Oregon Social-Emotional Development Standards
Alignment with Second Step SEL for Early Learning

Oregon Social-Emotional Development Standards	Second Step Program 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 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 / 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																												
3.AL.1.1.a. - Begins to manage less intense emotions, such as mild frustration, independently.			X					X	X					X	X	X	X	X	X						X			X
3.AL.1.1.b. - May require a trusted adult's support to manage more intense emotions.		X		X							X						X	X	X									X
3.AL.1.2.a. - When supported by a trusted adult, follows simple established rules and routines (with occasional reminders), such as hanging up their coat or sitting at the table.	X	X			X	X	X				X							X										
3.AL.1.3.a. - With trusted adult support, handles materials, such as putting them where they belong.	X	X			X	X	X				X							X										
3.AL.1.4.a. - Manages own actions, words, and behavior with frequent support from a trusted adult, such as reminders to use gentle touches and friendly words.					X			X	X	X	X	X		X	X	X	X	X										
3.AL.2.1.a. - When directly supported by a trusted adult, frequently engages in impulsive behaviors, but inhibits them.	X	X	X		X	X	X																			X	X	X

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3.AL.2.2.a. - With trusted adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.	X	X	X		X	X	X																			X	X	X
3.AL.2.3.a. - With or without trusted adult support, persists on preferred tasks when presented with small challenges, such as continuing to try to build a tall tower with blocks even when some pieces fall.	X		X			X	X							X	X	X	X		X	X	X					X	X	X
3.AL.2.4.a. - With the support of a trusted adult or peer, holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.	X	X	X		X	X	X																			X	X	X
3.AL.2.5.a. - Demonstrates flexibility, or the ability to switch gears, in thinking and behavior when prompted by a trusted adult, such as trying a new way to climb a structure when the first attempt does not work.	X	X																	X	X	X					X	X	X
3.AL.3.1.a. - Regularly shows initiative, particularly in interactions with trusted adult.				X																X	X	X	X	X	X			
3.AL.3.1.b. - Without adult prompting, works independently for a brief length of time.	X	X	X			X	X																			X	X	X
3.AL.3.2.a. - With trusted adult support, seeks out new information and explores new play and tasks.	X	X		X																								

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3.AL.4.1.a. - Responds to adults' prompts to express creative ideas in words and/or actions.		X			X																					X	X	X
3.AL.4.2.a. - Uses imagination in play and other creative works										X		X	X															
3.AL.4.2.b. - Begins to communicate creative ideas to other children and trusted adults.				X																								
3.SED.1.1.a. - With the support of a trusted adult or peer, describes own physical characteristics and behaviors and indicates likes and dislikes when asked.				X				X	X					X	X													
3.SED.1.2.a. - Expresses enjoyment in accomplishing daily routines and new skills and may draw trusted adult attention to these accomplishments.				X	X	X		X	X					X														
3.SED.1.2.b. - When prompted by a trusted adult, may share own ideas or express positive feelings about self.				X				X	X																			
3.SED.1.3.a. - With the support of a trusted adult or peer, communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.				X						X	X	X	X															

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Early Learning																												
3.SED.2.1.a. - Expresses a broad range of emotions across contexts, such as during play and in interactions with a trusted adult.				X				X	X					X	X	X	X	X										
3.SED.2.1.b. - Notices when strong emotions are exhibited by others and begins to use words or gestures to describe some of these emotions, such as happy, sad, or mad.	X	X						X	X	X	X	X	X															
3.SED.2.2.a. - Often pays attention when others are distressed, but attention and response to this distress may be brief.	X	X						X	X	X	X	X	X															
3.SED.2.2.b. - May seek out trusted adult support to help another child who is distressed.	X	X		X				X	X	X	X	X	X							X	X							
3.SED.2.3.a. - Manages less intense emotions, such as mild frustration, independently.			X					X	X					X	X	X	X	X	X	X	X	X			X			X
3.SED.2.3.b. - May require trusted adult support to manage more intense emotions.	X	X						X	X					X	X	X	X	X	X	X	X	X			X			X
3.SED.3.1.a. - Engages in positive interactions with a trusted adult, such as by demonstrating affection.								X	X	X	X	X	X															

