Indiana Social-Emotional Learning Competencies
Alignment with Second Step SEL for Early Learning

Indiana Social-Emotional Learning Competencies	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'	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																												
1A.1. - Students identify and actively participate in sensory exercises for body and brain regulation to help with life stressors.	X	X	X	X	X	X	X									X			X							X	X	X
1A.2. - Student identifies a bodily sensation and can draw what it looks like and/or how it feels in the body.								X				X	X	X	X	X	X											
1A.3. - Students begin to identify two or three experiences where they need to pause and reflect.			X		X	X	X	X		X	X	X	X	X	X	X	X		X	X	X	X	X	X	X			
1B.1. - Students begin to develop routines that ease difficult transitions in the school and home environments moving from one activity to another. (Home to school; playground to program; familiar to unfamiliar settings, etc.).	X	X	X	X	X	X	X							X	X	X	X	X	X	X	X					X	X	X
2A.1. - Students begin to build emotional vocabulary to describe their feelings.								X	X					X	X			X										
2A.2. - Students express feelings during sharing time.								X	X					X	X			X										
2A.3. - Students continue to add feelings to journal writings or other writings.																												

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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'	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
2A.4. - Students express emotions through play.								X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
2A.5. - Students begin to build skills to express emotions with "I feel" statements.								X	X									X										
2B.1. - Students begin to develop, with the support of a trusted adult, a list of personal strengths.																												
2C.1. - Students are beginning to understand the multiple strengths they bring to the learning environment.																												
3A.1. - Students begin to regulate their impulses (e.g., communicate wants/needs; wait for something he/she wants, use a hand signal with educator).	X	X	X	X	X	X	X									X	X		X							X	X	X
3A.2. - Students, with educator support, use brain aligned strategies to manage intense or difficult feelings.	X		X	X										X	X	X	X	X	X	X	X				X	X	X	X
3B.1. - Students begin to identify challenging situations, and with an adult, create stress-reducing coping strategies that help calm the amygdala and nervous system.					X	X	X							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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	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'	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
3B.2. - Students recognize body sensations and emotional reactions when feeling life stressors.								X						X	X													
3C.1. - Students begin to demonstrate their understanding of classroom guidelines/rules, and the consequences when they are not followed.	X	X	X	X	X	X	X												X	X	X	X						
3C.2. - Students begin to take responsibility for classroom roles and their role as a learner.	X	X	X	X	X	X	X																			X	X	X
4A.1. - Students participate in sharing time.																												
4A.2. - Students begin to be able to tell stories and listen to other's stories.	X	X		X		X	X				X	X		X	X			X								X	X	X
4A.3. - Students respond appropriately to greetings and begin to learn how nonverbal communication expresses how others feel and what others might be thinking.	X	X		X				X	X	X	X	X	X															
4B.1. - Students will begin to play games and construct activities where there are small groups of children working 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	X

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	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'	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
4B.2. - Students play with others exploring and practicing different social roles, emotions, and experiences that could be challenging or helpful.	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
4C.1. - Students begin to learn and practice using "I-feel" messages.				X				X	X					X	X	X	X	X										
4C.2. - Children will begin with support, to recognize brain aligned prevention strategies and routines they can put into place with other children when conflicts arise.														X	X	X	X	X	X	X	X	X			X			X
5A.1. - Students are becoming aware of socially acceptable behavior with the support of adult educators. In this section, co-regulation with an adult is critical to well-being in all areas.	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
5A.2. - Students begin exploring both the similarities and differences between self and others.	X	X						X	X	X	X	X	X	X	X													
5B.1. - Students begin developing a dyadic and dynamic relationship with school educators through the sharing of an experience, a book, or a piece of art.	X	X		X				X	X	X	X	X	X					X										
5B.2. - Students will show kindness and positive regard for others and for other living things through the co-constructing, teaching, and interpersonal skill modeling by supportive school educators.	X	X	X	X				X	X	X	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 and Understand Their Own and Others'	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
6A.1. - Students begin to talk about how they are learning.				X										X	X			X		X	X							
6A.2. - Students begin to understand the many ways they learn.	X	X	X	X	X	X	X													X	X					X	X	X
6A.3. - Students begin learning about their brain and how it helps them learn. With support of an adult, students can create a goal.	X	X	X	X	X	X	X												X	X	X					X	X	X
6B.1. - Students understand the "if/then" logic of choices.																				X	X	X	X	X	X			X
6B.2. - Students are able to make decisions when limited options are presented.	X	X	X	X	X														X	X	X	X	X	X	X	X	X	X
6C.1. - Students show curiosity in the learning environment.	X	X		X																								
6C.2. - Students ask questions to find out more information.	X	X		X																						X	X	

