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Second Step® Elementary and Second Step® Middle School Digital Programs

The charts in this document show how the Second Step Elementary and Second Step Middle School digital programs align to specific Texas Essential Knowledge and Skills (TEKS) for Positive Character Traits standards.

The Importance of Social-Emotional Learning

Social-emotional learning (SEL) is recognized as a key ingredient for school and life success. In a 2011 meta-analysis of 213 school-based SEL programs, researchers found that students in an SEL intervention demonstrated significantly improved social-emotional skills, attitudes, and behavior, as well as an 11-percentile-point gain in academic performance, compared to students who didn't participate in an SEL program.[1]

A related meta-analysis in 2017 showed that conduct problems were reduced and emotional distress and drug use were much lower for students who took part in an SEL program than those who didn't, even years later.[2] Researchers found that almost four years after

participating in an SEL program, students fared markedly better academically—by an average of 13 percentile points—than their peers who didn't participate in an SEL program. The meta-analysis also indicated that, regardless of race, socioeconomic background, or school location, students showed significant positive benefits one year after participating in an SEL program.

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.

About the Second Step® Elementary and Second Step® Middle School Digital Programs

The research-based Second Step Elementary and Second Step Middle School digital programs are universal, web-based classroom programs designed to promote social-emotional competence to help increase students' school success and decrease problem behaviors. They help students cope with challenges, create positive relationships, and succeed both socially and academically. Skills are reviewed and expanded each year, gradually becoming more complex as students get older.

Lessons provide the tools for students to develop mindsets, knowledge, and skills to handle strong emotions; show kindness and empathy; build and strengthen friendships; make and follow through on good decisions; and solve problems with their peers.

[1] 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. https://doi.org/10.1111/j.1467-8624.2010.01564.x

[2] Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development, 88*(4), 1156–1171. https://doi.org/10.1111/cdev.12864

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Second Step® Elementary Digital Program Alignment with Texas Essential Knowledge and Skills for Positive Character Traits

Kindergarten–Grade 2

Subchapter	Strand	Standard	Standard Description	Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management				Unit 3: Empathy & Kindness				Unit 4: Problem-Solving				
				Attention	Working memory	Inhibitory control	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replace with helpful thoughts	Recognize that skills improve with practice and effort	Identify and name one's own emotions	Recognize and identify emotions in others	Recognize strong emotions	Manage strong emotions by using strategies to feel calm	Recognize kindness and act kindly toward others	Take others' perspectives	Develop empathy for others	Recognize that empathy can lead to kind acts	Manage strong emotions to feel calm before solving problems	Apply strategies to solve problems	Recognize accidents and make amends	State the problem without blame or name-calling	Think of many solutions to a problem
Subchapter A. Character Traits	Trustworthiness	§120.3.b.1.A	The student is expected to describe how personal choices lead to personal actions				✔	✔	✔	✔	✔			✔	✔									
		§120.3.b.1.B	The student is expected to explain what it means to be trustworthy																					
		§120.3.b.1.C	The student is expected to identify personal actions that build trustworthiness, including being honest and punctual																		✔	✔	
	Responsibility	§120.3.b.2.A	The student is expected to describe and give examples of how feelings and beliefs influence personal actions					✔	✔		✔		✔	✔	✔	✔	✔	✔	✔				
		§120.3.b.2.B	The student is expected to describe how to make personal choices before speaking and acting							✔			✔	✔	✔	✔	✔	✔		✔	✔	✔	✔
		§120.3.b.2.C	The student is expected to define self-control and identify instances in which self-control is important	✔		✔	✔	✔						✔						✔	✔		
	Caring	§120.3.b.3.A	The student is expected to define patience and identify actions that demonstrate patience			✔	✔	✔	✔	✔													
		§120.3.b.3.B	The student is expected to explain and identify examples of how actions can demonstrate kindness to others									✔			✔	✔	✔	✔			✔		
	Citizenship	§120.3.b.4.A	The student is expected to define fairness and identify examples of fairness in a variety of situations												✔	✔	✔	✔		✔	✔	✔	✔
		§120.3.b.4.B	The student is expected to define and identify examples of patriotism																				
		§120.3.b.4.C	The student is expected to explain what it means to demonstrate respect and courtesy and why it is important to demonstrate respect and courtesy to others	✔		✔						✔			✔	✔	✔	✔		✔	✔	✔	✔
		§120.3.b.4.D	The student is expected to define good citizenship																				

Second Step® Elementary Digital Program Alignment with Texas Essential Knowledge and Skills for Positive Character Traits

