

Idaho Early Learning Guidelines

Domain 3: Social and Emotional Development

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Domain 3: Social and Emotional Development

I. Introduction

By nature, human beings are social creatures. Throughout all phases of life, people interact with one another. It is essential for children to learn how to be around others because they construct knowledge about their world through social interaction. Healthy children in all cultures form early attachments with significant adults. These relationships form the foundation for later emotional, social, language, and cognitive development. For families and many cultural communities, the concept of being “well educated” includes social and emotional development, as it is the key to all other learning.

Even though emotions are a universal human phenomenon and social behavior is observed constantly in the world around us, social and emotional development is somewhat difficult to define and measure. The challenges stem from: (a) the broad range of behaviors and concepts included within social and emotional development; (b) the difficulty of assessing processes that are primarily internal, and therefore, they are not always visible processes; and (c) social and emotional variability according to cultural and situational context. Nonetheless, there is agreement that social and emotional development serve as the foundation for relationships and interactions that give meaning to children’s experiences in the home, at school, and in the larger community. Brain research consistently supports the importance of the first five years as the critical years for developing the necessary social and emotional skills.

II. Rationale

Social and emotional development is indicators of children’s overall success in school and in life. Relationships play a central role in fostering children’s social and emotional well-being, providing a sense of stability and belonging, and allowing children to make the most of learning opportunities. Successful social and emotional development requires secure, consistent, responsive, and physically and emotionally nurturing relationships. With guidance and through playful interactions, children develop skills to cooperate, negotiate, lead and follow, be a friend, and express their feelings in a socially and culturally acceptable manner. These skills also include the ability to read body language, to communicate non-verbally, and to be sensitive to others’ feelings. Young children can also begin to have experiences that assist them with looking at situations through another person’s perspective. Forming warm, responsive bonds and intimacy with others has been found to protect children emotionally from negative effects associated with poverty, violence in the home or the community, parental depression, and other stressors that endanger mental health and social adjustment.

III. General Definition

Social and emotional development encompasses children’s ability and desire to interact effectively with adults and other children. Social development and emotional development are closely interrelated; skills in each are acquired in a relatively predictable sequence. For example, children establish warm and responsive interactions with adults (social development) before they develop emotional skills such as self-control. These skills typically precede the development of relationships with peers and groups.

Social Development

Young children’s ability to form and sustain social relationships with adults and other children is at the heart of their social development. Children’s social relationships with adults can be understood in terms of children’s ability to trust and interact easily with adults, as well as their ability to recognize adult roles. Children look to adults for guidance, cues, and information on how to act, think, and feel.

As children grow, their ability to establish relationships with their peers also influences how children view themselves and the world. As children build positive friendships, they learn to cooperate, to form and maintain relationships, and the ability to negotiate in a positive manner. Meaningful play experiences offer children key opportunities to practice their social skills of cooperation, compromising, taking turns, etc. Cooperation with peers implies an understanding of other children’s rights and the ability to balance one’s own needs with those of others.

Children can develop successful social relationships as they recognize and appreciate similarities and differences in other people, as well as learn to interact comfortably with children and adults who may have different characteristics, cultures, and life experiences. Positive social relationships are formed and maintained when children develop adaptive social behavior –they understand the effects of different behaviors, when they are able to adapt to diverse settings, and when they participate positively in group activities. Finally, social competence is demonstrated when children show empathy when understanding, respecting, and showing sensitivity toward other children.

Emotional Development

Children’s ability to recognize and express their own feelings and to understand and respond to the emotions of others provides them with important emotional skills. Central to the understanding of emotional development is the overall perception of self, including traits, feelings, abilities, motives, and social roles. As children acquire self-concept, they are beginning to answer the question, “Who am I?” Another aspect of emotional development is self-efficacy, which is the belief that one can succeed in accomplishing what one sets out to do. Self-efficacy creates feelings of self-confidence, competence, and positive emotions that children need to be successful in learning tasks at home and at school.

Emotional development includes acknowledging emotions and the ability to manage or regulate them in both personal and social contexts. Children's ability to identify and label their emotions and effectively express the range of their feelings is another important aspect of emotional well-being. Emotional expression includes expressing primary emotions (e.g., joy, anger, fear), emotions linked to sensory stimulation (e.g., disgust, delight, horror), and self-appraisal emotions (e.g., pride, satisfaction, shame, guilt).

IV. Supporting Individual Differences, Language, and Diversity

Children are a remarkably diverse population. Their identity is shaped by many factors including gender, race, cultural and family background, and values, language, religion, abilities, life experiences, and circumstances and temperamental qualities and personality. Family and cultural stories help children build strong, positive identities, especially if their culture is different from the predominant culture in their region. The values and practices of each child's family, community, and culture shape the feelings, knowledge, and expectations that influence social and emotional development.

Research shows that although there are studies of English-speaking, middle-class European-American children there is a noted lack of study of children from underrepresented groups, English learners, or from special populations. Therefore the use of language as an indicator of social and emotional competency may be different as applied to English learners, especially when they are observed in environments with predominantly English-speaking children and providers. As a consequence, children's social interactions, communication patterns, and play interests vary. Social and emotional development is influenced by the match between children's feelings, expressive behaviors, and the expectations of the social situation in which they find themselves. Therefore, environments for young children should provide diverse, non-stereotyping atmospheres in which cultural, ethnic, racial, linguistic, age, gender, and ability differences are embraced and respected.

Temperament styles also impact a child's social and emotional skills and the strategies early childhood educators use to help them gain appropriate social skills.

Children who have identified disabilities, behavior challenges, and who are at risk for developmental delays, may require additional support to promote their social and emotional development. For example, some children with special social and emotional needs may face particular challenges in developing successful peer relationships.