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	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'	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
7A.1. - Students seek support from an educator to help find ways to learn from mistakes.				X														X	X	X	X						X	X
7A.2. - Students show excitement for learning.																												
7B.1. - Students understand mistakes are a normal part of the learning process.			X											X	X	X	X	X	X	X	X					X	X	X
7B.2. - Students begin to apply creative ideas and show enthusiasm for learning.		X								X	X															X	X	
7C.1. - Students begin to learn how to receive feedback from educators and use it for personal growth.	X	X						X	X	X	X			X	X	X	X	X										X
7C.2. - Students are eager to make changes and work hard to correct the mistakes found from the feedback.																				X	X							

Indiana Social-Emotional Learning Competencies
Alignment with Second Step SEL for Kindergarten to Grade 2

Indiana Social-Emotional Learning Competencies	Second Step Program 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 and Understand Their Own and Others'	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
Kindergarten - Grade 2																											
1A.1. - Students identify and actively participate in sensory exercises for body and brain regulation to help with life stressors.	X	X	X	X	X	X	X									X			X						X	X	X
1A.2. - Student identifies a bodily sensation and can draw what it looks like and/or how it feels in the body.								X				X	X	X	X	X	X										
1A.3. - Students begin to identify two or three experiences where they need to pause and reflect.			X		X	X	X	X		X	X	X	X	X	X	X	X		X	X	X	X	X	X			
1B.1. - Students begin to develop routines that ease difficult transitions in the school and home environments moving from one activity to another. (Home to school; playground to program; familiar to unfamiliar settings, etc.).	X	X	X	X	X	X	X							X	X	X	X	X	X	X	X	X	X	X	X	X	X
2A.1. - Students begin to build emotional vocabulary to describe their feelings.								X	X					X	X			X						X			
2A.2. - Students express feelings during sharing time.								X	X					X	X			X									

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Alignment with Second Step SEL for Kindergarten to Grade 2

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	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 and Understand Their Own and Others'	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
2A.3. - Students continue to add feelings to journal writings or other writings.								X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
2A.4. - Students express emotions through play.								X	X	X	X	X	X	X	X	X	X	X	X	X	X			X			
2A.5. - Students begin to build skills to express emotions with "I feel" statements.								X	X									X						X			
2B.1. - Students begin to develop, with the support of a trusted adult, a list of personal strengths.																											
2C.1. - Students are beginning to understand the multiple strengths they bring to the learning environment.																											
3A.1. - Students begin to regulate their impulses (e.g., communicate wants/needs; wait for something he/she wants, use a hand signal with educator).	X	X	X	X	X	X	X									X	X		X					X	X	X	X
3A.2. - Students, with educator support, use brain aligned strategies to manage intense or difficult feelings.	X		X	X										X	X	X	X	X	X	X	X	X	X	X	X	X	X

