

The American School Counselor Association (ASCA) Student Standards: Mindsets & Behaviors for Student Success describe the knowledge, attitudes, and skills students need to achieve academic success, college and career readiness, and social-emotional development.¹

Sources of Strength has demonstrated positive outcomes for students, including increased healthy coping, help-seeking behaviors, increased connection, and trust toward adults. The Elementary Program is listed on the Suicide Prevention Resource Center’s Best Practices Registry², and the evidence base³ of the Secondary Program heavily informs the Elementary Curriculum and Coaches Model. The utilization of protective factors is associated with reduced risk for suicide, substance misuse, and violence. The Elementary Curriculum continues the Sources of Strength vision to Empower a Well World by moving even further upstream, reaching even the youngest students to equip them with lifelong skills for health, well-being, and resiliency.

The following alignment charts reflect the Sources of Strength Elementary Curriculum as a social and emotional skills program that aims to enhance student well-being, resilience, help-seeking behaviors, and increased connections. The curriculum also provides students with opportunities to develop essential skills, including self-confidence, a growth mindset, self-discipline, delayed gratification, and social maturity.

Many social and emotional skills are foundational and critical to being able to engage in higher level executive functioning skills. For example, students must first have their basic needs met and be emotionally regulated in order to access the learning centers of their brains. Therefore, the curriculum also includes secondary learning outcomes that are not explicitly taught, but rather, they are intentionally embedded throughout the curriculum to best meet foundational needs for academic, social, and emotional success.

The following symbols are used to differentiate between the primary and secondary learning outcomes:

- ☑ primary learning outcome explicitly taught in the curriculum
- ✚ secondary learning outcome intentionally embedded throughout the curriculum rather than explicitly taught

Sources of Strength continually pursues new research opportunities to enhance the curriculum and add it to the list of evidence-based programs for elementary-age students. For more information, please visit our website [here](#).

¹ American School Counselor Association (ASCA) Student Standards: Mindsets & Behaviors for Student Success - <https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/mindsets-behaviors.pdf>

² <https://bpr.sprc.org/program/sources-of-strength-elementary/>

³ <https://sourcesofstrength.org/about/#evidence-base>



KINDERGARTEN ASCA ALIGNMENT

ASCA Student Standards: Mindsets and Behaviors for Student Success		Unit 1: Connections and Community						Unit 2: Engaging Our Strengths						Unit 3: We Can Make a Difference											
		1.1 Setting the Stage for Connection	1.2 Celebrating My Own Growth: Aha!	1.3 Strengths Wheel: People Who Make Me Strong	1.4 Celebrating Asking for Help: Aha!	1.5 Strengths Wheel: Things We Do That Make Us Strong	1.6 Celebrating Others: Affirmations	1.7 Strengths Wheel: Strong Brains and Bodies	1.8 Celebrating Our Connections and Community	2.1 The Roots of the BrainTree	2.2 Celebrating Relationship Repair: Apologies	2.3 The Regulation Railroad	2.4 Celebrating Relationship Repair: See the Hurt	2.5 Practicing Regulation	2.6 Celebrating Specific Affirmations	2.7 Regulating Together	2.8 Helping the Hurt With a Re-Do	3.1 Sharing Our Strengths	3.2 Celebrating the Helpers	3.3 Listening Through Conflict	3.4 Learning From Our Mistakes	3.5 Come Join Us!	3.6 Celebrating Generosity	3.7 Celebrating All Our Growth!	3.8 Multi-Grade Celebration
Mindset Standards	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being	✓		✓		✓		✓		✓		✓		✓										✓	
	M 2. Sense of acceptance, respect, support, and inclusion for self and others in the school environment		✓		✓		✓		✓		✓		✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
	M 3. Positive attitude toward work and learning		+				+							+				+					+	+	+
	M 4. Self-confidence in ability to succeed		+															+							
	M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes				+						+	+					+		+	+					
	M 6. Understanding that postsecondary education and life-long learning are necessary for long-term success																								