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3.SED.3.1.b. - Separates from trusted adults when in familiar settings.			X	X										X	X	X	X	X										X
3.SED.3.1.c. - Uses trusted adults as a resource to solve problems.				X													X	X	X	X	X							
3.SED.3.2.a. - Sometimes engages in prosocial behavior with a trusted adult, such as greeting the teacher or saying goodbye, and responds to trusted adult requests and directions that may include assistance or prompting.	X	X		X	X	X	X	X	X			X	X															
3.SED.3.2.b. - Sometimes demonstrates uncooperative behavior with a familiar trusted adult, such as saying "No" to requests, but these moments are typically resolved with support from the trusted adult.														X	X	X	X	X										X
3.SED.4.1.a. - Sometimes engages in and maintains interactions with other children without support from a trusted adult, or demonstrates skills in doing this when prompted by a trusted adult.	X	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.SED.4.1.b. - May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations or may engage with prompting from a trusted adult.								X	X	X	X	X	X						X	X	X	X	X	X	X			
3.SED.4.2.a. - With the support of an adult, often plays cooperatively with other children.																			X	X	X	X	X	X	X			

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3.SED.4.2.b. - For at least short periods during this play, works with other children to plan and enact play in a coordinated way.	X	X		X	X	X	X			X	X	X		X	X	X	X	X				X	X	X	X	X	X	X
3.SED.4.3.a. - Begins to recognize and describe social problems.	X	X						X	X	X	X	X	X															
3.SED.4.3.b. - With trusted adult guidance and support, suggests solutions to conflicts.				X															X	X	X	X	X	X	X			
5.AL.1.1.a. - Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress.			X					X	X					X	X	X	X	X	X									
5.AL.1.1.b. - May still look to a trusted adult for support in managing the most intense emotions, but shows increasing skill in successfully using strategies suggested by adults.	X	X	X											X	X	X	X	X	X									
5.AL.1.2.a. - With occasional reminders from a trusted adult, usually follows established rules and routines, such as following an end-of-lunch routine that includes putting away their plate, washing their hands, and lining up at the door to go outside.	X	X	X		X	X	X																					
5.AL.1.3.a. - Usually handles, takes care of, and manages materials, such as using them in appropriate ways.	X	X	X		X	X	X																					

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5.AL.1.4.a. - Manages own actions, words, and behavior with occasional support from a trusted adult.	X	X	X	X	X	X	X	X	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5.AL.2.1.a. - Sometimes controls impulses independently and may self-sooth, while at other times needs support from a trusted adult.			X					X	X					X	X	X	X	X	X	X	X							X
5.AL.2.2.a. - With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.	X	X	X		X	X	X																			X	X	X
5.AL.2.3.a. - Frequently persists on preferred tasks.	X	X	X		X	X	X							X	X	X	X	X	X	X	X					X	X	X
5.AL.2.3.b. - With or without the support of a trusted adult, sometimes persists on less-preferred activities, such as working to clean up an activity area.	X	X	X		X	X	X							X	X	X	X	X	X	X	X					X	X	X
5.AL.2.4.a. - Holds an increasing amount of information in mind in order to successfully complete tasks.	X	X			X	X																					X	
5.AL.2.5.a. - Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to a trusted adult's suggestions to show flexibility in approaching tasks or solving problems, such as choosing a different toy when many children want to use the same one.	X	X	X							X	X	X									X	X			X	X		

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5.AL.3.1.a. - Frequently shows initiative, particularly when engaged in preferred activities.				X																		X	X	X	X			
5.AL.3.1.b. - Demonstrates a willingness and capability to work independently for increasing amounts of time.	X	X	X	X	X	X	X																			X	X	X
5.AL.3.2.a. - Independently and with the support of a trusted adult, seeks out new information and explores new play and tasks.	X	X	X	X	X	X	X																					
5.AL.4.1.a. - With prompting from a trusted adult, communicates creative ideas and actions.		X		X																								
5.AL.4.2.a. - Develops more elaborate imaginary play, stories, and other creative works with children and trusted adults.	X	X		X			X			X	X	X	X													X	X	X
5.SED.1.1.a. - Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.				X				X		X				X														
5.SED.1.2.a. - Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and a trusted adult.				X				X	X					X														

