

Social and Emotional Learning Standards

July 2026

Important Message

The Safe and Healthy Climate Center has identified an error in the recently revised Social and Emotional Learning Standards found at Part 1 – Public Schools Evaluation, Recognition and Supervision – Social and Emotional Learning Standards.

The error involves Indicators 2B and 2C. Specifically, Indicators 1B and 1C were inadvertently repeated as Indicators 2B and 2C in the revised standards. Below are the incorrect indicators as currently reflected in the revised standards, with the intended language immediately following in bold:

Indicator 2B: Demonstrate awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets. **Demonstrate effective strategies to adapt, persevere, and build resilience.**

Indicator 2C: Understand how external influences like culture, family, and community can deepen understanding of personal and academic goals. **Apply problem solving skills and strategies related to achieving personal and academic goals.**

This error does not impact the standards associated with these indicators. The standards correctly reflect what students should learn and be able to do. The Safe and Healthy Climate Center will go through the rulemaking process in school year 2026-27 to correct Indicators 2B and 2C. ISBE will also host a webinar in August 2026 to assist with implementation and will address the error with the field in that session. We appreciate your understanding as we work to correct this issue.

SOCIAL AND EMOTIONAL LEARNING STANDARDS

Standards beginning in the 2026-2027 school year.

Goal 1: Self-Awareness

Develop the ability to recognize and understand one's own emotions, identities, biases, and values; reflect on how personal experiences, power, and privilege shape one's attitudes and behaviors, and cultivate a sense of individual within social, cultural, and political contexts.

Self-awareness enables young people to respond thoughtfully, affect change, cope with emotions, and motivate themselves to persevere when faced with personal, academic or work-related obstacles.

Indicator 1A: Demonstrate awareness and understanding of one's emotions and their influence upon behavior.

1A.1. Early Elementary (Kindergarten-Grade 2)

1A.1.1. Identify emotions to support personal well-being.

1A.1.2. Describe situations that may cause a variety of emotions.

1A.2. Late Elementary (Grades 3-5)

1A.2.1. Identify a range of increasingly complex emotions and possible causes for those emotions.

1A.2.2. Identify coping strategies that help express emotions in a healthy manner.

1A.3. Middle School (Grades 6-8)

1A.3.1. Identify the relationships between physiological changes, thoughts, feelings, and behaviors.

1A.3.2. Identify how personal strengths, challenges, experiences, and identities influence choices and outcomes.

1A.4. Early High School (Grades 9-10)

1A.4.1. Analyze patterns in emotional responses and decision-making in future situations.

1A.4.2. Evaluate how personal qualities and emotions impact choices, interactions, relationships, and academics.

1A.5. Late High School (Grades 11-12)

1A.5.1. Identify strategies for managing emotional responses and decision-making in future situations.

1A.5.2. Adjust behaviors to emotional stressors, reflect on outcomes, and use insights for personal growth and life success.

Indicator 1B: Demonstrate awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets.

1B.1. Early Elementary (Kindergarten-Grade 2)

1B.1.1. Identify and discuss personal strengths, challenges, and interests.

1B.1.2. Engage in conversations about themselves and important people, places, and routines in their lives.

1B.2. Late Elementary (Grades 3-5)

1B.2.1. Identify and explore opportunities to develop personal strengths and assets (e.g., unique cultural and language assets).

1B.2.2. Explain how one's identity can be used to connect with peers, school, and community.

1B.3. Middle School (Grades 6-8)

1B.3.1. Identify and explore opportunities to develop personal strengths and assets and how they influence aspirations.

1B.3.2. Recognize how family, peers, school, and community culture enrich their identity development.

1B.4. Early High School (Grades 9-10)

1B.4.1. Build self-confidence through positive self-talk using affirmations and personal strengths, to solve problems.

1B.4.2. Identify positive adult role models and support systems and analyze if and how they contribute to identity development.

1B.5. Late High School (Grades 11-12)

1B.5.1. Create goals based on personal strengths, assets, and aspirations.

1B.5.2. Participate meaningfully and assess ways involvement in a community can support identity development and encourage aspirations.

Indicator 1C: Understand how external influences like culture, family, and community can deepen understanding of personal and academic goals.

1C.1. Early Elementary (Kindergarten-Grade 2)

1C.1.1. Set short-term goals and identify reasons behind them with adult assistance.

1C.1.2. Identify a trusted adult as a resource or support outside of the family.

1C.2. Late Elementary (Grades 3-5)

1C.2.1. Identify a change they want to see in their community and create a goal to accomplish it.