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ASCA Student Standards: Mindsets and Behaviors for Student Success		Unit 1: Connections and Community								Unit 2: Engaging Our Strengths							Unit 3: We Can Make a Difference								
		1.1 1.1 Setting the Stage for Connection	1.2 1.2 Celebrating My Own Growth: Aha!	1.3 1.3 Strengths Wheel: People Who Make Me Strong	1.4 1.4 Celebrating Asking for Help: Aha!	1.5 1.5 Strengths Wheel: Things We Do That Make Us Strong	1.6 1.6 Celebrating Others: Affirmations	1.7 1.7 Strengths Wheel: Strong Brains and Bodies	1.8 1.8 Celebrating Our Connections and Community	2.1 2.1 The Roots of the BrainTree	2.2 2.2 Celebrating Relationship Repair: Apologies	2.3 2.3 The Regulation Railroad	2.4 Celebrating Relationship Repair: See the Hurt	2.5 2.5 Practicing Regulation	2.6 2.6 Celebrating Specific Affirmations	2.7 2.7 Regulating Together	2.8 2.8 Helping the Hurt With a Re-Do	3.1 3.1 Sharing Our Strengths	3.2 3.2 Celebrating the Helpers	3.3 3.3 Listening Through Conflict	3.4 3.4 Learning From Our Mistakes	3.5 3.5 Come Join Us!	3.6 3.6 Celebrating Generosity	3.7 3.7 Celebrating All Our Growth!	3.8 3.8 Multi-Grade Celebration
Behavior Standards - Learning Strategies	B-LS 1. Critical-thinking skills to make informed decisions								+		+		+		+				+						
	B-LS 2. Creative approach to learning, tasks, and problem solving																		+						
	B-LS 3. Use time-management, organizational, and study skills																								
	B-LS 4. Self-motivation and self-direction for learning																								
	B-LS 5. Apply media and technology skills																								
	B-LS 6. Set high standards of quality																								
	B-LS 7. Long- and short-term academic, career, and social/emotional goals																								
	B-LS 8. Actively engage in challenging coursework				+																+				
	B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives, and recognizing personal bias																			☑					
	B-LS 10. Participation in enrichment and extracurricular activities					+											+	+							



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ASCA Student Standards: Mindsets and Behaviors for Student Success		Unit 1: Connections and Community								Unit 2: Engaging Our Strengths								Unit 3: We Can Make a Difference								
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Behavior Standards - Self-Management Skills	B-SMS 1. Responsibility for self and actions									+		+				☑		☑	+	☑		☑				
	B-SMS 2. Self-discipline and self-control										+		+													
	B-SMS 3. Independent work																									
	B-SMS 4. Delayed gratification for long-term rewards	+	+	+		+										+						+		+		
	B-SMS 5. Perseverance to achieve long- and short-term goals																				+					
	B-SMS 6. Ability to identify and overcome barriers			+		+		+				☑		☑	☑						+					
	B-SMS 7. Effective coping skills	+		+		+		+			☑			☑	☑	☑										
	B-SMS 8. Balance of school, home, and community activities			+		☑		+																		
	B-SMS 9. Personal safety skills				+																					
	B-SMS 10. Ability to manage transitions and adapt to change																									



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ASCA Student Standards: Mindsets and Behaviors for Student Success		Unit 1: Connections and Community								Unit 2: Engaging Our Strengths								Unit 3: We Can Make a Difference							
		1.1 Setting the Stage for Connection	1.2 Celebrating My Own Growth: Aha!	1.3 Strengths Wheel: People Who Make Me Strong	1.4 Celebrating Asking for Help: Aha!	1.5 Strengths Wheel: Things We Do That Make Us Strong	1.6 Celebrating Others: Affirmations	1.7 Strengths Wheel: Strong Brains and Bodies	1.8 Celebrating Our Connections and Community	2.1 The Roots of the BrainTree	2.2 Celebrating Relationship Repair: Apologies	2.3 The Regulation Railroad	2.4 Celebrating Relationship Repair: See the Hurt	2.5 Practicing Regulation	2.6 Celebrating Specific Affirmations	2.7 Regulating Together	2.8 Helping the Hurt With a Re-Do	3.1 Sharing Our Strengths	3.2 Celebrating the Helpers	3.3 Listening Through Conflict	3.4 Learning From Our Mistakes	3.5 Come Join Us!	3.6 Celebrating Generosity	3.7 Celebrating All Our Growth!	3.8 Multi-Grade Celebration
Behavior Standards - Social Skills	B-SS 1. Effective oral and written communication skills and listening skills	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓		✓		✓	✓	✓	✓	✓	✓	✓	✓
	B-SS 2. Positive, respectful, and supportive relationships with students who are similar to and different from them	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
	B-SS 3. Positive relationships with adults to support success			✓									✓		✓		✓							✓	
	B-SS 4. Empathy									✓		✓				✓	✓	✓	✓	✓		✓			
	B-SS 5. Ethical decision-making and social responsibility									✓		✓				+	✓		✓	✓	✓		✓		
	B-SS 6. Effective collaboration and cooperation skills					+		✓								✓						✓		✓	
	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups							✓								+						+			
	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary															✓		✓							
	B-SS 9. Social maturity and behaviors appropriate to the situation and environment	+				+				+						+						+			
	B-SS 10. Culture awareness, sensitivity, and responsiveness	+	+	+		+		+								+			✓		✓			+	