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5.SED.1.2.b. - With or without a trusted adult's prompting, makes increasing number of contributions to group discussion and may share ideas.	X	X		X																								
5.SED.1.3.a. - Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by a trusted adult or peer.				X				X	X	X	X	X	X															
5.SED.2.1.a. - Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassment or worry.	X	X		X				X	X	X	X	X	X	X	X	X	X	X	X									
5.SED.2.1.b. - Communicates to describe own feelings when prompted and may at times communicate without prompting, such as communicating "Don't be mad" when engaged in play with other children.				X				X	X	X	X	X	X	X	X	X	X	X	X									
5.SED.2.2.a. - Consistently pays attention when others are distressed and often responds with care, either by seeking out trusted adult support or providing reassurance or support themselves.	X	X		X				X	X	X	X	X	X							X	X							
5.SED.2.3.a. - Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress.	X	X	X					X	X					X	X	X	X	X				X			X			
5.SED.2.3.b. - Sometimes looks to a trusted adult for support in managing the most intense emotions, but shows increasing skill in managing emotions independently.	X	X	X	X				X	X					X	X	X	X	X	X	X	X	X			X			

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5.SED.3.1.a. - Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these trusted adults with minimal distress when in a familiar setting.				X				X						X	X	X	X	X										
5.SED.3.1.b. - Initiates interactions with trusted adults and participates in longer and more reciprocal interactions with both trusted and new adults.	X	X		X				X	X	X	X	X	X															
5.SED.3.2.a. - Engages in prosocial behavior with a trusted adult and usually responds to trusted adult requests and directions without significant assistance or prompting.	X	X		X	X	X	X																			X	X	X
5.SED.3.2.b. - Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with support, such as being given reminders to use a quiet voice or follow directions.	X	X	X		X	X	X							X	X	X	X	X										X
5.SED.4.1.a. - Sustains interactions with other children more often and for increasing periods of time.	X	X	X	X	X	X	X															X			X	X	X	X
5.SED.4.1.b. - With and without prompting from a trusted adult, demonstrates prosocial behaviors with other children.				X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
5.SED.4.1.c. - Likely to show at least some preference for playing with particular children.				X						X				X	X									X				

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5.SED.4.2.a. - Cooperatively plays with other children in an increasingly coordinated way.	X	X	X	X	X	X	X												X	X	X	X	X	X	X	X	X	X
5.SED.4.2.b. - Works with other children to make plans for what and how they will play together.	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5.SED.4.2.c. - When given the opportunity, coordinated play periods get longer.	X	X																								X	X	X
5.SED.4.3.a. - Sometimes recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group.	X	X		X				X	X	X	X	X	X							X	X	X	X	X	X			
5.SED.4.3.b. - Although simple conflicts may be resolved without trusted adult assistance, may seek out or need trusted adult support in more challenging moments.	X	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
PK.AL.1.1.a. - Expresses emotions in ways that are appropriate to the situation according to their life experience and cultural beliefs.			X	X				X	X					X	X	X	X	X	X									
PK.AL.1.1.b. - Often looks for adult assistance when emotions are most intense.				X										X	X	X	X	X	X									

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PK.AL.1.1.c. - With the support of an adult, uses a range of coping strategies to manage emotions, such as using words or symbols or taking deep breaths.		X			X			X	X					X	X	X	X	X										
PK.AL.1.2.a. - Often demonstrates awareness of established rules, when asked, and is able to follow these rules most of the time.	X	X	X		X	X	X																					
PK.AL.1.2.b. - Follows most routines, such as putting away their backpack when entering the room or sitting on the rug after outside time.			X		X	X	X																					
PK.AL.1.2.c. - Responds to signals when transitioning from one activity to another.	X	X	X		X	X	X																			X		X
PK.AL.1.3.a. - Often handles materials appropriately during activities.			X		X	X	X																					X
PK.AL.1.3.b. - With minimal adult support, cleans up and puts materials away appropriately, such as placing blocks back on the correct shelf or placing markers in the correct bin.			X		X	X	X																					X
PK.AL.1.4.a. - Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child or frustration over not being able to climb to the top of a structure. May need support from an adult.			X	X				X	X					X	X	X	X	X	X	X	X	X			X			

