



ALIGNMENT CHART:

Ohio Social-Emotional Learning Standards Alignment with Second Step SEL

Kindergarten-Grade 8

This alignment chart illustrates how Second Step and Ohio Social-Emotional Learning Standards complement and support each other across key social-emotional concepts.

About the Second Step Program

Evidence-based Second Step is the premier SEL program in the United States, reaching more than 15 million school children every year. The universal, classroom-based program promotes development of students' social-emotional competence and self-regulation skills. Students with these skills are better able to maintain healthy relationships with peers and adults and have more coping strategies to manage stressful situations. They're also more likely to benefit from academic instruction.

The Importance of Social-Emotional Learning

Social-emotional learning (SEL) is recognized as a key ingredient for school and life success. A 2011 meta-analysis* found that students participating in SEL programs showed significant gains in social-emotional skills, attitudes, and behaviors, as well as academic achievement.

Specific gains include:

- 11 percentile-point gain in overall academic achievement
- 23 percent improvement in social-emotional skills
- 9 percent improvement in attitudes about self, others, and school
- 9 percent improvement in school and classroom behavior
- 9 percent decrease in conduct problems, such as disruptive classroom behavior and aggression

Educators across the nation acknowledge the benefits of SEL in schools and agree that teaching students social-emotional skills is a necessary and valuable component of their education.

Second Step Key Concepts

- Skills for learning
- Empathy
- Emotion management
- Problem solving

Core Learning Strategies

- Brain Builders
- Story and discussion
- Activity/skill practice
- Reinforcing skills

Teaching the social-emotional and self-regulation skills in the Second Step program need not be confined to the lessons! Students can practice their Second Step skills while learning about literature, math, science, health, and more. In fact, while applying their Second Step skills to academics, students can also boost their academic achievement!

* Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1): 405-432.





Kindergarten-Grade 2



Alignment with Second Step SEL for Kindergarten-Grade 2

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Ohio Social-Emotional Learning Standards

Key Concepts		A1.1.a Identify basic personal emotions	A1.2.a Recognize emotions as natural and important	A1.3.a Identify appropriate time and place to safely process emotions, independently or with the guidance of a trusted adult	A1.4.a Recognize that current events can impact emotions	A2.1.a Identify personal interests and qualities	A2.2.a Explore opportunities to develop skills and talents	A3.1.a Identify at least one trusted adult at school and in the community, and know when and how to access them	A3.2.a Seek help when faced with challenges or when frustrated with a task, skill, or situation	A3.3.a Describe situations or locations that feel safe	A4.1.a Describe the outcomes of both following and breaking rules	A4.2.a Demonstrate confidence in the ability to complete simple tasks and challenges independently, while expressing positive attitudes toward self	A4.3.a Identify ways to respectfully advocate for basic personal needs
Skills for Learning	Focus Attention	✓									✓		
	Listen with Attention										✓		
	Use Self-Talk			✓							✓		
	Be Assertive								✓		✓		✓
	Remember Directions										✓		
	Stay On Task										✓		
	Ignore Distractions										✓		
Empathy	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												
Emotion Management	Understand Strong Feelings	✓	✓	✓	✓					✓			✓
	Recognize Strong Feelings	✓		✓						✓			✓
	Calm Strong Feelings Down	✓		✓									✓
	Use the Ways to Calm Down	✓		✓									✓
	Communication/Language Skills	✓		✓									✓
Problem Solving	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	✓	✓		✓								✓
Executive-Function Skills	Flexible Attention												
	Working Memory												
	Inhibitory Control												



Alignment with Second Step SEL for Kindergarten-Grade 2

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Ohio Social-Emotional Learning Standards (cont.)

Key Concepts		B1.1.a Identify personal behaviors or reactions when experiencing basic emotions	B1.2.a Describe verbal and nonverbal ways to express emotions in different settings	B1.3.a Identify and begin to use strategies to regulate emotions and manage behaviors	B2.1.a Identify goals for classroom behavior and academic success	B2.2.a Identify how adults and peers can help with a goal	B2.3.a Describe what action steps can be taken to reach a short-term goal	B2.4.a Discuss obstacles that can get in the way of reaching a goal and ideas for handling those obstacles	B3.1.a Describe a time when you kept trying in a challenging situation	B3.2.a Explain how practice improves performance of a skill and can help in overcoming a challenge or setback	C1.1.a Identify facial and body cues representing feelings in others	C1.2.a Identify words and actions that may support or hurt the feelings of others
Skills for Learning	Focus Attention										✓	
	Listen with Attention										✓	
	Use Self-Talk			✓								
	Be Assertive											
	Remember Directions											
	Stay On Task											
	Ignore Distractions											
Empathy	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		✓								✓	✓
Emotion Management	Understand Strong Feelings	✓	✓	✓								
	Recognize Strong Feelings	✓	✓	✓								
	Calm Strong Feelings Down	✓	✓	✓								
	Use the Ways to Calm Down	✓	✓	✓								
	Communication/Language Skills		✓	✓								
Problem Solving	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		✓	✓							✓	✓
Executive-Function Skills	Flexible Attention											
	Working Memory											
	Inhibitory Control			✓								



Alignment with Second Step SEL for Kindergarten-Grade 2

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Ohio Social-Emotional Learning Standards (cont.)