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	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 and Understand Their Own and Others'	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
3B.1. - Students begin to identify challenging situations, and with an adult, create stress-reducing coping strategies that help calm the amygdala and nervous system.					X	X	X							X	X	X	X	X	X	X	X			X	X	X	X
3B.2. - Students recognize body sensations and emotional reactions when feeling life stressors.								X						X	X									X			
3C.1. - Students begin to demonstrate their understanding of classroom guidelines/rules, and the consequences when they are not followed.	X	X	X	X	X	X	X												X	X	X	X	X				
3C.2. - Students begin to take responsibility for classroom roles and their role as a learner.	X	X	X	X	X	X	X																		X	X	X
4A.1. - Students participate in sharing time.																											
4A.2. - Students begin to be able to tell stories and listen to other's stories.	X	X		X		X	X				X	X		X	X			X						X	X	X	X
4A.3. - Students respond appropriately to greetings and begin to learn how nonverbal communication expresses how others feel and what others might be thinking.	X	X		X				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 and Understand Their Own and Others'	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
4B.1. - Students will begin to play games and construct activities where there are small groups of children working 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
4B.2. - Students play with others exploring and practicing different social roles, emotions, and experiences that could be challenging or helpful.	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
4C.1. - Students begin to learn and practice using "I-feel" messages.				X				X	X					X	X	X	X	X						X			
4C.2. - Children will begin with support, to recognize brain aligned prevention strategies and routines they can put into place with other children when conflicts arise.														X	X	X	X	X	X	X	X	X	X	X			X
5A.1. - Students are becoming aware of socially acceptable behavior with the support of adult educators. In this section, co-regulation with an adult is critical to well-being in all areas.	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
5A.2. - Students begin exploring both the similarities and differences between self and others.	X	X						X	X	X	X	X	X	X	X									X			
5B.1. - Students begin developing a dyadic and dynamic relationship with school educators through the sharing of an experience, a book, or a piece of art.	X	X		X				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 and Understand Their Own and Others'	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
5B.2. - Students will show kindness and positive regard for others and for other living things through the co-constructing, teaching, and interpersonal skill modeling by supportive school educators.	X	X	X	X				X	X	X	X	X	X											X			
6A.1. - Students begin to talk about how they are learning.				X										X	X			X		X	X	X	X				
6A.2. - Students begin to understand the many ways they learn.	X	X	X	X	X	X	X													X	X				X	X	X
6A.3. - Students begin learning about their brain and how it helps them learn. With support of an adult, students can create a goal.	X	X	X	X	X	X	X													X	X	X	X		X	X	X
6B.1. - Students understand the "if/then" logic of choices.																				X	X	X	X				X
6B.2. - Students are able to make decisions when limited options are presented.	X	X	X	X	X														X	X	X	X	X		X	X	X
6C.1. - Students show curiosity in the learning environment.	X	X		X																							

Indiana Social-Emotional Learning Competencies
Alignment with Second Step SEL for Kindergarten to Grade 2

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	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 and Understand Their Own and Others'	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
6C.2. - Students ask questions to find out more information.	X	X		X																					X	X	
7A.1. - Students seek support from an educator to help find ways to learn from mistakes.				X														X	X	X	X	X	X			X	X
7A.2. - Students show excitement for learning.																											
7B.1. - Students understand mistakes are a normal part of the learning process.			X											X	X	X	X	X	X	X	X	X	X		X	X	X
7B.2. - Students begin to apply creative ideas and show enthusiasm for learning.		X								X	X														X	X	
7C.1. - Students begin to learn how to receive feedback from educators and use it for personal growth.	X	X						X	X	X	X			X	X	X	X	X									X
7C.2. - Students are eager to make changes and work hard to correct the mistakes found from the feedback.																				X	X	X	X				

Indiana Social-Emotional Learning Competencies
Alignment with Second Step SEL for Grade 3