1ST GRADE ASCA ALIGNMENT

ASCA Student Standards: Mindsets and Behaviors for Student Success		Unit 1: Connections and Community								Unit 2: Engaging Our Strengths								Unit 3: We Can Make a Difference								
		1.1 Setting the Stage for Connections and Community	1.2 Celebrating My Own Growth: Aha!	1.3 Introduction to the Sources of Strength Wheel, Part 1	1.4 Celebrating Others: Affirmations	1.5 Introduction to the Sources of Strength Wheel, Part 2	1.6 Celebrating Others: Helpful Apologies	1.7 Connections that Create Community	1.8 Affirmations, Apologies, and Aha's	2.1 The Trunk of the Brain Tree	2.2 Celebrating Growth Through Mistakes	2.3 All Aboard! Practicing the Regulation Railroad	2.4 Celebrating the Use of the Regulation Railroad	2.5 Regulating and Mindfulness	2.6 Celebrating Relationship Repair: Apologies	2.7 Co-Regulating With Others	2.8 Celebrating Co-Regulation	3.1 I Can Make a Difference	3.2 Celebrating Connections to Help	3.3 Navigating Conflict With "I" Statements	3.4 Receiving an Apology	3.5 Our Voices Are Powerful	3.6 Celebrating Our Community Growth	3.7 Celebrating Our Growth	3.8 Multi-Grade Celebration	
Mindset Standards	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being	✓		✓		✓			✓		✓		✓		✓							✓				
	M 2. Sense of acceptance, respect, support, and inclusion for self and others in the school environment		✓		✓		✓	✓	✓			✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	M 3. Positive attitude toward work and learning		+																				+	+		
	M 4. Self-confidence in ability to succeed		+																							
	M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes						+				+			+						+						
	M 6. Understanding that postsecondary education and life-long learning are necessary for long-term success																									



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ASCA Student Standards: Mindsets and Behaviors for Student Success		Unit 1: Connections and Community								Unit 2: Engaging Our Strengths								Unit 3: We Can Make a Difference										
		1.1 Setting the Stage for Connections and Community	1.2 Celebrating My Own Growth: Aha!	1.3 Introduction to the Sources of Strength Wheel, Part 1	1.4 Celebrating Others: Affirmations	1.5 Introduction to the Sources of Strength Wheel, Part 2	1.6 Celebrating Others: Helpful Apologies	1.7 Connections that Create Community	1.8 Affirmations, Apologies, and Aha's	2.1 The Trunk of the Brain Tree	2.2 Celebrating Growth Through Mistakes	2.3 All Aboard! Practicing the Regulation Railroad	2.4 Celebrating the Use of the Regulation Railroad	2.5 Regulating and Mindfulness	2.6 Celebrating Relationship Repair: Apologies	2.7 Co-Regulating With Others	2.8 Celebrating Co-Regulation	3.1 I Can Make a Difference	3.2 Celebrating Connections to Help	3.3 Navigating Conflict With "I" Statements	3.4 Receiving an Apology	3.5 Our Voices Are Powerful	3.6 Celebrating Our Community Growth	3.7 Celebrating Our Growth	3.8 Multi-Grade Celebration			
Behavior Standards - Self-Management Skills	B-SMS 1. Responsibility for self and actions					✓		✓						✓					✓									
	B-SMS 2. Self-discipline and self-control									+																		
	B-SMS 3. Independent work																											
	B-SMS 4. Delayed gratification for long-term rewards	+																		+								
	B-SMS 5. Perseverance to achieve long- and short-term goals										✓																	
	B-SMS 6. Ability to identify and overcome barriers			+		+					+	✓																
	B-SMS 7. Effective coping skills			+		+				+		✓		✓		✓	✓						✓					
	B-SMS 8. Balance of school, home, and community activities			+		✓								+														
	B-SMS 9. Personal safety skills																											
	B-SMS 10. Ability to manage transitions and adapt to change																						✓					



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		1.1 Setting the Stage for Connections and Community	1.2 Celebrating My Own Growth: Aha!	1.3 Introduction to the Sources of Strength Wheel, Part 1	1.4 Celebrating Others: Affirmations	1.5 Introduction to the Sources of Strength Wheel, Part 2	1.6 Celebrating Others: Helpful Apologies	1.7 Connections that Create Community	1.8 Affirmations, Apologies, and Aha's	2.1 The Trunk of the Brain Tree	2.2 Celebrating Growth Through Mistakes	2.3 All Aboard! Practicing the Regulation Railroad	2.4 Celebrating the Use of the Regulation Railroad	2.5 Regulating and Mindfulness	2.6 Celebrating Relationship Repair: Apologies	2.7 Co-Regulating With Others	2.8 Celebrating Co-Regulation	3.1 I Can Make a Difference	3.2 Celebrating Connections to Help	3.3 Navigating Conflict With "I" Statements	3.4 Receiving an Apology	3.5 Our Voices Are Powerful	3.6 Celebrating Our Community Growth	3.7 Celebrating Our Growth
Behavior Standards - Social Skills	B-SS 1. Effective oral and written communication skills and listening skills	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓					✓	✓		✓		✓
	B-SS 2. Positive, respectful, and supportive relationships with students who are similar to and different from them	✓	✓		✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
	B-SS 3. Positive relationships with adults to support success			✓				✓							✓	✓	✓	✓					✓	
	B-SS 4. Empathy					✓		✓				✓		✓		✓	✓	✓	✓					
	B-SS 5. Ethical decision-making and social responsibility					✓		✓				✓		✓	+	✓			✓				✓	
	B-SS 6. Effective collaboration and cooperation skills			✓				✓							✓							✓	✓	✓
	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups															✓	✓							
	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary														✓	+	✓	✓		+	✓			
	B-SS 9. Social maturity and behaviors appropriate to the situation and environment	+		+		+		+		+								+				+		+
	B-SS 10. Culture awareness, sensitivity, and responsiveness	+		+				+		+				+					✓		+			