Key Concepts		C1.3.a Define empathy, and identify empathetic reactions in others	C2.1.a Identify the purpose for having school-wide expectations and classroom rules	C2.2.a Identify characteristics of positive citizenship in the classroom and school	C2.3.a Perform activities that contribute to classroom, school, and home, with adult involvement as needed	C2.4.a Identify and participate in activities to improve school or home	C3.1.a Discuss how people can be the same or different	C3.2.a Participate in cross-cultural activities and discuss differences, similarities, and positive qualities across all cultures and groups	C3.3.a Discuss the concept of, and practice, treating others the way you would want to be treated	C4.1.a Recognize social cues in different settings	C4.2.a Identify norms for various family and social situations	C4.3.a Recognize others' personal space and boundaries
Skills for Learning	Focus Attention	✓					✓		✓	✓	✓	✓
	Listen with Attention	✓					✓		✓	✓	✓	✓
	Use Self-Talk											
	Be Assertive				✓							
	Remember Directions											
	Stay On Task											
	Ignore Distractions											
Empathy	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				✓				✓	✓		
Emotion Management	Understand Strong Feelings											
	Recognize Strong Feelings											
	Calm Strong Feelings Down											
	Use the Ways to Calm Down											
	Communication/Language Skills											
Problem Solving	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	✓			✓		✓	✓	✓	✓		✓
Executive-Function Skills	Flexible Attention											
	Working Memory											
	Inhibitory Control											



**Alignment with
Second Step SEL for
Kindergarten-Grade 2**

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Ohio Social-Emotional Learning Standards (cont.)

Key Concepts		D1.1.a Identify and engage in positive communication skills	D1.2.a Practice giving and receiving feedback in a respectful way	D1.3.a Develop an awareness that people communicate through social and digital media	D2.1.a Demonstrate an awareness of roles in various relationships	D2.2.a Recognize the need for inclusiveness	D2.3.a Recognize that people may influence each other with words or actions	D3.1.a Identify common conflicts and describe possible causes	D3.2.a Recognize that there are various ways to solve conflicts, and utilize these techniques to practice solving problems	D3.3.a Apply listening and attention skills to identify the feelings and perspectives of others	E1.1.a Identify a problem or needed decision, and recognize that there may be multiple responses	E1.2.a Identify strategies to solve a problem
Skills for Learning	Focus Attention	✓	✓				✓			✓		
	Listen with Attention	✓	✓				✓			✓		
	Use Self-Talk		✓									
	Be Assertive	✓	✓				✓					
	Remember Directions	✓										
	Stay On Task	✓										
	Ignore Distractions	✓	✓									
Empathy	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	✓	✓			✓	✓			✓		
Emotion Management	Understand Strong Feelings	✓	✓				✓					
	Recognize Strong Feelings	✓	✓				✓					
	Calm Strong Feelings Down	✓	✓				✓					
	Use the Ways to Calm Down	✓	✓				✓					
	Communication/Language Skills	✓	✓				✓		✓			
Problem Solving	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	✓	✓		✓	✓	✓	✓	✓	✓		
Executive-Function Skills	Flexible Attention	✓										
	Working Memory	✓										
	Inhibitory Control	✓										



Alignment with Second Step SEL for Kindergarten-Grade 2

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Ohio Social-Emotional Learning Standards (cont.)

Key Concepts		E2. 1.a Identify factors that can make it hard for a person to make the best decision in the classroom	E2. 2.a Identify reliable sources of adult help in the immediate setting	E2. 3.a Identify how personal choices will impact the outcome of a situation	E3. 1.a Identify how certain actions can impact others	E3. 2.a Recognize safe practices and actions	E3. 3.a Recognize the need for group decisions that support a common goal	E4. 1.a Recognize that new opportunities may have positive outcomes	E4. 2.a Identify physical and emotional responses to unfamiliar situations	E4. 3.a Identify examples of transitions and how they are a necessary and appropriate part of school and life
Skills for Learning	Focus Attention	✓								✓
	Listen with Attention	✓								✓
	Use Self-Talk	✓								✓
	Be Assertive	✓			✓					✓
	Remember Directions	✓								✓
	Stay On Task	✓								✓
	Ignore Distractions	✓								✓
Empathy	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									
Emotion Management	Understand Strong Feelings	✓							✓	
	Recognize Strong Feelings	✓							✓	
	Calm Strong Feelings Down	✓								
	Use the Ways to Calm Down	✓								
	Communication/Language Skills	✓								
Problem Solving	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			✓	✓		✓			
Executive-Function Skills	Flexible Attention									
	Working Memory									
	Inhibitory Control									