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Interaction with Adults. Goal 27: *Children trust, interact with, and seek assistance from adults.*

| Early Learning Guideline | Birth to 8 months | 6 to 18 months | 16 to 38 months | 36 to 60 months | 60 months through Kindergarten | First, Second and Third Grade |
|---------------------------|---|--|---|--|--|--|
| Developmental Task | Develop secure primary attachments. | Develop sense of self in relation to familiar adults. | Develop a growing sense of autonomy from familiar adults. | Develop increased confidence in seeking assistance from familiar adults | Are comfortable with familiar and unfamiliar adults in a variety of situations. | Develop competence to effectively interact with adults. in a variety of settings and with adults. |
| Indicators | <ul style="list-style-type: none"> Initially respond to the caregiver's attempts to interact. Cry, make sounds, or use body movements to signal caregiver for assistance, attention, or need for comfort Turn toward sight, sound, and smell of mother as opposed to an unfamiliar adult Show preference for primary caregivers Establish an attachment with the primary caregiver and other consistent adults in the child's life Are quieted by or seek comfort by an attachment figure when crying Lift arms to be picked up by an adult Establish and maintain interactions with caregivers Show preference for familiar adults through smiling and gestures Babble back and forth with caregiver and gestures Use body movements to initiate social interactions (pats adult's face) Look for caregivers' response in uncertain situations Follow caregiver's gaze to look at toy <p>Give cues to initiate and maintain interaction with the caregiver by end of the period</p> | <ul style="list-style-type: none"> Initially give cues to initiate and maintain interaction with the caregiver. Explore environment with guidance Enjoy solitary play (playing alone with books or toys for a few minutes) Begin to explore environment when primary caregiver is in the room Distinguish between familiar and unfamiliar adults (prefer comfort from familiar adult) Seeks support and security with familiar adults Toward the end of the period, may exhibit separation reaction by crying when caregiver is not in sight or clinging to caregiver in the presence of strangers (separation anxiety increases over time and then diminishes) Calm quickly after primary caregiver returns and explore again Cry out or will follow caregiver when he/she leaves the room May seek comfort from a favorite blanket or toy especially when a favored caregiver is absent Turn excitedly and lift arms to a favored adult on reunion after an absence May display anxiety when an unfamiliar adult gets too close Reconnect with the caregiver by making eye contact with him/her from time to time Play confidently when caregiver is in the room but run or crawl to him/her when frightened Seek assistance and attention from caregiver using verbal cues, words, sounds, or uses body movements Show awareness of feelings displayed by others by matching the facial expressions, and smiling responsively. Cooperate with caregivers in dressing, eating, playing, etc. Look for caregivers' response in uncertain situations or with inappropriate behavior Begin to recognize and respond to the emotional cues of self and others Begin to take care of needs by doing things like feeding his/her self or expressing a desire to take off own shoes Test abilities and the boundaries with familiar adults by the end of the period. | <ul style="list-style-type: none"> Call to caregiver from across the room while playing with blocks to make sure he/she is paying attention Feel comfortable playing from across the yard from the attachment figure but cry out or seek familiar adult when they fall down Begin to verbalize transitions. "I go to school, Mama goes to work," Show skillful ways to keep parent/caregiver with them, for example, gesture for one more hug when parent is leaving for work, or ask parent to help with one more task. Tests own abilities and the boundaries with familiar adults. Resist transitions or find ways to change transition. For example, bring grandma's favorite book to her to see if she will read it again after she says, "We are all done reading, and it is time for a nap" Imitate adult activities (pretend to cook; read next to adult who is reading) Initiate interactions and play with adults Respond appropriately to adults' verbal greetings Seek adult assistance with challenges Will play longer independently with toys or outside May insist on dressing, eating or fixing a toy without help even if they struggle. Check periodically with caregiver for help or reassurance when playing by self or with peers Are more familiar with rules and limits, but will test them often. Start activity after a caregiver makes suggestions, sometimes (use adult's suggestions to find missing pieces to a toy or items needed for an art activity) Begin to follow basic safety guidelines and requirements (hot-don't touch) | <ul style="list-style-type: none"> Separate with assistance from significant adults without demonstrating a great deal of anxiety (younger child may need extra help) Express affection for significant adults Approach adults for assistance and offer to assist adults Carry out actions to please adults at times Express feelings about adults (I love Grandpa) Play independently but seek comfort from familiar adults when distressed Ask questions of adults as needed to obtain information Follow caregiver's guidance for appropriate behavior in different environments Identify known safety roles and distinguish between trusted and unknown adults (police officers, fire fighters) Bring simple problem situations to adult's attention Work independently and ask for help only when necessary Works cooperatively with an adult to plan and organize activities and solve problems. | <ul style="list-style-type: none"> Show confidence and positive feelings about relationships with significant adults in addition to primary caregivers (teachers, next door neighbors, custodian, bus driver) Play independently but seek comfort from adults when distressed Use words to express needs and negotiate with adults Seek adult assistance to resolve conflict or safety concerns Ask questions and check with an adult before deviating from rules and routines Confides in at least one adult Demonstrate knowledge of culturally specific communication styles and their appropriate uses. | <ul style="list-style-type: none"> Attend to more facial cues, tone of voice, and situational and past experiences Can act confidently and independently in a variety of settings with adults Seek help when needed before attempting a new task Become responsible and independent to get needs met Distinguish ability, effort, and luck in attributions for success and failure Can wait for adult's attention See teachers and adults outside of family as trusted resources May deliberately seek adult approval Seek adults for arbitration Evaluate their achievements against peers and their perceived teacher expectations Make independent social interactions and respond to negative and positive interactions with adults by the end of the period. |