1C.2.2. Demonstrate the ability to access a variety of resources to accomplish goals.

1C.3. Middle School (Grades 6-8)

1C.3.1. Develop a long-term goal that aligns with personal and academic interests and identify external resources for support.

1C.3.2. Identify and understand the attributes of safe peers at school or in the community.

1C.4. Early High School (Grades 9-10)

1C.4.1. Demonstrate persistence and adaptability in pursuing goals while considering the impact of changing external circumstances.

1C.4.2. Develop and implement a long-term plan that anticipates and reflects unexpected outcomes, while adapting strategies and leveraging external resources such as family, community, and other supports.

1C.5. Late High School (Grades 11-12)

1C.5.1. Analyze how external factors like socioeconomic background, cultural norms, and role models have shaped their academic and career pathways.

1C.5.2. Evaluate and adjust goals over time in response to changing external circumstances or new insights and knowledge.

Goal 2: Self-Management

Self-management includes abilities such as managing one's emotions, identifying and using stress management and self-care strategies, expressing emotions in healthy ways, exhibiting self-discipline and self-motivation, setting personal and collective goals, using planning and organizational skills, showing the courage to take initiative, demonstrating personal and collective agency, and cultivating resilience and overcoming adversity. Self-management empowers individuals to regulate their emotions and behavior, cope with stress and adversity, and build resilience, agency, and hope—ultimately leading to stronger relationships, improved mental health, academic and life success, and the ability to achieve personal and collective goals.

Indicator 2A: Manage one's emotions, thoughts, and behaviors in effective ways.

2A.1. Early Elementary (Kindergarten-Grade 2)

2A.1.1. Describe connections between feelings, thoughts, and actions.

2A.1.2. Use a variety of strategies to manage strong emotions.

2A.2. Late Elementary (Grades 3-5)

2A.2.1. Recognize early signs of stress or frustration and apply effective coping strategies.

2A.2.2. Adapt behavior in different settings to meet expectations.

2A.3. Middle School (Grades 6-8)

2A.3.1. Demonstrate impulse control in constructive ways to handle conflict or disappointment.

2A.3.2. Balance responsibilities and manage time effectively to meet independently set goals.

2A.4. Early High School (Grades 9-10)

2A.4.1. Apply self-regulation strategies in real-life situations.

2A.4.2. Sustain focus and motivation by applying healthy coping strategies to manage stress, anxiety, or setbacks.

2A.5. Late High School (Grades 11-12)

2A.5.1. Demonstrate self-regulation skills in challenging or unfamiliar contexts.

2A.5.2. Demonstrate resilience and flexibility when facing unexpected changes.

See Important Message on page 2: Indicator 2B: Demonstrate awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets.

2B.1. Early Elementary (Kindergarten-Grade 2)

2B.1.1. Apply basic coping strategies and seek appropriate help when facing challenges.

2B.1.2. Reframe setbacks positively, with adult support.

2B.2. Late Elementary (Grades 3-5)

2B.2.1. Select and use appropriate coping strategies for different situations and celebrate small wins.

2B.2.2. Demonstrate flexibility when plans change or during academic or social challenges.

2B.3. Middle School (Grades 6-8)

2B.3.1. Identify common stressors and describe healthy strategies to manage stress and anxiety.

2B.3.2. Adapt to challenges using effective coping strategies during complex personal and academic situations.

2B.4. Early High School (Grades 9-10)

2B.4.1. Reframe setbacks and adjust goals to adapt to new challenges to sustain effort toward long term personal and academic success.

2B.4.2. Reflect on the outcomes of personal goals and seek support when needed.

2B.5. Late High School (Grades 11-12)

2B.5.1. Apply effective strategies to challenges and use setbacks as opportunities for growth.

2B.5.2. Understand which strategies and coping mechanisms work best for them and apply them when dealing with life events.

See Important Message on page 2: Indicator 2C: Understand how external influences like culture, family, and community can deepen understanding of personal and academic goals.

2C.1. Early Elementary (Kindergarten-Grade 2)

2C.1.1. Identify a personal or academic goal, with adult support, and use simple strategies to meet the goal.

2C.1.2. Express feelings and choices when facing a challenge, celebrate progress, and recognize when a problem is solved.

2C.2. Late Elementary (Grades 3-5)

2C.2.1. Set short-term goals, identify steps to meet those goals, and modify the steps if needed.

2C.2.2. Identify personal needs and understand how well-being supports meeting goals.

2C.3. Middle School (Grades 6-8)

2C.3.1. Prioritize tasks and manage time effectively to support goal achievement.