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Early Learning																												
PK.AL.1.4.b. - Often manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time	X	X	X		X	X	X																					X
PK.AL.1.4.c. - Often waits for their turn, such as waiting in line to wash their hands or waiting for their turn on a swing.			X		X		X							X	X	X	X	X				X			X			X
PK.AL.1.4.d. - Often refrains from aggressive behavior towards others.				X				X	X	X		X		X	X	X	X	X	X	X	X	X			X			X
PK.AL.1.4.e. - Begins to understand the consequences of behavior, such as spilling water on the floor means you will have to clean it up. Can describe the effects their behavior may have on others, such as noticing that another child										X		X									X				X			
PK.AL.2.1.a. - With adult guidance and support, stops an engaging activity to transition to another less desirable activity.	X	X	X		X	X	X																			X		X
PK.AL.2.1.b. - Sometimes delays having desires met, such as agreeing to wait their turn to start an activity.			X		X	X	X							X	X	X	X					X				X		X
PK.AL.2.1.c. - Without adult reminders, waits to communicate information to a group.	X			X																							X	X

Oregon Social-Emotional Development Standards	Second Step Program 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 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 / 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																												
PK.AL.2.1.d. - Sometimes refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them.			X																							X	X	X
PK.AL.2.2.a. - Frequently maintains focus on activities for extended periods of time, such as 15 minutes or more.	X	X	X		X	X	X																			X	X	X
PK.AL.2.2.b. - Often engages in purposeful play for extended periods of time.	X	X	X		X	X	X																			X	X	X
PK.AL.2.2.c. - With minimal support, attends to an adult during large- and small-group activities.	X	X			X	X	X																			X	X	X
PK.AL.2.3.a. - With encouragement from an adult, expresses the desire to take on challenges through verbal or nonverbal means.				X																								
PK.AL.2.3.b. - Shows some understanding that mistakes can provide information to learn from.																				X	X							
PK.AL.2.3.c. - Sometimes completes tasks that are challenging or less preferred despite frustration, either by persisting independently or by seeking help from a trusted adult or another child.	X	X	X	X	X	X	X	X	X					X	X	X	X	X	X	X	X					X	X	X

Oregon Social-Emotional Development Standards	Second Step Program 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 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 / 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																												
PK.AL.2.3.d. - Sometimes returns with focus to an activity or project after having been away from it.	X	X			X																					X	X	
PK.AL.2.4.a. - Often accurately recounts recent experiences in the correct order and includes relevant details.				X																							X	
PK.AL.2.4.b. - Often successfully follows detailed, multistep directions, sometimes with reminders.	X	X	X		X	X	X																			X	X	X
PK.AL.2.4.c. - Often remembers actions to go with stories or songs shortly after being taught.	X	X			X		X																				X	
PK.AL.2.5.a. - Tries different strategies to complete work or solve problems, including problems with other children.																					X	X	X	X				
PK.AL.2.5.b. - Often applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.					X																					X		
PK.AL.2.5.c. - Often transitions between activities without getting upset.			X											X	X	X	X	X								X		

Oregon Social-Emotional Development Standards	Second Step Program 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 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 / 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																												
PK.AL.3.1.a. - Often engages in independent activities.			X	X	X	X	X																		X			X
PK.AL.3.1.b. - Makes choices and usually communicates these to adults and other children.				X																								
PK.AL.3.1.c. - Usually independently identifies and seeks supplies to complete activities, such as gathering art supplies to make a mask or gathering cards to play a matching activity.				X																								
PK.AL.3.1.d. - Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating scenarios to be enacted.	X	X		X	X	X	X	X	X	X	X	X													X	X	X	X
PK.AL.3.2.a. - Often expresses the belief that they can develop new skills, interests, and talents.																												
PK.AL.3.2.b. - With prompting from adult, asks questions and seeks new information.				X																								
PK.AL.3.2.c. - Often is willing to participate in new activities or experiences even if they are perceived as challenging.				X										X	X	X	X	X										X

Oregon Social-Emotional Development Standards	Second Step Program Key Concepts																										
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	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 / 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																												
PK.AL.3.2.d. - Often demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.																												
PK.AL.4.1.a. - Occasionally asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.																												
PK.AL.4.1.b. - With and without prompting from an adult, approaches tasks, activities, and play in ways that show creative problem solving.																				X	X							
PK.AL.4.1.c. - With and without prompting from an adult, uses multiple means of communication to creatively express thoughts, feelings, or ideas.				X																								
PK.AL.4.2.a. - Engages in social and pretend play.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
PK.AL.4.2.b. - Often uses imagination with materials to create stories or works of art.																												
PK.AL.4.2.c. - Often uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.																												