Indiana Social-Emotional Learning Competencies	Second Step Program 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 and Understand Their Own and Others'	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																											
1A.1. - Students identify and actively participate in sensory exercises for body and brain regulation to help with life stressors.	X	X	X	X	X	X	X									X			X						X	X	X
1A.2. - Students identify bodily sensations and can draw what it looks like and/or how it feels in the body and beginning to add feeling words to body sensations.								X				X	X	X	X	X	X										
1A.3. - Students can identify two or three experiences where they need to pause and reflect and they are able to do so with intention and direction.			X		X	X	X	X		X	X	X	X	X	X	X	X		X	X	X	X	X	X			
1B.1. - Students begin to identify sensations to describe how they are experiencing an event, or person or relationship. (Example: I am feeling prickly.)				X				X	X					X	X			X									
1B.2. - Students can name ways to help them be flexible and adaptable as they move from familiar to unfamiliar tasks.	X	X	X	X	X	X	X									X	X		X						X	X	X
2A.1. - Students continue to add to emotional vocabulary to describe feelings.								X	X					X	X			X						X			
2A.2. - Students begin to articulate basic feelings when sharing about self and use "I feel" when doing so.				X				X	X					X	X			X						X			

Indiana Social-Emotional Learning Competencies
Alignment with Second Step SEL for Grade 3

Indiana Social-Emotional Learning Competencies	Second Step Program 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 and Understand Their Own and Others'	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
2A.3. - Students continue to add feelings to journal writings or other writings.								X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
2A.4. - Students continue to learn about their brain and its role in emotions.								X	X					X	X	X	X	X	X						X	X	X
2B.1. - Students continue to identify their unique strengths and with the support of adults, find ways to build on them.																											
2C.1. - Students participate eagerly and frequently without the prompt from the teacher.				X																							
2C.2. - Students demonstrate a willingness to try new tasks and/or share ideas with others.				X										X	X	X	X	X						X			
3A.1. - Students practice regulating their impulses using tools previously taught to them (e.g., communicate wants/needs; wait for something he/she wants, use a hand signal with educator).	X	X	X	X	X	X	X									X	X		X					X	X	X	X
3A.2. - Students begin to adjust and modify emotions and behaviors by using gentle cues from the adults in the environment.		X						X	X	X	X	X		X	X	X	X	X									

Indiana Social-Emotional Learning Competencies
Alignment with Second Step SEL for Grade 3

Indiana Social-Emotional Learning Competencies	Second Step Program 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 and Understand Their Own and Others'	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
3B.1. - Students continue to identify challenging situations (and may or may not need support from an adult) and experiment with various stress-reducing coping strategies that help calm the amygdala and nervous system.	X		X	X										X	X	X	X	X	X	X	X	X	X	X	X	X	X
3C.1. - Students, with the teacher, co-create class roles and responsibilities where students rotate specific tasks and roles that all students will be responsible for completing in the classroom.					X	X	X							X	X	X	X	X	X	X	X			X	X	X	X
3C.2. - Students demonstrate an understanding of the impact of their choices/actions.								X	X	X	X	X	X						X	X	X	X	X	X			
4A.1. - Students are learning to understand nonverbal communication.	X	X		X				X	X	X	X	X	X											X			
4A.2. - Students work on listening with their whole body.	X	X									X							X									
4B.1. - Students engage in cooperative game 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

Indiana Social-Emotional Learning Competencies
Alignment with Second Step SEL for Grade 3

Indiana Social-Emotional Learning Competencies	Second Step Program 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 and Understand Their Own and Others'	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
4B.2. - Students will work with a partner or small group to model turn taking, listening skills and picking up on verbal and nonverbal communication with others. This activity needs to be frequent and consistent with followed up feedback and reflection from both educator and child.	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
4B.3. - Students will begin to understand how our brains are social organs and we need each other to survive and experience the world around us.								X	X	X	X	X	X	X	X	X	X	X						X			
4C.1. - Students continue to build brain aligned strategies and practice using "Imessages" to address conflict when it arises.				X				X	X					X	X	X	X	X						X			
4C.2. - Students begin to learn about assertive communication and the communication of nonverbal language.	X	X		X				X	X	X	X	X	X	X	X	X	X	X						X			
4C.3. - Students will strengthen their understanding of conflict management through understanding how our brains are firing when we are experiencing negative emotions and stress.														X	X	X	X	X	X	X	X	X	X	X			X
5A.1. - Students demonstrate an awareness of one's own worldview																											

Indiana Social-Emotional Learning Competencies
Alignment with Second Step SEL for Grade 3