2C.3.2. Recognize the connection between healthy habits and the ability to focus and achieve goals.

2C.4. Early High School (Grades 9-10)

2C.4.1. Apply structured problem-solving strategies to overcome challenges and seek feedback when needed.

2C.4.2. Demonstrate consistent personal wellness routines for health and safety, with increasing independence.

2C.5. Late High School (Grades 11-12)

2C.5.1. Evaluate the effectiveness of problem-solving strategies and independently solve problems.

2C.5.2. Utilize resiliency, resources, and inherent capabilities to prepare for life beyond high school.

Goal 3: Social Awareness

Social Awareness is the ability to understand the perspectives of and empathize with others, including those with diverse backgrounds, cultures, abilities, identities, contexts, and life experiences by recognizing perspectives, showing concern for others, and demonstrating mutual understanding in interpersonal interactions. Social awareness builds inclusive, safe learning environments and fosters empathy, compassion, and civic responsibility. It equips students to work effectively in diverse teams, strengthens relationships, reduces conflict, and enhances school culture, while preparing students to be culturally sensitive citizens in a global society.

Indicator 3A: Recognize that others may have similar or different thoughts and feelings based upon their experiences, abilities, community, and cultural and social groups.

3A.1. Early Elementary (Kindergarten-Grade 2)

3A.1.1. Recognize that others may have different preferences, beliefs, or feelings about the same situation.

3A.1.2. Recognize and name basic emotions of others using facial expressions, tone of voice, and context clues.

3A.2. Late Elementary (Grades 3-5)

3A.2.1. Identify similarities and differences in verbal and non-verbal communication between and within a variety of cultural and social groups.

3A.2.2. Identify how backgrounds can be similar and different and demonstrate acceptance of differing social beliefs and perspectives.

3A.3. Middle School (Grades 6-8)

3A.3.1. Explore ways to use culturally responsive practices to enrich an understanding of the world.

3A.3.2. Practice and adopt clear strategies for accepting and supporting similarities and differences between oneself and others.

3A.4. Early High School (Grades 9-10)

3A.4.1. Analyze how social, historical, and cultural contexts shape people's experiences and worldviews.

3A.4.2. Demonstrate empathy and humility by actively listening to and supporting diverse viewpoints, especially those different from their own.

3A.5. Late High School (Grades 11-12)

3A.5.1. Evaluate strategies for engaging in non-verbal and verbal communication across multiple cultures.

3A.5.2. Apply empathy and perspective-taking in real-world contexts, including civic engagement, leadership, and collaborative problem-solving.

Indicator 3B: Demonstrate a range of skills to interact and communicate effectively with others in social and academic settings.

3B.1. Early Elementary (Kindergarten-Grade 2)

3B.1.1. Use words or non-verbal gestures to comfort or welcome others.

3B.1.2. Demonstrate the ability to wait, take turns, and share with others.

3B.2. Late Elementary (Grades 3-5)

3B.2.1. Use calming signals or check-in signals to demonstrate understanding and focus.

3B.2.2. Attempt different roles in cooperative groups.

3B.3. Middle School (Grades 6-8)

3B.3.1. Engage in simple conversations with awareness of different communication styles.

3B.3.2. Interpret verbal and nonverbal cues to identify others' emotions and respond with consideration even when perspectives differ.

3B.4. Early High School (Grades 9-10)

3B.4.1. Explore ways to use culturally specific practices like language, customs, and ways of engaging to enrich understanding of the world.

3B.4.2. Present information and adapt organization to the task, purpose, and audience, considering diverse communication preferences.

3B.5. Late High School (Grades 11-12)

3B.5.1. Reflect on and adjust communication style to better understand the impact of inequities on individuals and groups.

3B.5.2. Advocate for self, others, or groups who are marginalized, experiencing distress, or societal inequities in culturally and contextually considerate ways.

Indicator 3C: Demonstrate awareness of other’s emotions, perspectives, backgrounds, identities, languages, abilities and cultures.

3C.1. Early Elementary (Kindergarten-Grade 2)

3C.1.1. Identify visible differences among people.

3C.1.2. Learn about others’ cultures, holidays, and traditions through stories, conversations, and classroom activities.

3C.2. Late Elementary (Grades 3-5)

3C.2.1. Acknowledge and appreciate cultural practices and traditions.

3C.2.2. Reflect on how learning about others helps build a stronger, more inclusive community.

3C.3. Middle School (Grades 6-8)

3C.3.1. Participate in activities, with adult support, that identify and challenge stereotypes or assumptions about people from different backgrounds or abilities.