Grade 3



Alignment with Second Step SEL for Grade 3

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Ohio Social-Emotional Learning Standards

Key Concepts		A1.1.b Identify a range of personal emotions	A1.2.b Identify that emotions are valid, even if others feel differently	A1.3.b Consider when it is necessary to process emotions in a safe place, independently or with the guidance of a trusted adult	A1.4.b Describe how current events trigger emotions	A2.1.b Identify personal strengths based on interests and qualities	A2.2.b Demonstrate a skill or talent that builds on personal strengths	A3.1.b Describe how a trusted adult can provide academic, social, or emotional support or assistance for self and others	A3.2.b Seek help and acknowledge constructive feedback from others that addresses challenges and builds on strengths	A3.3.b Utilize strategies that support safe practices for self and others	A4.1.b Identify and describe how personal choices and behavior impact self and others	A4.2.b Demonstrate confidence in the ability to complete a range of tasks and address challenges while expressing positive attitudes toward self	A4.3.b Identify ways to respectfully advocate for academic and personal needs
Skills for Learning	Focus Attention									✓	✓		
	Listen with Attention									✓	✓		
	Use Self-Talk			✓					✓				
	Be Assertive			✓				✓	✓	✓	✓		✓
	Remember Directions									✓	✓		
	Stay On Task									✓	✓		
	Ignore Distractions									✓	✓		
Empathy	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										✓		
Emotion Management	Understand Strong Feelings	✓	✓		✓				✓				
	Recognize Strong Feelings	✓	✓		✓				✓				
	Calm Strong Feelings Down	✓		✓					✓				
	Use the Ways to Calm Down	✓		✓				✓	✓				
	Communication/Language Skills	✓		✓				✓	✓				
Problem Solving	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									✓	✓		
Executive-Function Skills	Flexible Attention								✓				
	Working Memory								✓				
	Inhibitory Control			✓					✓	✓			✓



Alignment with Second Step SEL for Grade 3

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Ohio Social-Emotional Learning Standards (cont.)

Key Concepts		B1.1.b Demonstrate strategies to express a range of emotions within the expectations of the setting	B1.2.b Describe possible outcomes associated with verbal and nonverbal expression of emotions in different settings	B1.3.b Apply strategies to regulate emotions and manage behaviors	B2.1.b Identify goals for academic success and personal growth	B2.2.b Identify school, family, and community resources, with adult support, that may assist in achieving a goal	B2.3.b Plan steps needed to reach a short-term goal	B2.4.b Identify alternative strategies with guidance toward a specified goal	B3.1.b Identify strategies for persevering through challenges and setbacks	B3.2.b Identify the cause of a challenge or setback and, with assistance, develop a plan of action	C1.1.b Identify verbal and nonverbal cues representing feelings in others	C1.2.b Identify and acknowledge others' viewpoints, knowing that both sides do not have to agree but can still be respectful	C1.3.b Demonstrate empathetic reactions in response to others' feelings and emotions
Skills for Learning	Focus Attention			✓							✓	✓	
	Listen with Attention			✓							✓	✓	
	Use Self-Talk			✓									
	Be Assertive	✓	✓	✓									
	Remember Directions			✓									
	Stay On Task			✓									
	Ignore Distractions			✓									
Empathy	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	✓	✓								✓	✓	✓
Emotion Management	Understand Strong Feelings	✓	✓	✓					✓				
	Recognize Strong Feelings	✓	✓	✓					✓				
	Calm Strong Feelings Down	✓	✓	✓					✓				
	Use the Ways to Calm Down	✓	✓	✓					✓				
	Communication/Language Skills	✓	✓	✓							✓	✓	
Problem Solving	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	✓	✓	✓							✓	✓	✓
Executive-Function Skills	Flexible Attention												
	Working Memory												
	Inhibitory Control	✓		✓									



Alignment with Second Step SEL for Grade 3

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Ohio Social-Emotional Learning Standards (cont.)