Oregon Social-Emotional Development Standards	Second Step Program Key Concepts																											
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	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 / 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																												
PK.SED.1.1.a. - Describes self using several different characteristics				X				X	X					X	X													
PK.SED.1.1.b. - Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, language(s) spoken, or culture.								X	X					X	X													
PK.SED.1.1.c. - Begins to demonstrate understanding that smartness, abilities, skills, and talents are developed through effort, hard work, and learning.																										X	X	X
PK.SED.1.2.a. - Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.				X																X	X							
PK.SED.1.2.b. - Expresses own ideas or beliefs in group contexts or in interactions with others.				X																X	X							
PK.SED.1.2.c. - Uses descriptive words to define self that are acceptable within the child's culture.				X				X	X																			
PK.SED.1.3.a. - Identifies self as being a part of different groups, such as family, community, team, organization, culture, faith, or preschool.																												

Oregon Social-Emotional Development Standards	Second Step Program Key Concepts																											
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	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 / 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																												
PK.SED.1.3.b. - Sometimes relates personal stories about being a part of different groups.				X						X																		
PK.SED.1.3.c. - Identifies similarities and differences about self across familiar environments and settings.								X	X					X	X													
PK.SED.2.1.a. - Recognizes and labels basic emotions in books, photographs, or other media images.	X	X						X	X	X	X	X	X	X	X	X	X	X										
PK.SED.2.1.b. - Uses at least 3–5 words or gestures to describe own feelings, such as happy, sad, mad, or surprised.				X				X	X					X	X													
PK.SED.2.1.c. - Uses at least 3–5 words or gestures to describe the feelings of adults or other children.	X	X						X	X					X	X													
PK.SED.2.2.a. - Sometimes makes empathetic statements or gestures to adults or other children.	X	X						X	X	X	X	X	X															
PK.SED.2.2.b. - Offers support to adults or other children who are distressed.	X	X						X	X	X	X	X	X															

Oregon Social-Emotional Development Standards	Second Step Program Key Concepts																											
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	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 / 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																												
PK.SED.2.3.a. - Expresses feelings in ways that are appropriate to the situation according to their life experience and cultural beliefs.				X				X	X					X	X	X	X	X	X									X
PK.SED.2.3.b. - Looks for adult assistance when feelings are most intense.				X				X	X					X	X	X	X	X										
PK.SED.2.3.c. - With adult support, uses a variety of coping strategies to manage emotions, such as using words or taking a deep breath.								X	X					X	X	X	X	X	X	X	X							
PK.SED.3.1.a. - Interacts with trusted adults.	X	X		X			X																					
PK.SED.3.1.b. - Sometimes engages in positive interactions with less familiar adults, such as volunteers.	X	X		X			X																					
PK.SED.3.1.c. - Shows affection and preference for trusted adults who interact with them on a regular basis.				X							X	X	X															
PK.SED.3.1.d. - Usually seeks help from adults when needed.				X										X	X	X	X	X	X	X	X							

Oregon Social-Emotional Development Standards	Second Step Program Key Concepts																										
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	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 / 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																												
PK.SED.3.2.a. - Engages in prosocial behaviors with adults, such as using respectful language or greetings.				X						X	X	X																
PK.SED.3.2.b. - Attends to an adult when asked.	X	X	X		X	X	X																					
PK.SED.3.2.c. - Often follows adult guidelines and expectations for behavior.	X	X	X	X	X	X	X																					
PK.SED.3.2.d. - Often asks or waits for adult permission before doing something when they are unsure.				X	X	X	X																				X	X
PK.SED.4.1.a. - Engages in and maintains positive interactions with other children at times.	X	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
PK.SED.4.1.b. - Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.																			X	X	X	X	X	X	X			
PK.SED.4.1.c. - Often takes turns in conversations and interactions with other children.		X		X														X							X	X	X	X