Indiana Social-Emotional Learning Competencies	Second Step Program 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 and Understand Their Own and Others'	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
5A.2. - Students sense how other people might feel about something and try to view situations through other's worldviews.	X	X						X		X	X	X															
5A.3. - Students continue try to understand how the other student might think, feel and/or respond.	X	X						X		X	X	X	X														
5B.1. - Students will explain, listen for questions, and begin to use effective nonverbal and verbal communication with intentionality.	X	X	X	X	X	X	X	X	X	X	X	X												X			
5B.2. - Students begin to understand and create meaning from other's verbal and nonverbal communication skills.	X	X						X	X	X	X	X												X			
5B.3. - Students begin to read and respond to another's emotions and needs (e.g., give comfort; report to an adult).	X	X						X	X	X	X	X	X						X	X	X	X	X	X			
6A.1. - Students can break down tasks into small, manageable steps.					X	X	X													X	X	X	X		X	X	
6A.2. - Students learn about the many ways they are smart, through the use of teaching about multiple intelligences.																											

Indiana Social-Emotional Learning Competencies
Alignment with Second Step SEL for Grade 3

Indiana Social-Emotional Learning Competencies	Second Step Program 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 and Understand Their Own and Others'	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
6A.3. - Students continue to learn about their brain and its functioning. Students can set short-term learning goals.																				X	X	X	X				
6B.1. - Students recognize there is a problem or a situation that needs attention.																				X							
6B.2. - Students gather information needed to make decision.																				X	X						
6B.3. - Students are able to evaluate the choices available to them.																				X	X	X	X				
6C.1. - Students begin to develop hypothesis about problems in the learning environment.																				X	X	X					
6C.2. - Students understand reflective thinking/learning.								X						X	X					X	X	X	X				
6C.3. - Students know how to use the problem-solving process.																			X	X	X	X	X				

Indiana Social-Emotional Learning Competencies
Alignment with Second Step SEL for Grade 3

Indiana Social-Emotional Learning Competencies	Second Step Program 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 and Understand Their Own and Others'	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
7A.1. - Students understand their brains are malleable and that new neural connections are made when we learn new things from our mistakes (neuroplasticity).																											
7A.2. - Students understand that mistakes are a part of the learning process.																			X	X	X	X	X				
7B.1. - Students demonstrate ability to change mind when new information is gained.																						X					
7B.2. - Students apply creative learning skills and strategies.																			X	X	X	X	X				
7C.1. - Students begin to ask questions when receiving feedback.	X	X	X	X																							
7C.2. - Students engage in a guided discussion with the educator when receiving feedback.	X	X	X	X																							
7C.3. - Students begin to discuss with peers about feedback received.	X	X	X	X																							

Indiana Social-Emotional Learning Competencies Alignment with Second Step SEL for Grades 4-5

Indiana Social-Emotional Learning Competencies	Second Step Program Key Concepts																				
	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																					
1A.1. - Students identify and actively participate in sensory exercises for body and brain regulation to help with life stressors.		X	X	X					X	X		X	X	X	X						
1A.2. - Students identify bodily sensations and can draw what it looks like and/or how it feels in the body and beginning to add feeling words to body sensations.	X					X	X	X		X	X	X									
1A.3. - Students can identify two or three experiences where they need to pause and reflect and they are able to do so with intention and direction.	X				X	X	X	X		X	X	X		X	X	X	X	X	X	X	X
1B.1. - Students begin to identify sensations to describe how they are experiencing an event, or person or relationship. (Example: I am feeling prickly.)	X			X				X					X								

Indiana Social-Emotional Learning Competencies Alignment with Second Step SEL for Grades 4-5

Indiana Social-Emotional Learning Competencies	Second Step Program Key Concepts																				
	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
1B.2. - Students can name ways to help them be flexible and adaptable as they move from familiar to unfamiliar tasks.			X	X					X	X	X	X	X	X	X						
2A.1. - Students continue to add to emotional vocabulary to describe feelings.	X	X			X			X													
2A.2. - Students begin to articulate basic feelings when sharing about self and use "I feel" when doing so.	X			X	X			X					X								
2A.3. - Students continue to add feelings to journal writings or other writings.	X				X	X	X	X		X	X	X			X	X	X	X	X	X	
2A.4. - Students continue to learn about their brain and its role in emotions.	X							X		X	X	X			X						