Key Concepts		C2.1.b Identify reasons for making positive contributions to the school and community	C2.2.b Demonstrate citizenship in the classroom and school community	C2.3.b Perform activities that contribute to classroom, school, home, and broader community	C2.4.b Identify areas of improvement for school or home, and develop an action plan to address these areas	C3.1.b Discuss positive and negative opinions people may have about other people or groups, even if they aren't always true	C3.2.b Participate in cross-cultural activities, and acknowledge that individual and group differences may complement each other	C3.3.b Define and practice civility and respect virtually and in person	C4.1.b Identify others' reactions by tone of voice, body language, and facial expressions	C4.2.b Identify ways that norms differ among various families, cultures, and social groups	C4.3.b Recognize that individuals' needs for privacy and boundaries differ, and respect those differences	D1.1.b Apply active listening and effective communication skills to increase cooperation and relationships	D1.2.b Demonstrate the ability to give and receive feedback in a respectful way
Skills for Learning	Focus Attention			✓				✓	✓		✓	✓	✓
	Listen with Attention			✓				✓	✓		✓	✓	✓
	Use Self-Talk							✓					
	Be Assertive			✓				✓				✓	✓
	Remember Directions			✓				✓				✓	
	Stay On Task			✓				✓				✓	
	Ignore Distractions			✓				✓				✓	✓
Empathy	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	✓				✓		✓				✓	✓
Emotion Management	Understand Strong Feelings							✓				✓	✓
	Recognize Strong Feelings							✓				✓	✓
	Calm Strong Feelings Down							✓				✓	✓
	Use the Ways to Calm Down							✓				✓	✓
	Communication/Language Skills							✓				✓	✓
Problem Solving	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	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓
Executive-Function Skills	Flexible Attention							✓				✓	✓
	Working Memory							✓				✓	✓
	Inhibitory Control							✓				✓	✓



Alignment with Second Step SEL for Grade 3

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Ohio Social-Emotional Learning Standards (cont.)

Key Concepts		D1.3.b Describe the positive and negative impact of communicating through social and digital media	D2.1.b Identify what creates a feeling of belonging in various relationships	D2.2.b Demonstrate behaviors associated with inclusiveness in a variety of relationships	D2.3.b Distinguish the helpful and harmful impacts of peer pressure on self and others	D3.1.b Identify and demonstrate personal behaviors to prevent conflict	D3.2.b Apply conflict resolution skills to manage disagreements and maintain personal safety	D3.3.b Generate ideas to reach a compromise and find resolution during conflict	E1.1.b Generate possible solutions or responses to a problem or needed decision, recognizing that there may be more than one perspective	E1.2.b Implement strategies to solve a problem	E2.1.b Identify factors that can make it hard to make the best decisions at home or at school	E2.2.b Identify reliable sources of adult help in various settings	E2.3.b Predict possible future outcomes of personal actions in various settings
Skills for Learning	Focus Attention					✓					✓		
	Listen with Attention					✓					✓		
	Use Self-Talk					✓					✓		
	Be Assertive					✓					✓		
	Remember Directions										✓		
	Stay On Task										✓		
	Ignore Distractions										✓		
Empathy	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	✓			✓	✓					✓		
Emotion Management	Understand Strong Feelings				✓	✓					✓		
	Recognize Strong Feelings				✓	✓					✓		
	Calm Strong Feelings Down				✓	✓					✓	✓	
	Use the Ways to Calm Down				✓	✓					✓		
	Communication/Language Skills				✓	✓					✓		
Problem Solving	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	✓	✓	✓	✓	✓	✓						
Executive-Function Skills	Flexible Attention												
	Working Memory												
	Inhibitory Control					✓							



Alignment with Second Step SEL for Grade 3

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Ohio Social-Emotional Learning Standards (cont.)

Key Concepts		E3.1.b Demonstrate the ability to respect the rights of self and others	E3.2.b Demonstrate safe practices to guide actions	E3.3.b Consider various perspectives and sources of information when participating in group decision-making	E4.1.b Explore new opportunities to expand one's knowledge and experiences	E4.2.b Develop and practice strategies to appropriately respond in unfamiliar situations	E4.3.b Practice the ability to manage transitions and adapt to changing situations and responsibilities in school and life
Skills for Learning	Focus Attention		✓	✓		✓	✓
	Listen with Attention		✓	✓		✓	✓
	Use Self-Talk						✓
	Be Assertive	✓	✓			✓	✓
	Remember Directions						✓
	Stay On Task						✓
	Ignore Distractions						✓
Empathy	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	✓					
Emotion Management	Understand Strong Feelings	✓	✓			✓	✓
	Recognize Strong Feelings	✓	✓			✓	✓
	Calm Strong Feelings Down	✓	✓			✓	✓
	Use the Ways to Calm Down	✓	✓			✓	✓
	Communication/Language Skills	✓	✓	✓		✓	✓
Problem Solving	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		✓	✓			
Executive-Function Skills	Flexible Attention					✓	✓
	Working Memory					✓	✓
	Inhibitory Control					✓	✓



Grades 4-5



Alignment with Second Step SEL for Grades 4-5

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Ohio Social-Emotional Learning Standards