| Early Learning Guideline | Birth to 8 months | 6 to 18 months | 16 to 38 months | 36 to 60 months | 60 months through Kindergarten | First, Second and Third Grade |
|---|---|--|---|---|---|---|
| <p>Strategies for Caregivers</p> | <p>Respond consistently and promptly to child's cries and needs for comfort, reassurance, and to celebrate accomplishments. Develop consistent daily routines, following the child's lead around care giving needs (e.g. when usually hungry, tired alert).</p> <ul style="list-style-type: none"> • Provide a child-safe environment (free of hazard, dangerous toys or materials, free of violence, adequate shelter/housing, food, clothing.) • Show respect for child and everyone in his/her environment • Talk to, smile at or cuddle with and allow infant time to respond to you • Provide words to the infant's expression of emotion such as hungry, sad, sleepy, etc | <ul style="list-style-type: none"> • Prepare children for transitions. For example, "I'll be right back," when taking a break or "I'm going to fix lunch, what do you want to play with while I make your lunch," or "it's almost time to pick up." • Provide space and materials for child to engage in play on their own. Include indoor and outdoor play time. • Maintain consistent and responsive care giving for the child. For example: minimum transitions between teachers • Help review experiences so that the memories can be integrated into their self-narratives, by describing the environment • Create and keep alive good, warm, and joyful memories by talking about what happened during the day • Establish predictable family traditions • Respond consistently and promptly to child's cries and needs for comfort, reassurance and to celebrate accomplishments Provide opportunities for child to engage in games such as patty-cake and peek-a-boo Allow time for child to explore and practice self help skills. | <ul style="list-style-type: none"> • Listen carefully and with interest to what child says and expand on their thoughts or ideas • Set appropriate and consistent limits • Helps child manage feelings of distress and separation by allowing the child to feel the emotion and labeling it. (I can see you're sad that mom left, can I hold you?) • Responds to child's emotional and physical needs, verbal and non-verbal communications • Shows empathy and understanding to child; helps child identify feelings and situations. (e.g. "you are really mad at him! Let's find a way for you to have a turn with the ball) • Take opportunities to help child distinguish from self and other. (Here is my nose, where is your nose?) • Provide opportunities for child to engage in brief play and activities on their own. • Prepare children for transitions with cues. (It's almost time to go inside," or "we have just enough time to finish this puzzle before it's time to clean up." • Allow more time and patience for children to dress independently and provide easy to get on clothing (elastic waste band, larger sized shirts, socks with not heal) • Provide foods that are easy to eat independently and use small utensils | <ul style="list-style-type: none"> • Model, explain, and provide opportunities for child to interact appropriately and be respectful of adults • Communicate expectations clearly by modeling and showing the child how to respond • Show respect for child's choices and attempts at solving problems (trade with child) • Offer support and social cues for child who is working to establish peer relationships • Provide one-on-one time when a child can confide in a care provider/teacher daily • Provide opportunities for child to help and participate in routines such as picking up • Offer increasing choices within safe boundaries • Provide activities that encourage child to interact with an adult such as setting up the indoor and outdoor environments (planning and cooperation) | <ul style="list-style-type: none"> • Offer child suggestions for overcoming challenges when he/she asks for assistance • When a bias situation occurs, use the experience to discuss solutions and alternatives • Offer opportunities for the child to talk about and be listened to around emotional issues, individually with trusted adults • Model acceptance of individual differences • Specifically identify trusted members of the community (what their role is) • Supports child's social negotiations • Engage in meaningful conversations with child, following child's cues • Offers increasing choices and independence with in safe boundaries | <ul style="list-style-type: none"> • Provide stable environment and routines throughout the day • Offer opportunities for the child to solve social conflicts without direct adult support • Acknowledge pain, fear, and anxiety if the child is going through difficult times with trusted adults, such as divorcing parents, economic trauma, or a loss • Support child's ability to explore new concepts, accept different expectations, and view self as a learner • Acknowledge cultural values and beliefs about educators and education • Communicate frequently with parents and appropriate family members to clarify and support the importance of their role in their children's education and learning • Support various learning styles and rates of learning |

Interactions with Peers. Goal 28: Children develop friendships with peers.

| Early Learning Guideline | Birth to 8 months | 6 to 18 months | 16 to 38 months | 36 to 60 months | 60 months through Kindergarten | First, Second and Third Grade |
|---------------------------|--|---|--|---|---|--|
| Developmental Task | Begin to show interest in others. | Begins to show interest in peers. | Engage in play with peers | Engage in mutual social play that involves cooperation and shared purpose. | Engage in cooperative interaction with peers. | Initially are aware of and respond to others' needs. Use understanding of others' needs to help with positive interaction with other children by the end of the period. |
| Indicators | <ul style="list-style-type: none"> Initially respond and prefer caregivers face and voice Gaze and smile spontaneously at other children Show enjoyment in interactions with other children by kicking and reaching, using gestures, facial expressions, and vocalizations. Respond verbally when interacting with peers (laughing or babbling) Show interest in other children and visually track their actions Observe other children and imitate their sounds, actions, and motions Become sad or cry when other children are crying Begin to show awareness of feelings displayed by other by matching facial expressions and smiling responsively | <ul style="list-style-type: none"> Initially engage in self play Reach out to and engage momentarily with other children Pat arm of child nearby Poke or reach for other children to explore Push toys toward another child Hand toys to other children Take objects from other children Observe other children and mimic their behavior (See a child banging a toy and they begin to bang their toy) Vocalize and respond to other children (talking, smiling, babbling) Become sad when other children are crying and try to help (bring child a toy) Engage in parallel play or briefly play beside other children Begin to relate to other children | <ul style="list-style-type: none"> Play side-by-side with another child Observe and imitate another child's behavior or activity Initiate social interaction with peers (bringing toys to child, moving close to child or taking a child's toy) Show enthusiasm about the company of other children Spontaneously show preference for familiar playmates Respond verbally when interacting with peers (talking or signing) Will ask about other children (Where's Rafael?) Begin to understand how to take turns during play with peers, with considerable assistance Give up and keep objects during playful interactions with peers, with assistance Mimic other children's behaviors or movements Engage in brief social games (rolling the ball, ring around the rosy) | <ul style="list-style-type: none"> Play beside and interact with peers. Sometimes share toys with other children as they play Show enjoyment in playing with other children Engage with other children in play involving a common idea (dramatic play, block building) Begin to show preference for particular playmate Try a variety of strategies to engage a peer Separate willingly from adults to play with friends. Have at least one other friend Initiate conversations with other children; asks questions and responds Make decisions with other children, with adult prompts as needed (making rules) Can wait briefly for a turn when playing with other children Lead or participate in planning cooperative play with others Use play as a vehicle to build relationships and develop and appreciation for their own ability and accomplishments | <ul style="list-style-type: none"> Give social support to others (offer to help a peer who cannot find his/her toy, or role in play) Have friends in different settings (neighborhood, school, extended family) Maintain ongoing friendship with at least one peer Carry on conversations with peers Sustain interactions by cooperating, helping, sharing, and suggesting new ideas for play Complete simple projects with other children Set goals with other children for play and projects | <ul style="list-style-type: none"> Develop social structure with peers on basis of proximity (neighborhood, classroom) Develop social structures with peers on basis of gender, ethnicity, and popularity Develop a strong sense of belonging to a peer group Create a social structure of leaders and followers Use codes to identify informal groups (dress, vocabulary, activities, interests) Develop aggression and hostility within informal peer groups and outside of the informal groups Understand that acceptance from peers may be related to likability (viewed by peers as a worthy social partner) |