3C.3.2. Engage with peers who have different backgrounds, identities, and abilities in an open dialogue.

3C.4. Early High School (Grades 9-10)

3C.4.1. Examine how cultural, social, and personal identities and abilities influence people’s values, behaviors and perspectives.

3C.4.2. Analyze the importance of inclusion and representation in school, community, and media through collaborative dialogue.

3C.5. Late High School (Grades 11-12)

3C.5.1. Engage in dialogue and collaborative action to address inequities in one’s community.

3C.5.2. Examine how personal identity, values, and experiences can influence interactions with others in the community and broader society.

Goal 4: Relationship Skills

The ability to establish, maintain, and restore healthy, rewarding connections with individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking or offering help when needed.

Relationship skills are the foundation for success in school, work, and life. Supportive, nurturing relationships with others is essential to the healthy and holistic development of all young people.

Whether it's collaborating on a group project, navigating a disagreement with a friend, or working in a diverse team as an adult, strong interpersonal skills are what make these interactions effective and meaningful.

Indicator 4A: Recognize, value, and affirm individual and group similarities and differences to build stronger relationships within communities.

4A.1. Early Elementary (Kindergarten-Grade 2)

4A.1.1. Share and celebrate something special about themselves and something special about a classmate.

4A.1.2. Work cooperatively with others, showing willingness to include everyone.

4A.2. Late Elementary (Grades 3-5)

4A.2.1. Analyze how similarities and differences among individuals and groups influence relationships.

4A.2.2. Engage in collaborative problem-solving that values input from all group members.

4A.3. Middle School (Grades 6-8)

4A.3.1. Identify how others may be feeling by observing body language, tone of voice, and the situation.

4A.3.2. Recognize and acknowledge others' emotions and perspectives in various social situations.

4A.4. Early High School (Grades 9-10)

4A.4.1. Express and affirm that similarities and differences are what make communities strong and interesting.

4A.4.2. Participate in community or school activities that acknowledge, include, or celebrate diverse voices.

4A.5. Late High School (Grades 11-12)

4A.5.1. Critically examine how recognizing and affirming differences strengthens teams, communities, and the workplace.

4A.5.2. Exhibit leadership through service to improve the school and community.

Indicator 4B: Demonstrate effective communication and listening skills with individuals with diverse perspectives, cultures, languages, histories, identities, and abilities to build relationships.

4B.1. Early Elementary (Kindergarten-Grade 2)

4B.1.1. Recognize differences in how people express themselves.

4B.1.2. Learn ways to share ideas and show interest in what others are saying in a variety of situations or environments.

4B.2. Late Elementary (Grades 3-5)

4B.2.1. Use inclusive language and avoid teasing or exclusion.

4B.2.2. Listen actively and allow space for communication by reducing distractions.

4B.3. Middle School (Grades 6-8)

4B.3.1. Engage in conversations that reflect understanding of others' viewpoints.

4B.3.2. Engage in inclusive conversations and cooperative group interactions while avoiding distractions.

4B.4. Early High School (Grades 9-10)

4B.4.1. Demonstrate the ability to present and support a point of view in a positive, and inclusive manner.

4B.4.2. Demonstrate the ability to listen and engage when faced with conflicting viewpoints.

4B.5. Late High School (Grades 11-12)

4B.5.1. Analyze how an individual's own identity and the identity of others influence communication.

4B.5.2. Adjust communication styles to be inclusive while also recognizing the impact of technology on face-to-face interactions in academic and professional settings.

Indicator 4C: Demonstrate an ability to prevent, manage, and resolve conflicts by interacting productively with others.

4C.1. Early Elementary (Kindergarten-Grade 2)

4C.1.1. Use calm words and actions to try to stop small problems before they become bigger.

4C.1.2. Communicate needs and wants clearly with peers and adults.

4C.2. Late Elementary (Grades 3-5)

4C.2.1. Identify self-regulation strategies and to take a break when conflicts arise.

4C.2.2. Identify the steps it takes to solve a problem and, with prompting, put those steps into action.

4C.3. Middle School (Grades 6-8)

4C.3.1. Identify the connections between behaviors and outcomes and understand that choices are influenced by potential consequences.

4C.3.2. Demonstrate consideration of others during conflict and seek adult assistance when needed.

4C.4. Early High School (Grades 9-10)

4C.4.1. Analyze the short-term and long-term outcomes of all behaviors and evaluate how responsible decision making improves outcomes.

4C.4.2. Apply problem-solving steps to find fair solutions to conflicts, including responding to feedback from others in a productive manner.