2ND GRADE ASCA ALIGNMENT

ASCA Student Standards: Mindsets and Behaviors for Student Success		Unit 1: Connections and Community								Unit 2: Engaging Our Strengths								Unit 3: We Can Make a Difference									
		1.1 A Community of Belonging	1.2 Aha's!	1.3 Strengths Wheel	1.4 Affirming Our Friends' Strengths	1.5 Exploring and Sharing My Strengths	1.6 Helpful Apologies	1.7 A Place of Belonging	1.8 Celebrating Our Connections and Community	2.1 The Branches and Leaves of the Brain Tree	2.2 Celebrating Learning Through Aha's	2.3 Getting Unstuck From Big Emotions	2.4 Celebrating Helpful Apologies	2.5 Expanding and Exploring Regulation	2.6 Celebrating Regulation	2.7 Positive Friends Can Co-Regulate	2.8 Celebrating Our Strengths	3.1 I Have Social Influence	3.2 Positive Friend Superpowers	3.3 Navigating Conflict in Healthy Ways	3.4 Celebrating Relationship Repair	3.5 An Ecosystem of Belonging	3.6 Belonging Through Affirmations	3.7 Celebrating Our Growth	3.8 Multi-Grade Celebration		
Mindset Standards	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being	✓		✓				✓		✓	✓	✓			✓										✓		
	M 2. Sense of acceptance, respect, support, and inclusion for self and others in the school environment		✓		✓	✓	✓	✓	✓			✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	M 3. Positive attitude toward work and learning			+		+																			+	+	
	M 4. Self-confidence in ability to succeed			+																							
	M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes						+			+										+							
	M 6. Understanding that postsecondary education and life-long learning are necessary for long-term success																										



2ND GRADE ASCA ALIGNMENT

ASCA Student Standards: Mindsets and Behaviors for Student Success		Unit 1: Connections and Community								Unit 2: Engaging Our Strengths								Unit 3: We Can Make a Difference							
		1.1 A Community of Belonging	1.2 Aha's!	1.3 Strengths Wheel	1.4 Affirming Our Friends' Strengths	1.5 Exploring and Sharing My Strengths	1.6 Helpful Apologies	1.7 A Place of Belonging	1.8 Celebrating Our Connections and Community	2.1 The Branches and Leaves of the Brain Tree	2.2 Celebrating Learning Through Aha's	2.3 Getting Unstuck From Big Emotions	2.4 Celebrating Helpful Apologies	2.5 Expanding and Exploring Regulation	2.6 Celebrating Regulation	2.7 Positive Friends Can Co-Regulate	2.8 Celebrating Our Strengths	3.1 I Have Social Influence	3.2 Positive Friend Superpowers	3.3 Navigating Conflict in Healthy Ways	3.4 Celebrating Relationship Repair	3.5 An Ecosystem of Belonging	3.6 Belonging Through Affirmations	3.7 Celebrating Our Growth	3.8 Multi-Grade Celebration
Behavior Standards - Learning Strategies	B-LS 1. Critical-thinking skills to make informed decisions								+		+		+						+					☑	
	B-LS 2. Creative approach to learning, tasks, and problem solving																			+					
	B-LS 3. Use time-management, organizational, and study skills																								
	B-LS 4. Self-motivation and self-direction for learning																								
	B-LS 5. Apply media and technology skills																								
	B-LS 6. Set high standards of quality																								
	B-LS 7. Long- and short-term academic, career, and social/emotional goals																								
	B-LS 8. Actively engage in challenging coursework									+															
	B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives, and recognizing personal bias																				☑				
	B-LS 10. Participation in enrichment and extracurricular activities			+		+																			



