

Kansas Social, Emotional, and Character Development Model Standards
Alignment with Second Step SEL for Kindergarten–Grade 2



Kansas Social, Emotional, and Character Development Model 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	Pick the Best Solution to a Problem	Friendship Skills	Flexible Attention	Working Memory	Inhibitory Control	
Kindergarten–Grade 2																												
CD.I.A.1. - Understand that core ethical and performance principles exist (for example, in classrooms, in the community, in homes).									X																			
CD.I.A.2. - Identify and apply core principles in everyday behavior.											X	X						X										
CD.I.B.2. - Identify community needs in the larger community, discuss effects on the community, and identify positive, responsible action.									X																			
CD.I.B.3. - Learn about ethical reasoning by giving examples of what makes some behaviors appropriate and inappropriate.																		X										
CD.I.B.4. - Exhibit clear and consistent expectations of good character throughout all school activities and in all areas of the school.																									X	X	X	
CD.I.B.5. - Learn about, receive, and accept feedback for responsible actions in academic and behavioral skills.										X																		
CD.I.C.1.a. - Recognize characteristics of a caring relationship.									X															X				
CD.I.C.2.a. - Demonstrate caring and respect for others.									X		X	X						X										
CD.I.C.2.b. - Describe "active listening."		X																										
CD.I.C.3.a. - Recognize and define bullying and teasing.									X																			
CD.I.C.3.c. - Model positive peer interactions.																								X				
CD.II.A.2.a. - Identify what activities are scheduled for the day and how much time is spent on each.																										X		
CD.II.A.2.b. - Identify and perform steps necessary to accomplish personal responsibilities in scheduled activities.	X	X			X	X	X																		X	X	X	
CD.II.A.3.a. - Participate in individual roles and responsibilities in the classroom and in school.	X	X			X	X	X																		X	X	X	
CD.II.A.3.b. - Recognize the various roles of the personnel that govern the school (all staff).																												
CD.II.B.1. - Develop self-control skills, (for example, stop, take a deep breath, and relax).														X	X	X		X									X	
CD.II.B.2. - Identify and illustrate the problem.																			X									
CD.II.B.3. - Identify desired outcome.																				X								
CD.II.B.4. - Identify possible solutions and the pros and cons of each solution.																					X							
CD.II.B.5. - Identify and select the best solution.																							X					
PD.I.A.1. - Identify and describe basic emotions.							X	X					X															
PD.I.A.2. - Identify situations that might evoke emotional responses.														X														
PD.I.A.3. - Identify positive and negative emotions.							X	X					X	X														
PD.I.B.3. - Identify consequences of behavior.																					X							
PD.I.B.4. - Ask clarifying questions.																		X										
PD.I.B.5. - Identify positive responses to problems (for example, get help, try harder, use a different solution)																					X							
PD.I.B.6. - Identify people, places, and other resources to go for help (parents, relatives, school personnel).																					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 Pick the Best Solution to a Problem	Friendship Skills	Flexible Attention	Working Memory	Inhibitory Control		
Grade 3																												
PD.I.B.4. - Solicit the feedback of others and become an active listener.		X								X								X										
PD.II.A.1. - Identify and develop techniques to manage emotions.													X	X	X	X	X	X										
PD.II.A.5. - Describe consequences/outcomes of both honesty and dishonesty.																					X							
PD.II.A.6. - Describe and practice communication components (for example, listening, reflecting, responding).	X	X								X							X											
PD.II.A.7. - Predict possible outcomes to behavioral choices.																					X							
PD.II.C.2. - Design action plans for achieving short-term and long-term goals and establish timelines.																								X	X	X		
SD.I.A.1. - Describe a range of emotions in others (for example, sadness could be frustration, loneliness, disappointment).							X	X	X				X	X														
SD.I.A.2. - Describe possible causes for emotions (for example, there may be multiple reasons for one emotion).							X	X	X				X	X														
SD.I.A.3. - Describe possible behaviors and reactions in response to a specific situation (for example, list behaviors that a classmate might show after getting in trouble at school).									X																			
SD.I.B.1. - Recognize how culture (for example, ethnicity, SES, gender) affects similarities and differences.									X																			
SD.I.B.2. - Define and recognize examples of stereotyping, discrimination, and prejudice.									X																			
SD.I.B.3. - Demonstrate empathy for the perspective of others.									X	X																		
SD.II.A.1. - Respond appropriately to social situations.																							X					
SD.II.A.3. - Listen actively and listen for understanding.	X	X								X																		
SD.II.A.5. - Recognize the needs of others and how those needs may differ from their own.							X		X																			
SD.II.A.6. - Recognize how facial expressions, body language, and tone impact interactions.							X	X					X	X														
SD.II.A.7. - Recognize group dynamics.																								X				
SD.II.B.1. - Recognize characteristics of positive and negative relationships.																							X					
SD.II.B.2. - Understand how personality traits affect relationships.																							X					
SD.II.B.3. - Identify safe and risky behaviors in relationships.																							X					
SD.II.C.1. - Describe and utilize conflict resolution strategies.																		X	X	X	X	X						
SD.II.C.2. - Describe and apply ways to be proactive and prevent conflict.								X	X	X													X					