Key Concepts		A1.1.b Identify a range of personal emotions	A1.2.b Identify that emotions are valid, even if others feel differently	A1.3.b Consider when it is necessary to process emotions in a safe place, independently or with the guidance of a trusted adult	A1.4.b Describe how current events trigger emotions	A2.1.b Identify personal strengths based on interests and qualities	A2.2.b Demonstrate a skill or talent that builds on personal strengths	A3.1.b Describe how a trusted adult can provide academic, social, or emotional support or assistance for self and others	A3.2.b Seek help and acknowledge constructive feedback from others that addresses challenges and builds on strengths	A3.3.b Utilize strategies that support safe practices for self and others	A4.1.b Identify and describe how personal choices and behavior impact self and others	A4.2.b Demonstrate confidence in the ability to complete a range of tasks and address challenges while expressing positive attitudes towards self	A4.3.b Identify ways to respectfully advocate for academic and personal needs
Empathy and Skills for Learning	Identify and Understand Their Own, Others' Feelings	✓	✓								✓		✓
	Take Others' Perspectives	✓	✓		✓						✓		
	Listen with Attention								✓		✓		✓
	Assertiveness Skills								✓		✓		✓
	Friendship Skills		✓							✓	✓		✓
	Empathy Skills	✓	✓		✓						✓		✓
	Express Compassion										✓		
Emotion Management	Recognize How Strong Feelings Affect Brain and Body	✓			✓						✓		
	Focus Attention									✓	✓		✓
	Calm Strong Feelings Down Using Steps			✓							✓		
	Use Calming-Down Strategies			✓				✓			✓		
	Manage Strong Feelings			✓							✓		
	Practice Assertive Communication Skills								✓		✓		✓
	Use Positive Self-Talk										✓		
Problem Solving	Calm Down Before Solving Problems										✓		
	State a Problem Using Non-Blaming Language									✓	✓		
	Think of Multiple Solutions to a Problem							✓		✓	✓		
	Explore Consequences of Solutions to Problems									✓	✓		
	Pick the Best Solution to a Problem									✓	✓		
	Make a Plan									✓	✓		
Apply Problem-Solving Steps to Age-Typical Problems									✓	✓			



Alignment with Second Step SEL for Grades 4-5

PAGE 2 OF 5

Ohio Social-Emotional Learning Standards (cont.)

Key Concepts		B1.1.b Demonstrate strategies to express a range of emotions within the expectations of the setting	B1.2.b Describe possible outcomes associated with verbal and nonverbal expression of emotions in different settings	B1.3.b Apply strategies to regulate emotions and manage behaviors	B2.1.b Identify goals for academic success and personal growth	B2.2.b Identify school, family, and community resources, with adult support, that may assist in achieving a goal	B2.3.b Plan steps needed to reach a short-term goal	B2.4.b Identify alternative strategies, with guidance, toward a specified goal	B3.1.b Identify strategies for persevering through challenges and setbacks	B3.2.b Identify the cause of a challenge or setback and, with assistance, develop a plan of action	C1.1.b Identify verbal and nonverbal cues representing feelings in others	C1.2.b Identify and acknowledge others' viewpoints, knowing that both sides do not have to agree but can still be respectful	C1.3.b Demonstrate empathetic reactions in response to others' feelings and emotions
Empathy and Skills for Learning	Identify and Understand Their Own, Others' Feelings	✓	✓										
	Take Others' Perspectives	✓	✓								✓	✓	✓
	Listen with Attention	✓	✓								✓	✓	✓
	Assertiveness Skills	✓	✓	✓								✓	✓
	Friendship Skills	✓	✓	✓							✓	✓	✓
	Empathy Skills	✓	✓	✓							✓	✓	✓
	Express Compassion	✓	✓										
Emotion Management	Recognize How Strong Feelings Affect Brain and Body	✓	✓										
	Focus Attention	✓		✓							✓	✓	
	Calm Strong Feelings Down Using Steps	✓		✓								✓	✓
	Use Calming-Down Strategies	✓		✓								✓	✓
	Manage Strong Feelings	✓		✓								✓	✓
	Practice Assertive Communication Skills	✓	✓	✓								✓	✓
	Use Positive Self-Talk	✓		✓									
Problem Solving	Calm Down Before Solving Problems	✓		✓								✓	✓
	State a Problem Using Non-Blaming Language			✓	✓		✓		✓	✓		✓	✓
	Think of Multiple Solutions to a Problem		✓	✓	✓	✓	✓	✓	✓	✓			
	Explore Consequences of Solutions to Problems		✓	✓	✓		✓	✓	✓	✓			
	Pick the Best Solution to a Problem			✓	✓		✓	✓	✓	✓			
	Make a Plan			✓	✓	✓	✓	✓	✓	✓			
Apply Problem-Solving Steps to Age-Typical Problems			✓	✓	✓	✓	✓	✓	✓	✓			



Alignment with Second Step SEL for Grades 4-5

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Ohio Social-Emotional Learning Standards (cont.)