2ND GRADE ASCA ALIGNMENT

ASCA Student Standards: Mindsets and Behaviors for Student Success		Unit 1: Connections and Community								Unit 2: Engaging Our Strengths								Unit 3: We Can Make a Difference							
		1.1 A Community of Belonging	1.2 Aha's!	1.3 Strengths Wheel	1.4 Affirming Our Friends' Strengths	1.5 Exploring and Sharing My Strengths	1.6 Helpful Apologies	1.7 A Place of Belonging	1.8 Celebrating Our Connections and Community	2.1 The Branches and Leaves of the Brain Tree	2.2 Celebrating Learning Through Aha's	2.3 Getting Unstuck From Big Emotions	2.4 Celebrating Helpful Apologies	2.5 Expanding and Exploring Regulation	2.6 Celebrating Regulation	2.7 Positive Friends Can Co-Regulate	2.8 Celebrating Our Strengths	3.1 I Have Social Influence	3.2 Positive Friend Superpowers	3.3 Navigating Conflict in Healthy Ways	3.4 Celebrating Relationship Repair	3.5 An Ecosystem of Belonging	3.6 Belonging Through Affirmations	3.7 Celebrating Our Growth	3.8 Multi-Grade Celebration
Behavior Standards - Self-Management Skills	B-SMS 1. Responsibility for self and actions						✓	✓		✓		✓	✓	✓		✓			✓						
	B-SMS 2. Self-discipline and self-control								+		+		+												
	B-SMS 3. Independent work												+												
	B-SMS 4. Delayed gratification for long-term rewards	+				+				+			+					+		+					
	B-SMS 5. Perseverance to achieve long- and short-term goals									✓															
	B-SMS 6. Ability to identify and overcome barriers			+						+		✓		+											
	B-SMS 7. Effective coping skills	+		+		+		+				✓		✓		✓									
	B-SMS 8. Balance of school, home, and community activities			+												✓									
	B-SMS 9. Personal safety skills																								
	B-SMS 10. Ability to manage transitions and adapt to change																								



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ASCA Student Standards: Mindsets and Behaviors for Student Success		Unit 1: Connections and Community								Unit 2: Engaging Our Strengths								Unit 3: We Can Make a Difference							
		1.1 A Community of Belonging	1.2 Aha's!	1.3 Strengths Wheel	1.4 Affirming Our Friends' Strengths	1.5 Exploring and Sharing My Strengths	1.6 Helpful Apologies	1.7 A Place of Belonging	1.8 Celebrating Our Connections and Community	2.1 The Branches and Leaves of the Brain Tree	2.2 Celebrating Learning Through Aha's	2.3 Getting Unstuck From Big Emotions	2.4 Celebrating Helpful Apologies	2.5 Expanding and Exploring Regulation	2.6 Celebrating Regulation	2.7 Positive Friends Can Co-Regulate	2.8 Celebrating Our Strengths	3.1 I Have Social Influence	3.2 Positive Friend Superpowers	3.3 Navigating Conflict in Healthy Ways	3.4 Celebrating Relationship Repair	3.5 An Ecosystem of Belonging	3.6 Belonging Through Affirmations	3.7 Celebrating Our Growth	3.8 Multi-Grade Celebration
Behavior Standards - Social Skills	B-SS 1. Effective oral and written communication skills and listening skills	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓						✓		✓		✓	
	B-SS 2. Positive, respectful, and supportive relationships with students who are similar to and different from them	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓					✓		✓	✓	✓	
	B-SS 3. Positive relationships with adults to support success			✓									✓		✓								✓		
	B-SS 4. Empathy						✓	✓		✓		✓		✓		✓		✓	✓	✓		✓			
	B-SS 5. Ethical decision-making and social responsibility						✓	✓		✓		✓		✓	+	✓		✓	✓	✓		✓			
	B-SS 6. Effective collaboration and cooperation skills	✓						✓							✓	✓					✓		✓		
	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups					✓															✓				
	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary															✓		✓	✓						
	B-SS 9. Social maturity and behaviors appropriate to the situation and environment	+						+	+	+	+	+	+			+	+								
	B-SS 10. Culture awareness, sensitivity, and responsiveness	+		+		+		✓		+			+					✓				✓			