Kansas Social, Emotional and Character Development Model Standards Alignment with Second Step SEL for Grades 4-5



Kansas Social, Emotional and Character Development Model Standards	Second Step Program Key Concepts																		
	EMPATHY AND SKILLS FOR LEARNING							EMOTION MANAGEMENT							PROBLEM SOLVING				
	Identify and Understand Their Own and Others' Perspectives	Take Others' Perspectives	Listen with Attention	Assertiveness Skills	Friendship Skills	Empathy Skills	Express Compassion	Recognize How Strong Feelings Affect Brain and Focus Attention	Calm Strong Feelings Down Using Steps	Use Calming-Down Strategies	Manage Strong Feelings	Assertive Communication Skills	Use Positive Self-Talk	Calm Down Before Solving Problems	State a Problem	Using Non-Blaming Language	Think of Multiple Solutions to a Problem	Explore Consequences of Solutions to Pick the Best Solution to a Problem	Make a Plan
Grades 4-5																			
CD.I.A.1. - Discuss and define developmentally appropriate core ethical and performance principles and their importance (for example, respect, fairness, kindness, honesty, treating others as they wish to be treated, giving their best effort)	X	X			X	X													
CD.I.C.1.a. - Demonstrate and practice characteristics of a caring relationship.	X	X	X	X	X	X	X												
CD.I.C.1.b. - Illustrate characteristics of a hurtful relationship.																			
CD.I.C.1.c. - Practice relationships in their family, school, and community that are caring.		X	X		X	X	X												
CD.I.C.2.a. - Practice empathetic statements and questions.						X													
CD.I.C.2.b. - Demonstrate active listening skills.			X																
CD.II.A.1.c. - Identify choices made and the consequences of those choices.																	X		
CD.II.A.2.c. - Recognize how and when to ask for help.				X							X								
CD.II.A.3.c. - Discuss and model appropriate classroom behavior individually and collectively.			X	X	X	X					X								
CD.II.B.1. - Apply self-control skills.								X	X	X									
CD.II.B.2. - Identify the problem and understand reason for the problem.														X					
CD.II.B.3. - Identify and analyze desired outcome.															X	X			
CD.II.B.4. - Generate possible solutions and analyze the pros and cons of each solution.																X			
CD.II.B.5. - Select and implement the best solution.																	X		
PD.I.A.3. - Identify the positives and negatives of emotions that can be experienced with various communication forums.	X																		
PD.I.A.4. - Recognize reactions to emotions.	X						X												
PD.I.B.3. - Identify reliable self-help strategies (for example, positive self-talk, problem solving, time management, self-monitoring).				X								X	X	X	X	X	X	X	X
PD.I.B.4. - Solicit the feedback of others and become an active listener.				X							X								
PD.II.A.1. - Identify and develop techniques to manage emotions.							X	X	X	X	X	X							
PD.II.A.5. - Describe consequences/outcomes of both honesty and dishonesty.																	X		
PD.II.A.6. - Describe and practice communication components (for example, listening, reflecting, responding).			X				X												
PD.II.A.7. - Predict possible outcomes to behavioral choices.																	X		