Key Concepts		C2.1.b Identify reasons for making positive contributions to the school and community	C2.2.b Demonstrate citizenship in the classroom and school community	C2.3.b Perform activities that contribute to classroom, school, home, and broader community	C2.4.b Identify areas of improvement for school or home, and develop an action plan to address these areas	C3.1.b Discuss positive and negative opinions people may have about other people or groups, even if they aren't always true	C3.2.b Participate in cross-cultural activities, and acknowledge that individual and group differences may complement each other	C3.3.b Define and practice civility and respect virtually and in person	C4.1.b Identify others' reactions by tone of voice, body language, and facial expressions	C4.2.b Identify ways that norms differ among various families, cultures, and social groups	C4.3.b Recognize that individuals' needs for privacy and boundaries differ, and respect those differences	D1.1.b Apply active listening and effective communication skills to increase cooperation and relationships	D1.2.b Demonstrate the ability to give and receive feedback in a respectful way
Empathy and Skills for Learning	Identify and Understand Their Own, Others' Feelings							✓	✓		✓		✓
	Take Others' Perspectives					✓		✓	✓	✓	✓		✓
	Listen with Attention							✓	✓		✓	✓	✓
	Assertiveness Skills			✓				✓			✓	✓	✓
	Friendship Skills					✓	✓	✓	✓	✓	✓		
	Empathy Skills					✓	✓	✓	✓	✓	✓	✓	✓
	Express Compassion					✓		✓					
Emotion Management	Recognize How Strong Feelings Affect Brain and Body							✓					✓
	Focus Attention							✓	✓			✓	✓
	Calm Strong Feelings Down Using Steps							✓					✓
	Use Calming-Down Strategies							✓					✓
	Manage Strong Feelings							✓					✓
	Practice Assertive Communication Skills			✓				✓				✓	✓
	Use Positive Self-Talk							✓					✓
Problem Solving	Calm Down Before Solving Problems							✓				✓	✓
	State a Problem Using Non-Blaming Language				✓							✓	
	Think of Multiple Solutions to a Problem				✓								
	Explore Consequences of Solutions to Problems				✓								
	Pick the Best Solution to a Problem	✓			✓								
	Make a Plan	✓			✓								
Apply Problem-Solving Steps to Age-Typical Problems	✓	✓	✓	✓									



Alignment with Second Step SEL for Grades 4-5

PAGE 4 OF 5

Ohio Social-Emotional Learning Standards (cont.)

Key Concepts		D1.3.b Describe the positive and negative impact of communicating through social and digital media	D2.1.b Identify what creates a feeling of belonging in various relationships	D2.2.b Demonstrate behaviors associated with inclusiveness in a variety of relationships	D2.3.b Distinguish the helpful and harmful impacts of peer pressure on self and others	D3.1.b Identify and demonstrate personal behaviors to prevent conflict	D3.2.b Apply conflict resolution skills to manage disagreements and maintain personal safety	D3.3.b Generate ideas to reach a compromise and find resolution during conflict	E1.1.b Generate possible solutions or responses to a problem or needed decision, recognizing that there may be more than one perspective	E1.2.b Implement strategies to solve a problem	E2.1.b Identify factors that can make it hard to make the best decisions at home or at school	E2.2.b Identify reliable sources of adult help in various settings	E2.3.b Predict possible future outcomes of personal actions in various settings
Empathy and Skills for Learning	Identify and Understand Their Own, Others' Feelings					✓	✓	✓					
	Take Others' Perspectives		✓	✓		✓	✓	✓	✓		✓		✓
	Listen with Attention					✓	✓	✓					
	Assertiveness Skills				✓	✓	✓	✓					
	Friendship Skills	✓	✓	✓	✓	✓	✓	✓			✓		✓
	Empathy Skills		✓	✓	✓	✓	✓	✓	✓		✓		✓
	Express Compassion					✓	✓						
Emotion Management	Recognize How Strong Feelings Affect Brain and Body					✓	✓				✓		
	Focus Attention					✓	✓						
	Calm Strong Feelings Down Using Steps					✓	✓						
	Use Calming-Down Strategies					✓	✓						
	Manage Strong Feelings					✓	✓						
	Practice Assertive Communication Skills				✓	✓	✓						
	Use Positive Self-Talk					✓	✓						
Problem Solving	Calm Down Before Solving Problems					✓	✓						
	State a Problem Using Non-Blaming Language				✓	✓	✓	✓		✓	✓		
	Think of Multiple Solutions to a Problem				✓	✓	✓	✓	✓		✓	✓	
	Explore Consequences of Solutions to Problems				✓	✓	✓	✓		✓	✓	✓	✓
	Pick the Best Solution to a Problem				✓	✓	✓	✓		✓	✓	✓	
	Make a Plan				✓	✓	✓	✓		✓	✓	✓	
Apply Problem-Solving Steps to Age-Typical Problems				✓	✓	✓	✓		✓	✓	✓	✓	



Alignment with Second Step SEL for Grades 4-5

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Ohio Social-Emotional Learning Standards (cont.)