| Early Learning Guideline | Birth to 8 months | 6 to 18 months | 16 to 38 months | 36 to 60 months | 60 months through Kindergarten | First, Second and Third Grade |
|---------------------------|---|--|--|--|--|--|
| Strategies for Caregivers | <ul style="list-style-type: none"> • Provide guided opportunities to be around other children • Model positive response to children's sounds, cries, and moods with verbal and facial expressions • Respectfully imitate child while playing in give and take interactions and describe the interactions to other children in the setting. • Make different facial expressions and allow time for the infant to mimic or respond to expression (happy, sad, excited, surprised, etc.) • Provide words for the infant's expression of emotion such as hungry, sad, sleepy. etc.) • | <ul style="list-style-type: none"> • Verbally acknowledge children's feeling so that peers are aware of each others' feelings (Sam looks sad, let's go help him.) • Provide supported opportunities for child to play and interact with other children (Keep close proximity to children at play to help with language, sharing and playing together) • Play turn-taking games with child (peek-a-boo) • Provide songs and finger plays with children in small groups that are active (three little monkeys, three little ducks) • Provide opportunities for interactions near other children like rolling the ball or running together | <ul style="list-style-type: none"> • Help children communicate with others when negotiating toys, space and feelings, by providing words and explanations while expressing empathy for both children • Provide opportunities for child to engage in open ended play like dramatic play and free play with other children • Provide toys that can be played with by two or more children at one time or multiple sets of the same toy • Support child if he/she plays with or discusses imaginary friends, (What does your friend like to do?) • Provide books, toys and materials that show children from many settings and cultures • Facilitate play and communication between children of different ability levels, linguistic, and cultural backgrounds • Provided opportunity for children to engage in interactive games (rolling the ball, give-n-take, follow the leader) | <ul style="list-style-type: none"> • Provide opportunities for child to engage in a variety of play activities with other children (dramatic play, art projects block building, free play outside, and dance class) • Read books, flannel stories, etc. about children in cooperative situations and successful conflict resolution • Help child join other children in ongoing play • Engage child in conversations with another child • Support the child who is nonverbal with sign language, photos, and other visual supports for communication. • As appropriate, provide opportunities and support for families and children to explain a disability children in a class or in small groups • Cooperate with child and others in daily tasks • Demonstrate and explain how to be inclusive based on gender, culture, language, and abilities. | <ul style="list-style-type: none"> • Provide opportunities for children to initiate play in small groups in which each child has a specific role and responsibility • Actively address bullying behavior or child's attempt to exclude others • Support conflict resolution and rule negotiation • Support children as they create play themes and ideas • Model positive social problem-solving skills • Promote acceptance of linguistic, cultural, individual differences, and other forms of respect | <ul style="list-style-type: none"> • Intervene non-judgmentally and early when negative behaviors are developing, allowing children time to solve social dilemmas • Provide opportunities for all children to be leaders and followers in a safe, structured environment • Coach, model, and reinforce positive social skills that can improve peer relations |

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Interactions with Peers. Goal 29: Children demonstrate positive negotiation skills.

