the feelings of others (say, "I didn't mean to scare you when I yelled.").							X	X	X																				
ESD-7p. - Choose to act in ways that show respect for others' feelings and points of view most of the time with guidance and support (compliment each other during play, work out conflicts, show respect for opinions expressed by others).							X	X	X	X	X											X			X				