Indiana Social-Emotional Learning Competencies Alignment with Second Step SEL for Grades 4-5

Indiana Social-Emotional Learning Competencies	Second Step Program Key Concepts																				
	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
2B.1. - Students continue to identify their unique strengths and with the support of adults, find ways to build on them.																					
2C.1. - Students participate eagerly and frequently without the prompt from the teacher.				X									X								
2C.2. - Students demonstrate a willingness to try new tasks and/or share ideas with others.				X	X			X		X	X	X	X								
3A.1. - Students practice regulating their impulses using tools previously taught to them (e.g., communicate wants/needs; wait for something he/she wants, use a hand signal with educator).			X	X	X				X	X	X	X	X	X	X						
3A.2. - Students begin to adjust and modify emotions and behaviors by using gentle cues from the adults in the environment.	X	X	X			X		X	X	X	X	X	X	X	X						X

Indiana Social-Emotional Learning Competencies Alignment with Second Step SEL for Grades 4-5

Indiana Social-Emotional Learning Competencies	Second Step Program Key Concepts																				
	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
3B.1. - Students continue to identify challenging situations (and may or may not need support from an adult) and experiment with various stress-reducing coping strategies that help calm the amygdala and nervous system.		X		X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X
3C.1. - Students, with the teacher, co-create class roles and responsibilities where students rotate specific tasks and roles that all students will be responsible for completing in the classroom.		X			X			X		X	X	X			X	X	X				
3C.2. - Students demonstrate an understanding of the impact of their choices/actions.	X				X	X	X								X	X	X	X	X	X	X
4A.1. - Students are learning to understand nonverbal communication.	X	X	X	X	X	X	X		X				X								

Indiana Social-Emotional Learning Competencies Alignment with Second Step SEL for Grades 4-5

Indiana Social-Emotional Learning Competencies	Second Step Program Key Concepts																				
	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
4A.2. - Students work on listening with their whole body.		X	X						X												
4B.1. - Students engage in cooperative game play.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4B.2. - Students will work with a partner or small group to model turn - taking, listening skills and picking up on verbal and nonverbal communication with others. This activity needs to be frequent and consistent with followed up feedback and reflection from both educator and child.	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4B.3. - Students will begin to understand how our brains are social organs and we need each other to survive and experience the world around us.	X	X			X	X	X	X		X	X	X									

Indiana Social-Emotional Learning Competencies Alignment with Second Step SEL for Grades 4-5

Indiana Social-Emotional Learning Competencies	Second Step Program Key Concepts																				
	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
4C.1. - Students continue to build brain aligned strategies and practice using "Imessages" to address conflict when it arises.	X			X	X			X		X	X	X	X								
4C.2. - Students begin to learn about assertive communication and the communication of nonverbal language.	X		X	X	X	X	X	X	X	X	X	X	X								
4C.3. - Students will strengthen their understanding of conflict management through understanding how our brains are firing when we are experiencing negative emotions and stress.		X			X			X		X	X	X			X	X	X	X	X	X	X
5A.1. - Students demonstrate an awareness of one's own worldview		X																			
5A.2. - Students sense how other people might feel about something and try to view situations through other’s worldviews.	X	X	X			X			X												

Indiana Social-Emotional Learning Competencies Alignment with Second Step SEL for Grades 4-5