Oregon Social-Emotional Development Standards	Second Step Program 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 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 / 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																												
PK.SED.4.1.d. - Develops at least one friendship with another child.	X	X		X						X	X	X										X	X	X	X			
PK.SED.4.2.a. - Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
PK.SED.4.2.b. - Shows a willingness to include others' ideas during interactions and play.	X	X								X	X	X										X			X	X		
PK.SED.4.2.c. - Demonstrates enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.														X	X													
PK.SED.4.2.d. - Engages in reflection and conversation about past play experiences.																											X	
PK.SED.4.3.a. - Often recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as "Why do you think your friend might be sad?"								X	X	X	X	X	X															
PK.SED.4.3.b. - Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising some of the time.																				X	X	X	X	X	X			

Oregon Social-Emotional Development Standards	Second Step Program 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 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 / 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																												
PK.SED.4.3.c. - Often expresses feelings, needs, and opinions in conflict situations.				X										X	X	X	X	X	X	X	X							
PK.SED.4.3.d. - Often seeks adult help when needed to resolve conflicts.				X										X	X	X	X	X	X	X	X							

Oregon Social-Emotional Development Standards
Alignment with Second Step SEL for Kindergarten

Oregon Social-Emotional Development Standards	Second Step Key Concepts																										
	SKILLS FOR LEARNING							EMPATHY						EMOTION MANAGEMENT					PROBLEM SOLVING						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 Ways to Calm Down	Communication / Language Skills	Calm Down Before Solving Problems	Describe the Problem	Think of Multiple Solutions to a Problem	EXplore Consequences of Solutions to Problems	Pick the Best Solution to a Problem	Friendship Skills	Flexible Attention	Working Memory	Inhibitory Control
Kindergarten																											
K.AL.1.1.a. - Often expresses emotions in ways that are appropriate to the situation according to their life experience and cultural beliefs.				X				X	X					X	X	X	X	X									
K.AL.1.1.b. - Checks in with an adult when emotions are most intense.				X				X	X					X	X	X	X	X	X								
K.AL.1.1.c. - With the occasional support of an adult and/or peer, is able to use a range of coping strategies to manage emotions, such as using words or symbols or taking deep breaths.			X					X	X					X	X	X	X	X	X								
K.AL.1.2.a. - Demonstrates awareness of established rules, when asked, and is able to follow these rules with regularity.			X		X	X	X																				X
K.AL.1.2.b. - Follows routines with regularity, such as putting away their backpack when entering the room or sitting on the rug after outside time.			X		X	X	X																				X

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	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 Ways to Calm Down	Communication / Language Skills	Calm Down Before Solving Problems	Describe the Problem	Think of Multiple Solutions to a Problem	Explore Consequences of Solutions to Problems	Pick the Best Solution to a Problem	Friendship Skills	Flexible Attention	Working Memory	Inhibitory Control
Kindergarten																											
K.AL.1.2.c. - Consistently responds to signals when transitioning from one activity to another.	X	X	X		X	X	X																		X		X
K.AL.1.3.a. - Consistently handles materials appropriately during activities.			X		X	X	X																				X
K.AL.1.3.b. - Independently cleans up and puts materials away appropriately, such as placing blocks back on the correct shelf or placing markers in the correct bin.					X																						
K.AL.1.4.a. - Demonstrates control over actions and words in response to a challenging situation with increasing frequency.			X	X				X						X	X	X	X	X						X			
K.AL.1.4.b. - Consistently manages behavior according to expectations.	X	X	X	X	X	X	X							X	X	X	X	X	X						X	X	X
K.AL.1.4.c. - Waits for their turn with increasing frequency.	X	X	X	X										X	X	X	X	X								X	X
K.AL.1.4.d. - Consistently refrains from aggressive behavior towards others.				X										X	X	X	X	X									X

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	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 Ways to Calm Down	Communication / Language Skills	Calm Down Before Solving Problems	Describe the Problem	Think of Multiple Solutions to a Problem	Explore Consequences of Solutions to Problems	Pick the Best Solution to a Problem	Friendship Skills	Flexible Attention	Working Memory	Inhibitory Control
Kindergarten																											
K.AL.1.4.e. - Understands the consequences of behavior with increasing frequency.										X		X										X					
K.AL.2.1.a. - Frequently able to stop an engaging activity to transition to another less desirable activity.		X	X			X								X	X	X	X	X							X	X	X
K.AL.2.1.b. - Frequently delays having desires met.	X	X	X		X	X	X							X	X	X	X	X									
K.AL.2.1.c. - Waits to communicate information to a group.		X		X										X	X	X	X	X							X	X	X
K.AL.2.1.d. - Consistently refrains from responding impulsively.	X	X	X	X	X	X	X							X	X	X	X	X									X
K.AL.2.2.a. - Maintains focus on activities for extended periods of time.	X	X	X	X	X	X	X																		X	X	X
K.AL.2.2.b. - Engages in purposeful play for extended periods of time.	X					X	X																		X	X	X