3RD GRADE ASCA ALIGNMENT

ASCA Student Standards: Mindsets and Behaviors for Student Success		Unit 1: Introduction to Sources of Strength					Unit 2: Brain and Body Science					Unit 3: Emotional Regulation					Unit 4: Connecting to Help		Unit 5: Growing in Our Strengths						
		1.1 Discovering and Identifying Our Strengths	1.2 Stories of Strength	1.3 Continued Stories of Strength	1.4 Affirmation, Apologies, and Aha's! Let's Celebrate!	1.5 Continued Affirmations, Apologies, and Aha's! Let's Celebrate!	2.1 Brain and Body Connections	2.2 Growing Balanced Brain Trees	2.3 Stuck and Unstuck	2.4 Strengthening Our Branches and Leaves	2.5 Celebrating Our Brain Trees	3.1 Understanding and Normalizing Sensations, Emotions, and Thoughts	3.2 Big Emotions	3.3 The Regulation Railroad	3.4 Practicing Regulation	3.5 Navigating Transitions in Our Daily Lives	3.6 Navigating Conflict Using Regulation	3.7 Regulate and Repair	4.1 Who Are the Helpers?	4.2A Connecting to Help	4.2B Connecting to Help: Suicide-Specific Adaptation	5.1 The People Who Give Us Strength	5.2 The Practices That Bring Us Strength	5.3 Helping Our Bodies and Minds Feel Strong	5.4 Celebrating Our Growing Strengths
Mindset Standards	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓				✓	✓	✓	✓	✓			
	M 2. Sense of acceptance, respect, support, and inclusion for self and others in the school environment				✓	✓				✓						✓	✓							✓	✓
	M 3. Positive attitude toward work and learning				+				+	+				+										+	+
	M 4. Self-confidence in ability to succeed				+										✓										
	M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes					+					✓	✓				+									
	M 6. Understanding that postsecondary education and life-long learning are necessary for long-term success																								



3RD GRADE ASCA ALIGNMENT

ASCA Student Standards: Mindsets and Behaviors for Student Success		Unit 1: Introduction to Sources of Strength					Unit 2: Brain and Body Science					Unit 3: Emotional Regulation					Unit 4: Connecting to Help		Unit 5: Growing In Our Strengths						
		1.1 Discovering and Identifying Our Strengths	1.2 Stories of Strength	1.3 Continued Stories of Strength	1.4 Affirmation, Apologies, and Aha's! Let's Celebrate!	1.5 Continued Affirmations, Apologies, and Aha's! Let's Celebrate!	2.1 Brain and Body Connections	2.2 Growing Balanced Brain Trees	2.3 Stuck and Unstuck	2.4 Strengthening Our Branches and Leaves	2.5 Celebrating Our Brain Trees	3.1 Understanding and Normalizing Sensations, Emotions, and Thoughts	3.2 Big Emotions	3.3 The Regulation Railroad	3.4 Practicing Regulation	3.5 Navigating Transitions in Our Daily Lives	3.6 Navigating Conflict Using Regulation	3.7 Regulate and Repair	4.1 Who Are the Helpers?	4.2A Connecting to Help	4.2B Connecting to Help: Suicide-Specific Adaptation	5.1 The People Who Give Us Strength	5.2 The Practices That Bring Us Strength	5.3 Helping Our Bodies and Minds Feel Strong	5.4 Celebrating Our Growing Strengths
Behavior Standards - Learning Strategies	B-LS 1. Critical-thinking skills to make informed decisions					+	+					+			↘										
	B-LS 2. Creative approach to learning, tasks, and problem solving								↘							+									
	B-LS 3. Use time-management, organizational, and study skills																								
	B-LS 4. Self-motivation and self-direction for learning																								
	B-LS 5. Apply media and technology skills																								
	B-LS 6. Set high standards of quality																								
	B-LS 7. Long- and short-term academic, career, and social/emotional goals								↘																
	B-LS 8. Actively engage in challenging coursework																								
	B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives, and recognizing personal bias															+									
	B-LS 10. Participation in enrichment and extracurricular activities																								



3RD GRADE ASCA ALIGNMENT

ASCA Student Standards: Mindsets and Behaviors for Student Success		Unit 1: Introduction to Sources of Strength					Unit 2: Brain and Body Science					Unit 3: Emotional Regulation					Unit 4: Connecting to Help		Unit 5: Growing In Our Strengths						
		1.1 Discovering and Identifying Our Strengths	1.2 Stories of Strength	1.3 Continued Stories of Strength	1.4 Affirmation, Apologies, and Aha's! Let's Celebrate!	1.5 Continued Affirmations, Apologies, and Aha's! Let's Celebrate!	2.1 Brain and Body Connections	2.2 Growing Balanced Brain Trees	2.3 Stuck and Unstuck	2.4 Strengthening Our Branches and Leaves	2.5 Celebrating Our Brain Trees	3.1 Understanding and Normalizing Sensations, Emotions, and Thoughts	3.2 Big Emotions	3.3 The Regulation Railroad	3.4 Practicing Regulation	3.5 Navigating Transitions in Our Daily Lives	3.6 Navigating Conflict Using Regulation	3.7 Regulate and Repair	4.1 Who Are the Helpers?	4.2A Connecting to Help	4.2B Connecting to Help: Suicide-Specific Adaptation	5.1 The People Who Give Us Strength	5.2 The Practices That Bring Us Strength	5.3 Helping Our Bodies and Minds Feel Strong	5.4 Celebrating Our Growing Strengths
Behavior Standards - Self-Management Skills	B-SMS 1. Responsibility for self and actions				☑	+									☑	☑							☑		
	B-SMS 2. Self-discipline and self-control				☑	☑						+													
	B-SMS 3. Independent work											+						+							
	B-SMS 4. Delayed gratification for long-term rewards	+	+													+									
	B-SMS 5. Perseverance to achieve long- and short-term goals						+														☑				
	B-SMS 6. Ability to identify and overcome barriers		+	+							☑	☑	+	☑				☑							
	B-SMS 7. Effective coping skills		+	+			+	☑	☑	☑	+	☑	+	☑	☑						+	+	+		
	B-SMS 8. Balance of school, home, and community activities		☑	+			+	+		+	+		+	+							+	☑	+		
	B-SMS 9. Personal safety skills																								
	B-SMS 10. Ability to manage transitions and adapt to change															☑									