Indiana Social-Emotional Learning Competencies	Second Step Program Key Concepts																				
	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
5A.3. - Students continue try to understand how the other student might think, feel and/or respond.	X	X	X			X	X		X												
5B.1. - Students will explain, listen for questions, and begin to use effective nonverbal and verbal communication with intentionality.	X	X	X	X	X	X			X				X	X							
5B.2. - Students begin to understand and create meaning from other's verbal and nonverbal communication skills.	X		X		X	X			X												
5B.3. - Students begin to read and respond to another's emotions and needs (e.g., give comfort; report to an adult).	X		X		X	X	X		X						X	X	X	X	X		X
6A.1. - Students can break down tasks into small, manageable steps.																X	X	X	X	X	X

Indiana Social-Emotional Learning Competencies Alignment with Second Step SEL for Grades 4-5

Indiana Social-Emotional Learning Competencies	Second Step Program Key Concepts																			
	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
6A.2. - Students learn about the many ways they are smart, through the use of teaching about multiple intelligences.																					
6A.3. - Students continue to learn about their brain and its functioning. Students can set short-term learning goals.																X	X	X	X	X	X
6B.1. - Students recognize there is a problem or a situation that needs attention.																X					X
6B.2. - Students gather information needed to make decision.																X	X				X
6B.3. - Students are able to evaluate the choices available to them.																X	X	X	X		X

Indiana Social-Emotional Learning Competencies Alignment with Second Step SEL for Grades 4-5

Indiana Social-Emotional Learning Competencies	Second Step Program Key Concepts																			
	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
6C.1. - Students begin to develop hypothesis about problems in the learning environment.																X	X	X			X
6C.2. - Students understand reflective thinking/learning.	X							X								X	X	X	X	X	X
6C.3. - Students know how to use the problem-solving process.															X	X	X	X	X	X	X
7A.1. - Students understand their brains are malleable and that new neural connections are made when we learn new things from our mistakes (neuroplasticity).																					
7A.2. - Students understand that mistakes are a part of the learning process.															X	X	X	X	X		X

Indiana Social-Emotional Learning Competencies Alignment with Second Step SEL for Grades 4-5

Indiana Social-Emotional Learning Competencies	Second Step Program Key Concepts																			
	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
7B.1. - Students demonstrate ability to change mind when new information is gained.																		X			X
7B.2. - Students apply creative learning skills and strategies.															X	X	X	X	X	X	X
7C.1. - Students begin to ask questions when receiving feedback.			X	X					X				X	X							
7C.2. - Students engage in a guided discussion with the educator when receiving feedback.			X	X					X				X	X							
7C.3. - Students begin to discuss with peers about feedback received.			X	X					X				X	X							

Indiana Social-Emotional Learning Competencies Alignment with Second Step SEL for Grades 6-8

Indiana Social-Emotional Learning Competencies	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	Recognizing and Avoiding Serious Conflicts	Resolving Serious Conflicts	Repairing Relationships	Helping Prevent Bullying and Harassment
Grades 6-8															
1A.1. - Students are able to identify a sensation in the body through movements, art, focused attention practices and learning about the brain's neuroanatomy.	X							X	X						
1A.2. - Students describe and list a variety of sensations they experience each day to help life stressors.								X	X						
1B.1. - Students identify bodily sensations and connect to the feeling they are experiencing. (Example: My anger feels hot and needly in my stomach and my hands.)								X	X						
1B.2. - Students begin to practice ways to help them be flexible and adaptable as they move from familiar to unfamiliar tasks.	X		X			X		X	X	X					
2A.1. - Students use "I feel" messages to communicate emotional expression															
2A.2. - Students continue to build emotional vocabulary.								X	X						
2A.3. - Students continue to learn about their brains and its connection to emotions, learning, and relationships.	X	X	X					X	X	X					
2B.1. - Students begin to understand how their personal strengths connect to social, emotional, behavioral, and academic learning.	X	X		X	X										
2C.1. - Students can identify personal strengths and can articulate areas of growth as it relates to their learning and behavior.	X														
2C.2. - Students demonstrate the ability to use personal strengths in learning goals and understands that failure is only a part of learning.	X	X	X												
3A.1. - Students identify and describe the role of the amygdala in anxiety, aggression and fear.								X							
3A.2. - Students identify, describe, and draw how emotions affect how they feel and behave, connecting the feelings to the corresponding brain parts. To find additional information on the role of the amygdala, please visit this site.															
3A.3. - Students practice mindfulness, focused breathing, focused attention practices and other regulation strategies when they begin to notice a heightened emotional response (sometimes with an adult prompt)			X	X	X			X	X	X	X	X	X	X	X