Key Concepts		E3.1.b Demonstrate the ability to respect the rights of self and others	E3.2.b Demonstrate safe practices to guide actions	E3.3.b Consider various perspectives and sources of information when participating in group decision-making	E4.1.b Explore new opportunities to expand one's knowledge and experiences	E4.2.b Develop and practice strategies to appropriately respond in unfamiliar situations	E4.3.b Practice the ability to manage transitions and adapt to changing situations and responsibilities in school and life
Empathy and Skills for Learning	Identify and Understand Their Own, Others' Feelings						
	Take Others' Perspectives	✓		✓		✓	
	Listen with Attention			✓		✓	✓
	Assertiveness Skills	✓	✓			✓	✓
	Friendship Skills	✓	✓			✓	
	Empathy Skills	✓	✓	✓		✓	
	Express Compassion						
Emotion Management	Recognize How Strong Feelings Affect Brain and Body					✓	✓
	Focus Attention		✓	✓		✓	✓
	Calm Strong Feelings Down Using Steps		✓			✓	✓
	Use Calming-Down Strategies		✓			✓	✓
	Manage Strong Feelings		✓			✓	✓
	Practice Assertive Communication Skills	✓	✓			✓	✓
	Use Positive Self-Talk		✓			✓	✓
Problem Solving	Calm Down Before Solving Problems		✓			✓	✓
	State a Problem Using Non-Blaming Language	✓	✓	✓		✓	✓
	Think of Multiple Solutions to a Problem		✓	✓		✓	✓
	Explore Consequences of Solutions to Problems		✓			✓	✓
	Pick the Best Solution to a Problem		✓			✓	✓
	Make a Plan		✓			✓	✓
	Apply Problem-Solving Steps to Age-Typical Problems	✓	✓	✓		✓	✓



Grades 6-8



Alignment with Second Step SEL for Grades 6-8

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Ohio Social-Emotional Learning Standards

Key Concepts		A1.1.c Identify, recognize, and name personal complex emotions	A1.2.c Explain that emotions may vary based on the situation, including people and places	A1.3.c Utilize appropriate time and place to safely process emotions, independently, with a trusted adult or with peers	A1.4.c Explain how others' responses to current events can impact emotions	A2.1.c Describe how personal interests, qualities, and strengths may help with decision making to accomplish personal goals	A2.2.c Investigate a potential career path that builds on personal strengths and addresses challenges	A3.1.c Seek appropriate support from a trusted adult when help is needed academically, socially, or emotionally	A3.2.c Develop and implement a plan of action, based on support or constructive feedback, that addresses challenges and builds on strengths	A3.3.c Identify and utilize appropriate processes for reporting unsafe behaviors or situations for self and others	A4.1.c Describe how personal responsibility is linked to being accountable for one's choices and behavior	A4.2.c Recognize the importance of confidently handling tasks and challenges, while reframing negative thoughts and engaging in positive self-talk
Second Step: 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				✓							✓
	Recognizing and Avoiding Serious Conflicts	✓	✓	✓							✓	✓
	Resolving Serious Conflicts	✓	✓	✓				✓		✓	✓	✓
	Repairing Relationships	✓	✓			✓		✓			✓	✓
	Helping Prevent Bullying and Harassment							✓		✓	✓	✓



Alignment with Second Step SEL for Grades 6-8

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Ohio Social-Emotional Learning Standards (cont.)

Key Concepts		A4.3.c Demonstrate basic self-advocacy, academically and socially	B1.1.c Describe the relationship between thoughts, emotions, and behavior, and apply strategies to regulate response	B1.2.c Analyze positive and negative consequences of expressing emotions in different settings	B1.3.c Apply productive self-monitoring strategies to reframe thoughts and behaviors	B2.1.c Recognize the importance of short- and long-term goals for success in school and life	B2.2.c Identify school, family, and community resources that may assist in achieving a goal	B2.3.c Set a short-term school or life goal with action steps to achieve success	B2.4.c Monitor progress toward a specified goal by developing checkpoints and adjusting the plan or action steps as needed	B3.1.c Utilize strategies for persevering through challenges and setbacks	B3.2.c Reframe a challenge or setback into an opportunity, with assistance	C1.1.c Determine if verbal and nonverbal cues correspond to the feelings expressed by others
Second Step: 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				✓							✓
	Recognizing and Avoiding Serious Conflicts		✓	✓	✓				✓	✓		✓
	Resolving Serious Conflicts		✓	✓	✓				✓	✓		✓
	Repairing Relationships		✓	✓	✓				✓	✓		✓
	Helping Prevent Bullying and Harassment		✓		✓				✓			✓



Alignment with Second Step SEL for Grades 6-8

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Ohio Social-Emotional Learning Standards (cont.)