| Early Learning Guideline | Birth to 8 months | 6 to 18 months | 16 to 38 months | 36 to 60 months | 60 months through Kindergarten | First, Second and Third Grade |
|----------------------------|---|---|--|--|---|--|
| Developmental Tasks | Initially respond to caregiver's attempts to interact. | Give cues to initiate interaction with caregiver and peers. | Engage in a series of actions with caregiver and peers to solve problems or communicate ideas. | With adult support, can solve problems and communicate ideas with a peer. | Communicate with peers to solve conflicts, negotiate solutions, and share ideas. | Negotiate and solve conflicts using reasoning, judgment, critical thinking and a wide-ranging vocabulary. |
| Indicators | <ul style="list-style-type: none"> Communicate needs through crying, vocalizations and movements Uses voice to interact with caregiver in a conversational way (e.g. baby says "ooh", caregiver says "ooh") Reach out to touch adults, other children, or others' toys Express self through differing vocalizations (differentiated cry, hunger, pleasure, protest) Mimics facial expressions and simple movements Gives eye contact and follows movement in the room Uses voice to interact with caregiver in a conversational way (baby says ooh, caregiver says ooh) Gives or takes toys from a familiar adult Give cues to initiate interaction with caregiver by the end of the period. | <ul style="list-style-type: none"> Use others' facial expressions, gestures, or voices to guide behavior Use repeated actions to let others know what is wanted or to have fun Accept adult intervention to settle disputes over toys Take or lead others toward desired toy or activity to play (taking caregivers hand and lead them to a toy) Initiate an interaction by pointing Give and take toys from other children or adults Ask for help through sign language, crying, or simple speech Call out to caregiver from across the room Look over to caregiver to check-in Shares food with significant caregiver Engage in a series of actions with caregiver and peers by the end of the period. | <ul style="list-style-type: none"> Bring toys or objects to others as a gesture of play Spontaneously give hugs to others Follow a brief social game like rolling the ball, chasing, Ring around the Rosie May push, hit, or bite when another child takes a toy Use adult help to take turns, including giving up and keeping toys and other objects Follow simple directions and sometimes will test limits Assert ownership by saying "mine" Communicate with other children to settle arguments, with assistance Indicate preferences and intentions by communicating yes/no questions (Are you done with that? Are you still using it? Can Javier use it now? Do you want to keep it?) | <ul style="list-style-type: none"> Understand concept of "mine" and "his/hers" Approach other children positively Use simple strategies to solve problems, either individually or in a group (with assistance from an adult) Use different turn-taking strategies (bartering, trading, and beginning to share) Without using physical aggression, negotiate with other children to solve a problem, with some adult assistance State a position with reasons (I do not want to play right now because I am tired.) Seek out adult when needing help to solve a conflict Consider the need or interest of another child and accept or suggest mutually acceptable solutions | <ul style="list-style-type: none"> Attempt to settle disputes or solve problems with another child through negotiation, addressing own rights and the other child's needs, with assistance (I'll use the paste for these two pieces of paper and then give it to you.) Acknowledge that play includes issues of fairness, rules, intentions, or motives Verbally assert needs when disagreeing with friends without aggression Offer solutions and are open to suggestions when solving problems with others (You can have it now, if I can have it later.) | <ul style="list-style-type: none"> Apply awareness of others' emotions to negotiate conflicts Use cues to interpret others' feelings Understand, anticipate, and consider others' perspectives during negotiations Use problem-solving strategies to find solutions to solve disputes Tries a some strategies before seeking adult help Use a wide-ranging vocabulary of negotiation concepts to help solve problems |

| Early Learning Guideline | Birth to 8 months | 6 to 18 months | 16 to 38 months | 36 to 60 months | 60 months through Kindergarten | First, Second and Third Grade |
|---------------------------|---|---|---|--|---|---|
| Strategies for Caregivers | <ul style="list-style-type: none"> • Interact with child by holding, cuddling, hugging, smiling, and laughing with child appropriate to the child's responses • Nurture child during stressful times by using touch, verbal responses, or gestures • Learn to recognize child's intent and various vocalizations, facial expressions, gestures, and body language • Use words to label or narrate daily routines or child's expressions • Give child time to respond to interaction and then describe their response (you are so excited about this big red ball, want to hold it?) • Allow give and take when interacting with child. • Follow the child's lead | <ul style="list-style-type: none"> • Respond promptly physically and verbally to children's cues. (I'm warming up your bottle Jayden, here I come) • Model appropriate negotiation and conflict resolution skills with children (you both want this ball, lets get this other ball so you both have one) • Engage child in play and social interactions with other children (dancing, movement, talking at meal time, peek-a-boo) • Provide child with opportunities to make some choices • Verbally describe children's emotions and actions (look at you reaching; you want me to pick you up?) • Expand on child's language, "You said no, you don't want Jacob to take your toy." | <ul style="list-style-type: none"> • Provide opportunities for children to play in brief social games like follow the leader, rolling the ball, dramatic play, etc. • Model, show, and talk with child about rules, limits, and options and explain how they help people get along and keep children safe (Rules are to keep you and your friends safe) • Model and provide children with words to use when in a conflict (tell him he can have it when your done, or may I have that when your done?) • Teach child to avoid aggressive behaviors (biting, hitting, and yelling) and explain how these actions hurt others (It's not ok to bite, you can tell him you are mad.) • Demonstrate and explain positive effects of taking turns (Wow, look at Emma, when you gave her a turn on the swing, she was so happy because she didn't have to wait anymore.) • Build problem solving skills by engaging children in conversations to make decisions and find solutions (What can we do, you both want the ball?) | <ul style="list-style-type: none"> • Provide activities that allow child to negotiate social conflicts (dramatic play, blocks, and a variety of multicultural dress-up clothes) • Give child ample time to solve own problems before intervening • Model appropriate strategies for conflict resolution and use questions to stimulate thinking such as "What's happening here?" Read stories, us flannel board, or invent puppet plays in which characters solve conflicts appropriately • Build problem solving skills by engaging children in conversations to make decisions and find solutions (What can we do, you both want the ball?) • Model and provide children with words to use when in a conflict (tell him he can have it when your done, or may I have that when your done?) • | <ul style="list-style-type: none"> • Support child's attempts to problem-solve and manage conflicts, rather than solving it for them (What should we do to solve this problem?) • Discuss alternatives to situations responses (What do you want to try first...?) • Model vocabulary for negotiations | <ul style="list-style-type: none"> • Label and model various emotions • Foster development of mediation and negotiation skills according to children's developmental abilities and cultural beliefs • Model vocabulary for negotiations • Support children to select phrases and vocabulary to solve conflicts. |



Pragmatic Behavior. Goal 30: Children demonstrate awareness of behavior and its effects on others.