Grade 3–Grade 5

Subchapter	Strand	Standard	Standard Description	Attention	Working memory	Inhibitory control	Cognitive flexibility	Understand that the brain can grow and change	Recognize that skills improve with practice, effort, help from others, and trying a new way	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions make it hard to think clearly	Identify and label similar emotions with different intensity levels	Recognize that regulating emotions is necessary to make decisions	Apply reappraisal as an emotion-management strategy	Apply planning ahead to manage recurring strong emotions	Recognize kindness helps them make friends and strengthen relationships	Recognize that people can have different points of view about the same thing	Recognize that empathy and perspective-taking can help them get along with others	Apply perspective-taking strategies to empathize with others	Apply perspective-taking strategies to make their community a better place	Explain the importance of being calm before problem-solving	Explain the importance of speaking up for one's self when solving a problem	State the problem without blaming and from all points of view	Generate solutions to take all points of view into consideration	Evaluate possible outcomes of solutions to a problem based on all points of view	Pick a solution that's safe, respectful, and could work for everyone	Identify when, where, and with whom they think it would be best to work on the problem
Subchapter A. Character Traits	Trustworthiness	§120.5.b.1.A	The student is expected to identify and define traits of trustworthiness, including reliability and loyalty																✔		✔	✔	✔							
		§120.5.b.1.B	The student is expected to identify and practice strategies for being honest and punctual						✔																					
		§120.5.b.1.C	The student is expected to define and identify examples of unethical behavior											✔		✔						✔				✔				
	Responsibility	§120.5.b.2.A	The student is expected to explain what it means to be responsible for personal decisions and actions							✔		✔				✔		✔						✔	✔	✔		✔		✔
		§120.5.b.2.B	The student is expected to describe positive and negative consequences of personal decisions and actions							✔	✔	✔				✔		✔						✔	✔			✔	✔	
		§120.5.b.2.C	The student is expected to identify and demonstrate ways to practice self-control			✔									✔		✔	✔						✔				✔		✔
		§120.5.b.2.D	The student is expected to describe the relationship between being responsible and being accountable									✔	✔																	
	Caring	§120.5.b.3.A	The student is expected to describe how feelings impact decision-making and behaviors											✔		✔	✔	✔						✔				✔		
		§120.5.b.3.B	The student is expected to explain how one can show patience, consideration, and compassion			✔			✔										✔	✔	✔	✔	✔			✔	✔	✔	✔	✔
		§120.5.b.3.C	The student is expected to define empathy and discuss the connection between empathy and charity																✔		✔	✔	✔							
	Citizenship	§120.5.b.4.A	The student is expected to describe the differences and similarities among gratitude, respect, and courtesy																											
		§120.5.b.4.B	The student is expected to compare fairness and justice																			✔			✔	✔	✔	✔	✔	✔
		§120.5.b.4.C	The student is expected to discuss the importance of obeying laws and rules																			✔					✔	✔	✔	

Second Step® Middle School Alignment with Texas Essential Knowledge and Skills for Positive Character Traits

Grade 6–Grade 8

Subchapter	Strand	Standard	Standard Description	Unit 1: Mindsets & Goals — Start middle school and help new students	Explore identity	Understand growth mindset: how the brain can grow and change	Set and achieve goals	Develop strengths and interests	Plan ahead for difficult situations	Unit 2: Recognizing Bullying & Harassment — Recognize bullying, cyberbullying, and harassment	Identify social and environmental factors that contribute to bullying	Help prevent bullying, cyberbullying, and harassment	Unit 3: Thoughts, Emotions & Decisions — Understand the role of emotions	Handle unhelpful thoughts and strong emotions	Use emotion-management strategies	Manage stress and anxiety	Unit 4: Managing Relationships & Social Conflict — Identify values and relationships	Recognize healthy and unhealthy relationships	Recognize and consider different perspectives	Understand major vs. minor conflicts	Resolve minor conflicts and avoid major conflicts	Repair relationships
Subchapter A. Character Traits	Trustworthiness	§120.7.b.1.A	The student is expected to describe what it means to be reliable and loyal																			
		§120.7.b.1.B	The student is expected to define and give examples of integrity																			
		§120.7.b.1.C	The student is expected to examine the benefits of being trustworthy																			
		§120.7.b.1.D	The student is expected to describe personal actions that demonstrate trustworthiness at school, home, with peers, and within the community	✔								✔					✔	✔				✔
	Responsibility	§120.7.b.2.A	The student is expected to examine how personal beliefs, thoughts, and feelings about self can build responsibility		✔	✔		✔							✔	✔	✔					
		§120.7.b.2.B	The student is expected to identify and describe personal role models who demonstrate what it means to be accountable for words and actions																			
		§120.7.b.2.C	The student is expected to discuss the benefits of practicing self-control										✔		✔	✔				✔	✔	✔
		§120.7.b.2.D	The student is expected to compare the benefits of responsible behavior with the consequences of irresponsible behavior							✔	✔	✔	✔	✔		✔			✔	✔	✔	✔
	Caring	§120.7.b.3.A	The student is expected to evaluate one's personal attitudes and mindsets about self and others	✔	✔					✔	✔	✔	✔	✔			✔	✔	✔	✔		✔
		§120.7.b.3.B	The student is expected to discuss how feelings, decision-making, and personal behaviors can influence relationships with others	✔						✔	✔	✔						✔	✔	✔	✔	
		§120.7.b.3.C	The student is expected to explain and identify examples of how a person can demonstrate empathy through kindness, charity, generosity, and courtesy	✔						✔	✔	✔										✔
	Citizenship	§120.7.b.4.A	The student is expected to discuss the roles and responsibilities of citizens	✔						✔	✔	✔										
		§120.7.b.4.B	The student is expected to explain how one's personal actions can impact the perception of others									✔								✔		✔
		§120.7.b.4.C	The student is expected to describe how justice, fairness, and freedom are related							✔	✔											
		§120.7.b.4.D	The student is expected to identify and practice a variety of conflict-resolution skills and strategies									✔							✔	✔	✔	✔