Key Concepts		C1.2.c Demonstrate respect across school, community, face-to-face, and virtual settings, when viewpoints or perceptions differ	C1.3.c Demonstrate empathy through understanding of others' feelings and acknowledgment of their perspective	C2.1.c Explain the importance of civic-mindedness	C2.2.c Pursue opportunities to contribute to school or the broader community	C2.3.c Explore a school or community need, and generate possible solutions	C2.4.c Engage in an activity to improve school, home, or community	C3.1.c Discuss how positive or negative stereotypes of an individual or group can be unconscious and may lead to discrimination and prejudice	C3.2.c Participate in cross-cultural activities, and demonstrate respect for individuals from different social and cultural groups	C3.3.c Demonstrate respect for human dignity virtually and in person	C4.1.c Generate positive responses to various social situations	C4.2.c Recognize that social cues are based on rules and expectations and can change based upon context	C4.3.c Recognize that personal and group needs can differ, and identify positive actions to balance the needs of all	
Second Step: 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	✓	✓						✓	✓	✓	✓	✓	✓
	Recognizing and Avoiding Serious Conflicts	✓	✓						✓	✓	✓	✓	✓	✓
	Resolving Serious Conflicts	✓	✓						✓	✓	✓		✓	✓
	Repairing Relationships	✓	✓							✓	✓		✓	✓
	Helping Prevent Bullying and Harassment	✓	✓							✓	✓	✓		



Alignment with Second Step SEL for Grades 6-8

PAGE 4 OF 5

Ohio Social-Emotional Learning Standards (cont.)

Key Concepts		D1.1.c Demonstrate the ability to actively listen and understand multiple perspectives	D1.2.c Offer and acknowledge constructive feedback to strengthen connections and improve communication outcomes with others	D1.3.c Interact on social and digital media responsibly, and understand the potential impact on reputation and relationships	D2.1.c Participate in a healthy network of personal and school relationships	D2.2.c Demonstrate inclusiveness in relationship building	D2.3.c Utilize strategies to manage social pressures	D3.1.c Recognize and acknowledge different perspectives of others to prevent conflict	D3.2.c Use a nonjudgmental voice during conflict resolution to maintain safe relationships	D3.3.c Exchange ideas and negotiate solutions to resolve conflicts, seeking support when needed	E1.1.c Demonstrate critical thinking skills when solving problems or making decisions, recognizing there may be more than one perspective	E1.2.c Gather evidence to support and solve academic and social challenges	E2.1.c Generate ideas for recognizing when something may be getting in the way of making a responsible decision and ways to possibly reduce or limit its influence	
Second Step: 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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓
	Recognizing and Avoiding Serious Conflicts	✓	✓	✓	✓			✓	✓	✓	✓			✓
	Resolving Serious Conflicts			✓	✓			✓		✓	✓			✓
	Repairing Relationships			✓	✓			✓			✓			✓
	Helping Prevent Bullying and Harassment	✓		✓	✓	✓	✓	✓			✓			✓



Alignment with Second Step SEL for Grades 6-8

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Ohio Social-Emotional Learning Standards (cont.)

Key Concepts		E2.2.c Identify reliable sources of adult help in various settings and actively seek adults for support	E2.3.c Utilize knowledge of outcomes to inform future decisions	E3.1.c Apply honesty, respect, and compassion to the decision-making process	E3.2.c Demonstrate safe practices to guide actions for self and toward others	E3.3.c Research opportunities for participation in civic-minded activities that contribute to the larger community	E4.1.c Engage in new opportunities to expand one's knowledge and experiences	E4.2.c Recognize that new opportunities or unfamiliar situations may require productive struggle	E4.3.c Demonstrate ability to manage transitions and adapt to changing situations and responsibilities in school and life
Second Step: 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								
	Recognizing and Avoiding Serious Conflicts		✓		✓				✓
	Resolving Serious Conflicts	✓	✓						
	Repairing Relationships		✓						
	Helping Prevent Bullying and Harassment	✓	✓		✓				



Second Step, a program rooted in social-emotional learning (SEL), helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive.

By developing Second Step's research-based SEL curriculum for Preschool through Grade 8 in combination with our Bullying Prevention and Child Protection Units, we've formed an integrated, comprehensive program that makes a difference. It's a difference you can feel the moment you open the doors to a Second Step school—a sense of safety and respect grounded in the social-emotional health and well-being of the entire school community.

Learn more at SecondStep.org or call us at 800-634-4449, ext. 1.