Oregon Social-Emotional Development Standards	Second Step Key Concepts																										
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	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 Ways to Calm Down	Communication / Language Skills	Calm Down Before Solving Problems	Describe the Problem	Think of Multiple Solutions to a Problem	Explore Consequences of Solutions to Problems	Pick the Best Solution to a Problem	Friendship Skills	Flexible Attention	Working Memory	Inhibitory Control
Kindergarten																											
K.AL.2.2.c. - Independently attends to an adult during large- and small-group activities.	X	X	X		X	X	X																		X	X	X
K.AL.2.3.a. - Takes on challenges through verbal or nonverbal means.																											
K.AL.2.3.b. - Demonstrates understanding that mistakes can provide information to learn from.																									X	X	X
K.AL.2.3.c. - Often completes tasks that are challenging or less preferred despite frustration, either by persisting independently or by seeking help from a trusted adult or another child.	X		X			X	X							X	X	X	X	X	X	X	X	X	X		X	X	X
K.AL.2.3.d. - Often returns focus to an activity or project after having been away from it.	X				X																				X	X	
K.AL.2.4.a. - Consistently and accurately recounts recent experiences in the correct order and includes relevant details.	X	X																								X	
K.AL.2.4.b. - Successfully follows detailed, multistep directions, sometimes with few reminders.	X	X	X		X	X	X																		X	X	X

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Kindergarten																											
K.AL.2.4.c. - Consistently remembers actions to go with stories or songs shortly after being taught.	X	X	X		X	X	X																		X	X	X
K.AL.2.5.a. - Often tries different strategies to complete work or solve problems, including problems with other children.																			X	X	X	X	X	X			
K.AL.2.5.b. - Engages in cooperative and collaborative tasks, activities, and projects.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X
K.AL.2.5.c. - Consistently applies different rules in contexts that require different behaviors.	X	X			X					X	X	X												X			
K.AL.2.5.d. - Usually transitions between activities without getting upset.	X	X	X		X	X	X							X	X	X	X	X							X	X	X
K.AL.3.1.a. - Engages in independent activities.	X				X	X	X																		X	X	X
K.AL.3.1.b. - Makes choices and effectively communicates these to adults and other children.				X																							

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Kindergarten																											
K.AL.3.1.c. - Independently identifies and seeks supplies to complete activities or tasks.				X																							
K.AL.3.1.d. - Plans a variety of play scenarios, including establishing roles for peers.	X	X		X	X	X	X	X		X	X	X												X	X	X	X
K.AL.3.2.a. - Expresses the belief that they can develop new skills, interests, and talents.																									X	X	X
K.AL.3.2.b. - Asks questions and seeks new information.		X		X																							
K.AL.3.2.c. - Is willing to participate in new activities or experiences even if they are perceived as challenging.																									X	X	X
K.AL.3.2.d. - Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.																											
K.AL.4.1.a. - Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.																											

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Kindergarten																											
K.AL.4.1.b. - Approaches tasks, activities, and play in ways that show creative thinking and problem solving.																				X	X	X	X	X			
K.AL.4.1.c. - Uses multiple means of communication to creatively express thoughts, feelings, or ideas.																											
K.AL.4.2.a. - Frequently engages in social and pretend play.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
K.AL.4.2.b. - Uses imagination with materials to create stories or works of art.																											
K.AL.4.2.c. - Uses a variety of objects or materials to represent something else during play.																											
K.SED.1.1.a. - Describes self using several different characteristics with increased confidence.								X	X					X	X												
K.SED.1.1.b. - Consistently demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture.								X	X					X	X												