| Early Learning Guideline | Birth to 8 months | 6 to 18 months | 16 to 38 months | 36 to 60 months | 60 months through Kindergarten | First, Second and Third Grade |
|----------------------------|--|--|--|--|--|---|
| Developmental Tasks | Become aware that their actions may be linked to another's response | Begin to anticipate reactions to their actions. | Modify behavior in an effort to solicit others' actions or responses | Anticipate the impact of behaviors on others | Are increasingly aware that certain behaviors bring positive response and others do not. | Initially engage in positive relationships with acquaintances and friends. Have skills and strategies to adapt behavior for most social settings and relationships by the end of the period. |
| Indicators | <ul style="list-style-type: none"> • Repeat actions many times to cause a desired effect (smile because it make caregivers smile and laugh) • Recognize that certain adult actions are associated with expected behavior (When caregiver puts me in crib, I am supposed to go to sleep.) • Repeat vocal sounds or screeching to gain caregivers attention • Push or drop items off highchair and look to caregiver for reaction • Repeatedly bang or waves object and look to caregiver for response. • Anticipate specific reactions to their actions by the end of the period. | <ul style="list-style-type: none"> • Use others' facial expressions or gestures to guide my own behavior (I will look at my mother as I reach for the electric outlet.) • Begin to respond to words and tone of voice for redirection • May repeat behaviors despite negative consequences • Shake head "no" or "yes" in response to questions, mostly "no" even when means "yes" • Use simple gestures or signs to indicate needs or wants • Show understanding that characters from books are associated with certain actions or behaviors (animal book and animal sounds) • Bring or give toys to others to connect or play • Move toward or reach for caregiver to be held • Use repeated sounds or words to gain caregivers attention or reaction (ba,ba,ba and caregiver responds with "Ba, ba ball") • Modify behavior in an effort to solicit others' actions or responses by the end of the period. | <ul style="list-style-type: none"> • Imitate peers' behaviors (herding behavior- everyone goes to the block area) • Experiment with effects of own actions on objects and people • Demonstrate understanding that playing with certain objects will get adult's attention Experience consequences of a specific behavior but may not understand why the behavior warrants the consequence (why can't I bang on the pot?) • Recognize that certain behaviors will elicit positive or negative responses from adults • Anticipate the impact of their actions (will squint their eyes, or look to caregiver before they drop an object) • Can discriminate actions according to the age, gender, and circumstances • Will take others hand or ask others to come play • Will tell others no or yes to simple questions • Begin to understand the concept of taking turns in a game • Begin to anticipate the impact of their actions by the end of the period. | <ul style="list-style-type: none"> • Ask "why" questions to understand effects of behavior (If I do this, why does that happen?) • Ask "what" questions to understand effects of behavior (What will happen if I do this?) • Demonstrate understanding of the consequences of own actions on others (If I share my toy, they will be happy) • Recognize other children's kind behaviors • Show sympathy and/or empathy for physically hurt or emotionally upset child • Understand the need to wait for a short period of time for a fun game or activity • Understand the reasons for rules and routines within the group and accepts them • Begins to accept the consequences of behavior • Logically connect actions and reactions | <ul style="list-style-type: none"> • Describe how own actions make others feel and behave • Cooperate with peers to complete a project or games with little conflict • Engage in empathetic, caring behavior so others respond positively • Explain his/her response to others' actions and feelings (I gave her a hug because she was sad.) • Engage in and can maintain conversations • Differentiate interactions with family members, acquaintances, and friends depending on the settings and circumstances | <ul style="list-style-type: none"> • Internalize standards of the group but may still need adult monitoring, modeling, and reinforcement • Clarify and create links between moral rules and social norms • Interpret behaviors and words of others • Refrain from saying something that might embarrass or hurt others Learn self regulation within society or smaller groups based on actions and reactions • Begin to create rules for games and activities • Read subtle cues quickly and accurately to respond to modify behavior |

| Early Learning Guideline | Birth to 8 months | 6 to 18 months | 16 to 38 months | 36 to 60 months | 60 months through Kindergarten | First, Second and Third Grade |
|---------------------------|---|--|--|--|--|--|
| Strategies for Caregivers | <ul style="list-style-type: none"> Respond consistently to child's behaviors with similar actions, tone, and words Play turn-taking games with child (peek-a-boo) Respond to child's needs and celebrate achievements Expand on child's vocalization or actions (da,da, da, that sound is fun to make, look at you sitting up all by yourself) Provide opportunities for children to explore your face and to lead the interaction (you are looking at my eyes, what do you see?) While sitting with the child on the floor, provide opportunities for children to lead the interaction and describe what you see (You really like that book, it has pictures of babies). During care giving routines, give child cues to what will happen next, and allow time for them to respond Respond to child's cues and expand on their response (I can hear you are hungry, I will warm your bottle) | <ul style="list-style-type: none"> Anticipate the actions of children to prevent them from hurting themselves and others from being hurt. Around care giving routines, give child cues about what will happen next (I'm going to wipe you bottom, oh is that a little cold?) Be aware of your responses to child's behavior Talk with child about what they see or what they are doing. Respond to child's cues and expand on their response (you want me to hold you while mom says goodbye?) Be aware of the child's preferences and provide opportunities for children to make simple choices Use words to describe the emotion or action the child uses Respond to children's cues lovingly and consistently | <ul style="list-style-type: none"> Play games with child that demonstrate how behavior and actions cause effects (dump and fill games ,sequence songs) Model and explain waiting behavior (waiting your turn in grocery checkout line) Respond positively and with support to child's cues (I can see you would like my help with your shoes, can you say, "help please.") Use words to describe child's emotions Provide opportunities for children to play cooperative games like hide-n-seek, ring around the rosie, follow the leader Provide opportunities for children come up with ideas or games to play Talk with children about rules and safety and why they are important Provide opportunities for choices (You can choose the red one or blue one) Redirect children's negative behaviors into positive behaviors (Your body wants to throw today, how about you throw these balls into the basket) | <ul style="list-style-type: none"> Provide opportunities for dramatic play so that he/she can practice taking others' role or perspective Have child create "if-then" scenarios (If I pickup toys, then we will go for a walk.) When there is a conflict between two children, demonstrate empathy and understanding for both children and clarify the feelings and situation Provide opportunities for children to participate in developing rules for the environment (we walk inside, we keep our hands on our own bodies) using what and why questions | <ul style="list-style-type: none"> Demonstrate and provide opportunities for child to take others' perspective before making decisions (What would Maria think or feel if you gave her your books?) Engage child in a discussion of how he/she likes or dislikes to be treated | <ul style="list-style-type: none"> Promote and model moral sensitivity, judgment, motivation, and character for all children Learn about cultural variations in acceptable behavior Acknowledge cultural variations in behavior |