3RD GRADE ASCA ALIGNMENT

ASCA Student Standards: Mindsets and Behaviors for Student Success		Unit 1: Introduction to Sources of Strength					Unit 2: Brain and Body Science					Unit 3: Emotional Regulation					Unit 4: Connecting to Help		Unit 5: Growing In Our Strengths						
		1.1 Discovering and Identifying Our Strengths	1.2 Stories of Strength	1.3 Continued Stories of Strength	1.4 Affirmation, Apologies, and Aha's! Let's Celebrate!	1.5 Continued Affirmations, Apologies, and Aha's! Let's Celebrate!	2.1 Brain and Body Connections	2.2 Growing Balanced Brain Trees	2.3 Stuck and Unstuck	2.4 Strengthening Our Branches and Leaves	2.5 Celebrating Our Brain Trees	3.1 Understanding and Normalizing Sensations, Emotions, and Thoughts	3.2 Big Emotions	3.3 The Regulation Railroad	3.4 Practicing Regulation	3.5 Navigating Transitions in Our Daily Lives	3.6 Navigating Conflict Using Regulation	3.7 Regulate and Repair	4.1 Who Are the Helpers?	4.2A Connecting to Help	4.2B Connecting to Help: Suicide-Specific Adaptation	5.1 The People Who Give Us Strength	5.2 The Practices That Bring Us Strength	5.3 Helping Our Bodies and Minds Feel Strong	5.4 Celebrating Our Growing Strengths
Behavior Standards - Social Skills	B-SS 1. Effective oral and written communication skills and listening skills	✓	✓		✓					✓		✓		✓		✓			✓	✓			✓		✓
	B-SS 2. Positive, respectful, and supportive relationships with students who are similar to and different from them	✓	✓		✓	✓			✓			✓					✓				✓	✓	✓	✓	✓
	B-SS 3. Positive relationships with adults to support success		✓						✓									✓	✓	✓	✓		✓		
	B-SS 4. Empathy																		✓	✓					
	B-SS 5. Ethical decision-making and social responsibility			✓	✓											✓	✓					✓		✓	
	B-SS 6. Effective collaboration and cooperation skills	✓		✓				✓	✓			✓	✓	✓	✓						✓		✓		
	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups								✓				✓												
	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary																	✓	✓	✓					
	B-SS 9. Social maturity and behaviors appropriate to the situation and environment	+	+	+				+	+	+	+	✓		+	+	+		+	+	+	+	+	+		
	B-SS 10. Culture awareness, sensitivity, and responsiveness		+					+																	



4TH GRADE ASCA ALIGNMENT

ASCA Student Standards: Mindsets and Behaviors for Student Success		Unit 1: Introduction to Sources of Strength			Unit 2: Brain and Body Science		Unit 3: Emotional Regulation			Unit 4: Connecting to Help		Unit 5: Growing In Our Strengths																
		1.1 We All Have Strengths	1.2 Strengths Are All Around Us	1.3 Celebrating Our Strengths!	2.1 Using the BrainTree to Understand Myself	2.2 How We Are Connected	3.1 Round and Round the Regulation Railroad	3.2 Co-Regulating With Others	3.3 Celebrating Our BrainTrees	4.1 Who Are the Helpers?	4.2A Connecting to Help	4.2B Connecting to Help: Suicide-Specific Adaptation	5.1 Strength Through Transitions	5.2 Celebrating Regulation	5.3 Solar System of Support	5.4 Growing Our Family Support	5.5 What Makes a Positive Friend?	5.6 Belonging and Connection	5.7 Navigating Conflict: Perspective-Taking	5.8 Celebrating Our Different Perspectives	5.9 What Makes a Mentor?	5.10 Learning From Mentors	5.11 The Mentor in Me	5.12 The Practices That Bring Us Strength	5.13 Practicing Physical Health Every Day	5.14 Taking Care of Our Mental Health	5.15 Celebrating a Year of Growth	
Mindset Standards	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being	✓	✓		✓		✓	✓		✓	✓	✓		✓	✓					✓	✓		✓	✓	✓			
	M 2. Sense of acceptance, respect, support, and inclusion for self and others in the school environment			✓		✓			✓				✓		✓	✓	✓	✓	✓			✓						✓
	M 3. Positive attitude toward work and learning			+	+				+				+						+			+		+	+	+	+	+
	M 4. Self-confidence in ability to succeed			+					+																			
	M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes																		+									
	M 6. Understanding that postsecondary education and life-long learning are necessary for long-term success																											