Indiana Social-Emotional Learning Competencies Alignment with Second Step SEL for Grades 6-8

Indiana Social-Emotional Learning Competencies	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	Recognizing and Avoiding Serious Conflicts	Resolving Serious Conflicts	Repairing Relationships	Helping Prevent Bullying and Harassment
3B.1. - Students apply various stress-reducing coping strategies when faced with challenging situations (and may or may not need support and/or reminder from an adult).			X	X	X			X	X	X	X	X	X		
3B.2. - Students are able to recognize the different stressors and common stress responses.									X	X					
3C.1. - Students take an active participation in the learning process.	X	X		X	X										
3C.2. - Students demonstrate the ability to reflect on their behavior and discuss a restorative plan with peers and/or adult educator.				X	X						X	X	X	X	
4A.1. - Students engage in reciprocal conversations, practicing face-to-face communication and on-line communication.						X			X	X	X	X	X	X	
4A.2. - Students work on empathic listening skills to enhance the understanding of what the other person is saying.											X	X	X	X	
4B.1. - Students participate with team/group members to problem-solve and contribute to group outcomes.	X	X	X	X	X				X	X	X	X	X	X	
4B.2. - Students practice use of active listening skills.											X				
4C.1. - Students practice "I-messages" to address conflict when it arises and can speak up for themselves using assertive language.															
4C.2. - Students demonstrate a plan for addressing conflict when it arises.		X	X	X	X	X	X					X	X	X	X
5A.1. - Students demonstrate an increasing awareness of the needs and rights of others.					X	X	X				X	X	X	X	X
5A.2. - Students demonstrate an understanding of different cultural practices and others' worldviews.						X					X				X
5B.1. - Students work to understand another's emotions and how to best respond to their needs.						X					X	X	X	X	X
5B.2. - Students develop nonverbal and verbal skills to respond to another's emotional response.						X					X	X	X	X	X

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5B.3. - Students understand the impact of mirror neurons, both the potential for positive effect as well as negative effects.															
6A.1. - Students understand how they learn best when completing various tasks (e.g., what types of organization system is best for them, preferred study habits, etc.).	X	X	X												
6A.2. - Students develop SMART (Specific, Measurable, Achievable, Realistic, Time-Oriented) goals.		X													
6A.3. - Students continue to learn about their brain and its functioning.	X	X	X					X	X	X					
6B.1. - Students discuss how their decisions impact other people.			X								X	X	X	X	
6B.2. - Students determine what information is needed to make a decision.		X	X												
6B.3. - Students recognize how values and beliefs impact how people make decisions.			X	X	X	X	X		X	X	X	X	X	X	X
6B.4. - Students begin to understand the difference between snap or automatic decisions and thoughtful or reflective decisions.		X	X					X	X	X					
6C.1. - Students begin to develop hypothesis for problems in their learning environment.		X	X		X										
6C.2. - Students regularly challenge current beliefs and mindsets, including their own.	X										X				X
6C.3. - Students continue to use reflective thinking practice	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7A.1. - Students understand their brains are malleable and that new neural connections are made when we learn new things from our mistakes (neuroplasticity).	X	X													
7A.2. - Students understand that mistakes are a part of the learning process.	X	X													
7B.1. - Students begin to develop hypothesis for problems in their learning environment.		X	X		X										

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7B.2. - Students regularly challenge current beliefs and mindsets, including their own.	X										X				X
7B.3. - Students continue to use reflective thinking practices.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7C.1. - Students are eager to return to working on project or learning task and apply new strategy/different strategy based on lessons learned from the feedback.	X														
7C.2. - Students engage in feedback with peers about feedback to seek growth and learning opportunities from others.	X	X	X												