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Pragmatic Behavior. Goal 31: *Children participate positively in group activities.*

| Early Learning Guideline | Birth to 8 months | 6 to 18 months | 16 to 38 months | 36 to 60 months | 60 months through Kindergarten | First, Second and Third Grade |
|----------------------------------|--|--|---|--|--|---|
| Developmental Task | Emerging awareness of self and others. | Begin to make connections and associations with other people, places and regular routines. | Begin to understand and act upon social concepts and how they work in social environment. | Participate in a group activity in a cooperative manner and sustain play toward a common goal with other children. | Sustain group participation and work toward a common goal. | Participates in invented games and complex play with peers. |
| Indicators | <ul style="list-style-type: none"> Reach out to touch other children or grab their toys Smile at other children and adults Express contentment or joy when with other children or when a familiar adult is present Participate in simple give and take with adults by the end of the period. | <ul style="list-style-type: none"> Respond to other children in their environment by looking and reaching toward peers. Begin to watch simple associative play of other children with adult support Begin to participate in simple parallel play with other children (same toys but no playing together) Sit together briefly during some activities (snack, story time, lap time) Imitate others' behaviors in the group Begin to take turns with simple activities, with assistance Know some children's names Show empathy for a child who is crying or upset Become familiar with routines and rituals within the group or family | <ul style="list-style-type: none"> May spontaneously laugh and squeal in response to other children Briefly play with peers in structured play Use names of other children Able to wait to take turns with assistance Able to share some objects, people and space with peers, with adult assistance Show increasing enthusiasm about the company of others Participate in loosely structured group games (chase, dramatic play) Follow family and group routines (meal time behavior) Are mindful of their space and toys | <ul style="list-style-type: none"> Notice and comment on who is absent from routine group settings (play groups) Identify self as member of a group (refers to our family, our school, our team, our tribe) Use play to explore, practice, and understand social roles Join a group of other children playing, with adult prompts as needed Understand and comply with group rules. | <ul style="list-style-type: none"> Follow simple rules of participation in group activities Participate cooperatively in large and small group activities (sometimes a leader and sometimes a follower) Participate in classroom and group routines (join other children feeding the fish or building a structure) Willing to join in the middle of an on-going group activity with friends Invent and setup activities that include more than one child Are sometimes part of the audience and are active participants in group event | <ul style="list-style-type: none"> Follow rules of participation in more complex group activities Participate cooperatively in large and small group activities (sometimes a leader and sometimes a follower) Participate in classroom and group routines (join other children in group assignments) Willingly join in the middle of an on-going group activity with friends Invent and setup activities that include more than one child Assign roles to other children during group play Participate in play with informal peer groups during unstructured activities Choose friends and play activities based on skill and interests |
| Strategies for Caregivers | <ul style="list-style-type: none"> Provide opportunities and supervision for child to observe play groups Provide opportunities for child to play in a variety of environments with other children (park, friend's home) Provide consistent but flexible daily care routine | <ul style="list-style-type: none"> Provide opportunities for child to play with a few children with adult support Conduct group activities on a regular basis with singing and movement games Provide consistent daily care routine or schedule Give children warnings before transitions Have children participate in simple pick up (one or two items) | <ul style="list-style-type: none"> Identify with child the groups that he/she is a member of (family, school, community, cultural communities) Encourage participation in simple classroom duties and household chores Provide consistent schedule with ample warnings for transitions Provide opportunities for brief social games and group activities (Head, Shoulders, Knees and Toes) | <ul style="list-style-type: none"> Promote a sense of community and interdependence within groups (cleanup or meal preparation) Engage child in dramatic play that promote group work and an understanding of social roles Model teamwork with others to accomplish a task (have children watch adults prepare a meal together and ask them to contribute simple tasks to the team effort) | <ul style="list-style-type: none"> Engage children in group discussions and decision-making and encourage them to contribute their ideas and listen to others Encourage participation in group games, allowing children to make up or modify rules Model positive negotiation and problem-solving skills | <ul style="list-style-type: none"> Discuss the importance of teamwork when working with others to accomplish a task Clarify purpose of group activities and support the follow through to completion of task Group children according to abilities and what they each bring to the group rather than according to informal peer groups |

Pragmatic Behavior. Goal 32: Children demonstrate sympathy and empathy.