4TH GRADE ASCA ALIGNMENT

ASCA Student Standards: Mindsets and Behaviors for Student Success		Unit 1: Introduction to Sources of Strength			Unit 2: Brain and Body Science		Unit 3: Emotional Regulation			Unit 4: Connecting to Help		Unit 5: Growing In Our Strengths																	
		1.1 We All Have Strengths	1.2 Strengths Are All Around Us	1.3 Celebrating Our Strengths!	2.1 Using the BrainTree to Understand Myself	2.2 How We Are Connected	3.1 Round and Round the Regulation Railroad	3.2 Co-Regulating With Others	3.3 Celebrating Our Brain Trees	4.1 Who Are the Helpers?	4.2A Connecting to Help	4.2B Connecting to Help: Suicide-Specific Adaptation	5.1 Strength Through Transitions	5.2 Celebrating Regulation	5.3 Solar System of Support	5.4 Growing Our Family Support	5.5 What Makes a Positive Friend?	5.6 Belonging and Connection	5.7 Navigating Conflict: Perspective-Taking	5.8 Celebrating Our Different Perspectives	5.9 What Makes a Mentor?	5.10 Learning From Mentors	5.11 The Mentor in Me	5.12 The Practices That Bring Us Strength	5.13 Practicing Physical Health Every Day	5.14 Taking Care of Our Mental Health	5.15 Celebrating a Year of Growth		
Behavior Standards - Social Skills	B-SS 1. Effective oral and written communication skills and listening skills	✓		✓						✓	✓							✓						✓				✓	
	B-SS 2. Positive, respectful, and supportive relationships with students who are similar to and different from them	✓	✓	✓			✓	✓					✓			✓	✓		✓					✓				✓	
	B-SS 3. Positive relationships with adults to support success		✓		✓			✓		✓	✓	✓			✓						✓	✓	✓						
	B-SS 4. Empathy					✓					✓	✓		✓				+			✓	✓	✓						
	B-SS 5. Ethical decision-making and social responsibility			✓				✓					✓						✓					✓					
	B-SS 6. Effective collaboration and cooperation skills		✓			+									✓		✓				✓	✓	✓						
	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups						✓													✓	✓	✓							
	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary					✓	✓	✓		✓	✓	✓					✓												
	B-SS 9. Social maturity and behaviors appropriate to the situation and environment	+	+	+	+	+	+	+	+		+	+				+	+		✓		+	✓	+	+					
	B-SS 10. Culture awareness, sensitivity, and responsiveness														+		+	+											



5TH GRADE ASCA ALIGNMENT

ASCA Student Standards: Mindsets and Behaviors for Student Success		Unit 1: Introduction to Sources of Strength			Unit 2: Brain and Body Science		Unit 3: Emotional Regulation			Unit 4: Connecting to Help		Unit 5: Growing In Our Strengths																	
		1.1 Connecting Through Strengths	1.2 Working Our Wheels	1.3 Celebrating Myself and Others	2.1 Introduction to the Brain Tree	2.2 Finding Healthy Stress	3.1 Waves of Emotions	3.2 Emotions in Motion	3.3 Celebrating Our Growing Brain Trees	4.1 Who Are the Helpers?	4.2A Connecting to Help	4.2B Connecting to Help: Suicide-Specific Adaptation	5.1 Regulating with Healthy Activities	5.2 Learning Through Failure	5.3 Navigating Conflict Through Helpful Conversations	5.4 Celebrating Learning and Growing	5.5 The Power of Generosity	5.6 Practicing Generosity	5.7 Celebrate and Spread Generosity	5.8 What Lifts Our Spirit	5.9 The Mosaic of Spirituality	5.10 Celebrating the Practices That Bring Us Strength	5.11 The People Who Make Me Feel Like I Belong	5.12 Health and Hydration	5.13 Navigating Transitions	5.14 Strengths Scavenger Hunt	5.15 Celebrating a Year of Growth		
Mindset Standards	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓							✓	✓		✓	✓	✓	✓	✓			
	M 2. Sense of acceptance, respect, support, and inclusion for self and others in the school environment			✓											✓	✓	✓	✓			✓							✓	
	M 3. Positive attitude toward work and learning			+	+								✓														+	+	
	M 4. Self-confidence in ability to succeed			+																									
	M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes			+										+	+	+													
	M 6. Understanding that postsecondary education and life-long learning are necessary for long-term success																												