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	EMPATHY AND SKILLS FOR LEARNING							EMOTION MANAGEMENT						PROBLEM SOLVING						
	Identify and Understand Their Own and Others'	Take Others' Perspectives	Listen with Attention	Assertiveness Skills	Friendship Skills	Empathy Skills	Express Compassion	Recognize How Strong Feelings Affect Brain and	Focus Attention	Calm Strong Feelings Down Using Steps	Use Calming-Down Strategies	Manage Strong Feelings	Assertive Communication Skills	Use Positive Self-Talk	Calm Down Before Solving Problems	State a Problem	Using Non-Blaming Language Think of Multiple Solutions to a Problem	Explore Consequences of Solutions to Pick the Best Solution to a Problem	Make a Plan	Apply Problem-Solving Steps to Age-Typical
Grades 4-5																				
PD.II.B.4. - Understand causes and effects of impulsive behavior.																			X	
PD.II.C.2. - Design action plans for achieving short-term and long-term goals and establish timelines.																				X
PD.II.C.3. - Identify and utilize potential resources for achieving goals (for example, home, school, and community support).				X								X								
PD.II.C.5. - Establish criteria for evaluating personal and academic success.																			X	
SD.I.A.1. - Describe a range of emotions in others (for example, sadness could be frustration, loneliness, disappointment).	X																			
SD.I.A.2. - Describe possible causes for emotions (for example, there may be multiple reasons for one emotion).	X	X				X														
SD.I.A.3. - Describe possible behaviors and reactions in response to a specific situation (for example, list behaviors that a classmate might show after getting in trouble at school).		X				X														
SD.I.B.1. - Recognize how culture (for example, ethnicity, SES, gender) affects similarities and differences.		X																		
SD.I.B.2. - Define and recognize examples of stereotyping, discrimination and prejudice.		X																		
SD.I.B.3. - Demonstrate empathy for the perspective of others.		X				X														
SD.II.A.1. - Respond appropriately to social situations.			X	X	X	X	X													
SD.II.A.3. - Listen actively and listen for understanding.			X																	
SD.II.A.5. - Recognize the needs of others and how those needs may differ from their own.		X																		
SD.II.A.6. - Recognize how facial expressions, body language, and tone impact interactions.	X																			
SD.II.A.7. - Recognize group dynamics.		X			X															
SD.II.B.1. - Recognize characteristics of positive and negative relationships.		X			X															
SD.II.B.2. - Understand how personality traits affect relationships.		X			X															
SD.II.B.3. - Identify safe and risky behaviors in relationships.		X			X															
SD.II.B.4. - Understand the positive and negative impact of peer pressure on self and others.		X																		
SD.II.C.1. - Describe and utilize conflict resolution strategies.															X	X	X	X	X	X
SD.II.C.2. - Describe and apply ways to be proactive and prevent conflict.															X	X	X	X	X	X

Kansas Social, Emotional and Character Development Model Standards	Second Step Program Key Concepts														
	Growth Mindset: Your Brain Can Grow and Change	Setting and Achieving Goals	Planning Ahead for Difficult Situations	Identifying Personal Values	Using Personal Values to Make Good Decisions	Making Friends and Strengthening Friendships	Recognizing Negative Relationships	The Role of Emotions	Handling Unhelpful Thoughts and Strong Emotions	Calming-Down Strategies	Recognizing Different Perspectives	Avoiding Serious Conflicts	Resolving Serious Conflicts	Repairing Relationships	Helping Prevent Bullying and Harassment
Grades 6-8															
CD.II.A.2.c. - Monitor factors that will inhibit or advance effective time management.			X												
CD.II.B.1. - Identify specific feelings about the problem and apply appropriate self-control skills.									X						
CD.II.B.2. - State what the problem is and identify the perspectives of those involved.										X	X				
CD.II.B.4. - Use creativity and innovation to generate multiple possible solutions and discuss each option in relation to resources, situation, and personal principles.										X	X	X	X		
CD.II.B.5. - Identify best solution and analyze if it is likely to work.			X											X	
CD.II.B.6. - Generate a plan for carrying out the chosen option.			X												
CD.II.B.7. - Evaluate the effects of the solution.			X												
CD.II.B.8. - Understand how to make adjustments and amendments to the plan.			X												
PD.I.A.1. - Describe common emotions and effective behavioral responses.								X							
PD.I.A.2. - Recognize common stressors and the degree of emotion experienced.								X	X						
PD.I.A.3. - Analyze and assess reactions to emotions in multiple domains (for example, in face-to-face or electronic communication).								X							
PD.I.B.1. - Analyze personality traits, personal strengths, weaknesses, interests, and abilities.	X														
PD.I.B.2. - Inventory personal preferences.				X											
PD.I.B.3. - Describe benefits of various personal qualities, (for example, honesty, curiosity, and creativity).				X											
PD.I.B.4. - Describe benefits of reflecting on personal thoughts, feelings, and actions.				X	X										
PD.I.B.5. - Identify self-enhancement/self-preservation strategies.				X	X										
PD.I.B.6. - Identify common resources and role models for problem solving.											X	X			