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Kindergarten																											
K.SED.1.1.c. - Demonstrates that smartness, abilities, skills, and talents are developed through effort, hard work, and learning.																									X	X	X
K.SED.1.2.a. - Often shows satisfaction or seeks acknowledgment when completing a task or solving a problem.				X										X	X												
K.SED.1.2.b. - Frequently expresses own ideas or beliefs in group contexts or in interactions with others.				X																							
K.SED.1.2.c. - Readily uses descriptive words to define self that are acceptable within the child's culture.				X				X	X																		
K.SED.1.3.a. - Often identifies self as member of different groups, such as family, community, team, organization, culture, faith, or school.																											
K.SED.1.3.b. - Often relates detailed personal stories about being a member of different groups.																											
K.SED.1.3.c. - Often identifies similarities and differences about self across familiar and new environments and settings.				X				X	X	X	X	X															

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Kindergarten																											
K.SED.2.1.a. - Frequently recognizes and labels a variety of emotions across different media.	X	X						X	X	X	X	X	X	X	X												
K.SED.2.1.b. - Frequently uses a variety of expressive words or gestures to describe own feelings.				X				X	X					X	X	X	X	X									
K.SED.2.1.c. - Often uses words or gestures to describe the feelings of a trusted adult or other children.	X	X						X	X	X	X	X	X														
K.SED.2.2.a. - Often makes empathetic statements or gestures to adults or other children.				X				X	X	X	X	X	X														
K.SED.2.2.b. - Offers support to adults or other children who are distressed, with increased confidence.	X	X		X				X	X	X	X	X	X											X			
K.SED.2.3.a. - Expresses feelings in ways that are appropriate to the situation according to their life experience and cultural beliefs, with increasing confidence.				X										X	X	X	X	X	X								
K.SED.2.3.b. - Looks for adult assistance when feelings are most intense.				X										X	X	X	X	X	X								

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Kindergarten																											
K.SED.2.3.c. - Uses a range of coping strategies to manage emotions, such as using words or taking a deep breath, independently or with some adult support.			X											X	X	X	X	X	X								
K.SED.3.1.a. - Interacts with adults when needed.				X																							
K.SED.3.1.b. - Often engages in positive interactions with less familiar adults, such as volunteers.				X																							
K.SED.3.1.c. - Often shows affection and preference for adults who interact with them on a regular basis.				X				X						X	X												
K.SED.3.1.d. - Seeks help from adults when needed.				X														X		X	X	X	X				
K.SED.3.2.a. - Engages in prosocial behaviors with adults when needed.	X	X		X	X	X	X							X	X	X	X	X	X	X	X	X	X	X	X	X	X
K.SED.3.2.b. - Follows adult guidelines and expectations for behavior.	X	X	X	X	X	X	X							X	X	X	X	X	X					X	X	X	X

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Kindergarten																											
K.SED.3.2.c. - Asks or waits for adult permission before doing something when they are unsure.			X	X	X															X	X	X	X			X	X
K.SED.4.1.a. - Consistently engages in and maintains positive interactions with other children.	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
K.SED.4.1.b. - Enters familiar and new social situations with other children when needed, such as suggesting something to do together, joining an existing activity, or sharing a toy.				X																				X			X
K.SED.4.1.c. - Initiates and responds to conversations and interactions with other children while attending to social cues.	X	X		X			X			X	X	X												X			
K.SED.4.1.d. - Develops and maintains friendships with other children.	X	X		X				X	X	X	X	X	X	X	X	X	X	X						X			
K.SED.4.2.a. - Often engages in joint activities and projects, such as using coordinated goals, planning, roles, and games with rules, with at least one other child or small groups of peers.	X	X	X	X	X	X	X													X	X	X	X	X	X	X	X
K.SED.4.2.b. - Often shows a willingness to include others' ideas during interactions and play.	X	X								X	X	X													X		

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Kindergarten																											
K.SED.4.2.c. - Often demonstrates enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.										X	X	X		X	X									X			
K.SED.4.2.d. - Engages in reflection and conversation about past play experiences with increasing complexity.										X	X	X												X		X	
K.SED.4.3.a. - Recognizes and describes basic social problems in books, newspapers, and electronic media, such as game playing, sports, and during interactions with other children, such as "How will you share computer time?"	X	X						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
K.SED.4.3.b. - Independently uses strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.			X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
K.SED.4.3.c. - Consistently expresses feelings, needs, and opinions in conflict situations.				X										X	X	X	X	X	X	X	X	X	X	X			
K.SED.4.3.d. - Seeks adult help when needed to resolve conflicts.				X										X	X	X	X	X	X	X	X	X	X				