4C.5. Late High School (Grades 11-12)

4C.5.1. Use cooperative strategies for collaborating with peers, adults, and others in the community.

4C.5.2. Practice using negotiation skills to reach collective solutions that value relationships, promote justice, and acknowledge the needs of everyone involved.

Goal 5: Responsible Decision-Making

The ability to make caring and constructive choices about personal behavior and social interactions across various situations. Demonstrate intentional decision-making skills and behaviors that consider social, emotional, and physical safety and well-being in personal, school, and community contexts. This includes the capacities to consider ethical standards and safety concerns, as well as to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Responsible decisionmaking is the foundation of an individual's participation in community. Each person needs the ability to solve problems by defining issues and decisions to be made, generating multiple solutions, anticipating the outcomes of each solution, and having the ability to evaluate and learn from the outcomes of their decision making.

Indicator 5A: Actively engage in a process of questioning, investigating, and seeking understanding about a topic or problem to construct knowledge and problem solving.

5A.1. Early Elementary (Kindergarten-Grade 2)

5A.1.1. Ask questions using what, when, where, why, and how to learn about the environment and others.

5A.1.2. Identify problems in their environment and who is involved.

5A.2. Late Elementary (Grades 3-5)

5A.2.1. Demonstrate the ability to ask questions aimed at understanding different perspectives or experiences.

5A.2.2. Demonstrate interest as to why some people may have different life opportunities, needs, or perspectives.

5A.3. Middle School (Grades 6-8)

5A.3.1. Generate and pose open-ended questions to explore problems affecting different people, places, or systems.

5A.3.2. Investigate how identity, context, and perspective influence how problems are defined, experienced, and addressed.

5A.4. Early High School (Grades 9-10)

5A.4.1. Pose questions about the world and people and how various problems impact various groups.

5A.4.2. Identify how bias and assumptions influence knowledge, research, and problem solving.

5A.5. Late High School (Grades 11-12)

5A.5.1. Seek input from diverse sources and voices when exploring a problem.

5A.5.2. Seek understanding of different viewpoints prior to making insightful decisions.

Indicator 5B: Consider multiple sources of information and diverse perspectives to make informed decisions about the potential impact on themselves and others.

5B.1. Early Elementary (Kindergarten-Grade 2)

5B.1.1. Use classroom materials and adults to learn about a topic before making a choice.

5B.1.2. Describe how a decision made in class or at home affected others.

5B.2. Late Elementary (Grades 3-5)

5B.2.1. Compare different viewpoints or facts before choosing a course of action.

5B.2.2. Reflect on how a decision impacted oneself and others.

5B.3. Middle School (Grades 6-8)

5B.3.1. Consider how personal values, peer influence, and media shape decision making.

5B.3.2. Reflect on how decisions affect relationships, group dynamics, or community well-being.

5B.4. Early High School (Grades 9-10)

5B.4.1. Synthesize information from varied and credible sources to support complex decisions.

5B.4.2. Anticipate and reflect upon the broader social, emotional, and ethical consequences of decisions.

5B.5. Late High School (Grades 11-12)

5B.5.1. Make informed decisions grounded in data and ethical reasoning by anticipating how their choices can advance or hinder self or others.

5B.5.2. Generate solutions while considering the impact on personal well-being, relationships, and communities.

Indicator 5C: Demonstrate the ability to make thoughtful, safe, and inclusive decisions when making choices in academic, social, and digital environments.

5C.1. Early Elementary (Kindergarten-Grade 2)

5C.1.1. Use technology and follow basic digital safety rules with guidance.

5C.1.2. Choose inclusive behaviors during play and express understanding of how those decisions affect others.

5C.2. Late Elementary (Grades 3-5)

5C.2.1. Make safe choices online and use technology appropriately.

5C.2.2. Recognize when their decision did not lead to the intended outcome and identify an alternate solution.

5C.3. Middle School (Grades 6-8)

5C.3.1. Demonstrate key aspects of digital citizenship, including empathy, digital well-being, and managing time spent online.

5C.3.2. Identify ways to make thoughtful, safe, and inclusive decisions in the future through self-reflection.

5C.4. Early High School (Grades 9-10)

5C.4.1. Develop strong digital citizenship skills to navigate a complex digital landscape and protect self from harm.

5C.4.2. Consider self-reflections to make future decisions that are honest, more equitable, and considerate of their well-being and the well-being of others.

5C.5. Late High School (Grades 11-12)

5C.5.1. Utilize technology to prepare for future academic and professional success.

5C.5.2. Apply insights from past experiences to make future decisions for the safety of themselves and others.



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