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	Growth Mindset: Your Brain Can Grow and Change	Setting and Achieving Goals	Planning Ahead for Difficult Situations	Identifying Personal Values	Using Personal Values to Make Good Decisions	Making Friends and Strengthening Friendships	Recognizing Negative Relationships	The Role of Emotions	Handling Unhelpful Thoughts and Strong Emotions	Calming-Down Strategies	Recognizing Different Perspectives	Avoiding Serious Conflicts	Resolving Serious Conflicts	Repairing Relationships	Helping Prevent Bullying and Harassment
Grades 6-8															
PD.I.B.7. - Recognize how behavioral choices impact success.	X														
PD.I.B.8. - Identify additional external supports (for example, friends, inspirational characters in literature, historical figures, and media representations).	X														
PD.II.A.1. - Identify multiple techniques to manage stress and maintain confidence.							X	X	X						
PD.II.A.3. - Recognize effective behavioral responses to strongly emotional situations.									X						
PD.II.B.4. - Describe experiences that shape their perspectives.				X											
PD.II.B.5. - Demonstrate empathy in a variety of settings and situations.										X					
PD.II.C.1. - Analyze factors that lead to goal achievement and success (for example, managing time, adequate resources, confidence).		X													
PD.II.C.2. - Describe the effect personal habits have on school and personal goals.		X													
PD.II.C.3. - Identify factors that may negatively affect personal success.			X												
PD.II.C.4. - Describe common and creative strategies for overcoming or mitigating obstacles.	X														
PD.II.C.5. - Explain the role of practice in skill acquisition.	X														
PD.II.C.6. - Design action plans for achieving short-term and long-term goals.		X													
PD.II.C.7. - Utilize institutional, community, and external supports.	X	X													
PD.II.C.8. - Establish criteria for evaluating goals.		X													
SD.I.A.1. - Describe others' feelings in a variety of situations.								X			X				
SD.I.A.2. - Discern nonverbal cues in others' behaviors.						X									
SD.I.A.3. - Summarize another's point of view.											X				

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Grades 6-8															
SD.I.A.4. - Recognize how their behavior impacts others.											X				
SD.I.A.5. - Recognize the factors that impact how they are perceived by others.											X				
SD.I.B.2. - Practice strategies for accepting and respecting similarities and differences.											X				
SD.I.B.3. - Recognize "perspective taking" as a strategy to increase acceptance of others.											X				
SD.I.B.4. - Integrate diverse points of view.											X				
SD.II.A.1. - Determine when and how to respond to the needs of others.						X					X				
SD.II.A.4. - Analyze social situations and appropriate responses to those situations.						X					X				
SD.II.A.5. - Understand group dynamics and respond appropriately.						X					X				
SD.II.B.1. - Evaluate how relationships impact your life.						X								X	
SD.II.C.1. - Explain how conflict can lead to violence.												X			
SD.II.C.2. - Understand the role of conflict in everyday life and relationships.												X	X		
SD.II.C.3. - Develop self-awareness of their part and actions in creating conflict (for example, spreading rumors, use of social media, wrongful accusations).											X	X	X		
SD.II.C.4. - Identify their role in managing and resolving conflict (for example, staying calm, listening to all sides, being open to different solutions).											X	X	X		
SD.II.C.5. - Reflect on previous experiences to gain conflict management skills.											X	X	X	X	