| Early Learning Guideline | Birth to 8 months | 6 to 18 months | 16 to 38 months | 36 to 60 months | 60 months through Kindergarten | First, Second and Third Grade |
|----------------------------------|--|--|--|--|--|--|
| Developmental Task | Learn about their world through observation. | Learn about their world through observation and interaction | Learn about emotions by observation and interaction Verbalize emotions and feelings. | Recognizes and responds to and another's emotions and situation | Can adjust their plans in consideration of others. | Have growing understanding of how another person feels. |
| Indicators | <ul style="list-style-type: none"> • Watch and observe adults and children's reactions and behaviors • Smile when sees a smiling face • Becomes upset or sad when someone is crying or upset • Responds to others by vocalizing or cooing • May reach out to others to touch • Reacts to human face more than to objects • Respond to another's cry by the end of the period. | <ul style="list-style-type: none"> • Explore plants, flowers, and other living things with multiple senses • Express interest and excitement about animals and other living things • Recognize and respond or react to strong emotion in caregiver or other children. • Like to look at and can recognize self and caregiver in a mirror. • • Increasingly uses social referencing (others reaction) and emotions to guide behavior • Offer objects and food to others • Will try to comfort another person who is upset • May become upset when others are hurt • Will copy emotions of others • Show interest and excitement about living things around them | <ul style="list-style-type: none"> • Demonstrate awareness of feelings during pretend play (soothes a crying doll) • Comfort peers when they are hurt or upset, with adult assistance • Name emotions of self and others (happy, sad) • Realizes and express how another child might feel (Tanya is crying, I think she is sad.) • Act kindly and gently with safe, child-friendly animals • Increasingly shares things with other, helps other, "cares" for baby siblings • Becomes concerned about objects related to social behavior (broken toys, missing buttons or puzzle piece) • Will initiate interactions with others • Begin to understand that others may have some feelings by the end of the period | <ul style="list-style-type: none"> • Notice and show concern for peers' feelings Continues to observe others' reactions • Adopt a variety of roles and feelings during pretend play • Communicate appropriate feelings for characters in stories • Care for and do not destroy plants, flowers, and other living things, with guidance • Consider what is alive, not alive, and dead • Keenly aware of what is unfair to themselves • Can label own emotions and increasingly the emotions of others | <ul style="list-style-type: none"> • Communicate others' feelings • Comfort family members or friends who are not feeling well or are upset • Express excitement about special events and accomplishments of others within cultural context and expectations • Volunteer to assist and comfort peers by using words and actions • Adjust plans in consideration of others' wants and needs, at times • Treat the earth and living things with respect • Have a growing sense of what is fair and unfair for self and others | <ul style="list-style-type: none"> • Communicate others' feelings and are developing the ability to understand that others can have more than one emotion at a time • Comfort family members or friends who are not feeling well or are upset • Still have difficulty with mixed emotions • Are refining de-centering skills to take another person's point of view • Facilitate cleanup or support living things with respect • Have an increasing sense of justice and fairness; will "stand up" for a friend. • Can comfort another without guidance |
| Strategies for Caregivers | <ul style="list-style-type: none"> • Respond quickly to child's sounds, cries, and moods in a gentle and reassuring way • Support and stay with child during stressful situations • Name emotions expressed by the child and respond empathetically • Model empathetic behavior with adults, children, and animals • Name emotions expressed by others (She's sad because she fell down) • During car giving routines, provide opportunities for child to observe and respond to caregivers face up close. • Provide opportunities for baby to interact with other babies | <ul style="list-style-type: none"> • Be aware and respectful of cultural differences in expression of emotions • Provide child with regular opportunities for play outdoors • Provide opportunities for child to observe animals in a safe environment • Provide mirrors and opportunities for children to see faces and emotions, including their own • Recognize when baby moves away and looks for response of caregiver • Provide opportunities for children to play together using social games and songs (rolling the ball, head shoulders knees and toes) • Follow child's lead when child is hurt or moving away from caregiver (Allow child to react first, then support with appropriate response) • Name emotions expressed by others (She's sad because she fell down.) | <ul style="list-style-type: none"> • Provide opportunities to identify emotions by the use of pictures, posters, and mirrors • Provide opportunities for social and dramatic play with simple themes and props, including those from own and different cultures • Share the wonders of the natural world with child (playing outside together; reading books and telling stories about the natural world; handling natural objects—shells, rocks, plants)) • Demonstrate and explain responses to loss, injury, and pain (Sam fell down, let's go see if he needs our help) • Accept children's strong emotions | <ul style="list-style-type: none"> • Model a friendly, positive, and respectful manner when listening and responding to child's comments and suggestions • Name and discuss feelings (I see that you're sad because...) • Imagine aloud together how animals and plants might feel • Provide opportunities for child to play with friendly and gentle animals, with close supervision • Play with other children to promote understanding of others' intentions and feelings with adult support | <ul style="list-style-type: none"> • Help child to assist others and take others' perspectives into consideration • Set an example for child by respecting the natural world and discussing why it is important (not littering) • Provide opportunities for children to care for classroom pets or plants • Discuss why a character reacts as he/she does in a story, while considering cultural differences | <ul style="list-style-type: none"> • Provide opportunities for child to share and discuss feelings • Help child to assist others and take others' perspectives into consideration • Implement classroom routines of protecting the community, natural resources through recycling, public awareness, neighborhood cleanup, and writing to elected officials and business leaders • Support conflict negotiation skills |

Pragmatic Behavior. Goal 33: Children develop a sense of humor.

| Early Learning Guideline | Birth to 8 months | 6 to 18 months | 16 to 38 months | 36 to 60 months | 60 months through Kindergarten | First, Second, and Third Grades |
|----------------------------------|--|---|---|---|--|---|
| Developmental Task | Laugh without humor, often in response to primary caregiver. | Initiate and respond to caregiver with laughter. Begin to understand abstraction and absurdity | Increase ability use language and body to initiate social humor. Have increased awareness of incongruity. | Use language, sounds, and meanings to initiate interaction with adults and peers. Use physical humor for social purposes. | Use humor to consolidate understanding of concepts and language use. Use increased abstract thinking and humor as a social skill. | Understand multiple meaning for words and situations and expand abstract abilities. Can follow sequences in stories to conclusions. |
| Indicators | <ul style="list-style-type: none"> Giggle and laugh in response to environment or people Start to differentiate familiar from unfamiliar React to small surprises such as sounds, faces, and peek-a-boo React to physical sensations: rocking, lifting React to gentle tickling and tummy raspberries Begins to initiate interactions from caregivers or other children Watches and observes the environment and at the people in it Recognize and take interest in new experiences and objects Ability to engage in a relationship | <ul style="list-style-type: none"> Like silly sounds and faces from familiar people-incongruity Enjoy frolic play Can understand object permanence (hiding and finding) Anticipate favorite routines Begin to understand physical humor such as falling down, laughing, looking between legs Begin to understand abstraction(treats an object like another object–shoe as a phone) Laughs at surprises and changes from the usual | <ul style="list-style-type: none"> Laugh at incongruities, visual and spoken (pants on head, cow says quack) Are more secure with concept knowledge, which allows flexibility for humor Exhibit social referencing, joint attention, and reciprocation with adults and peers (play chase) Exhibit physical humor (fall down and laugh, tickles) Begin word play Begins to initiate humorous situations | <ul style="list-style-type: none"> Like simple verbal jokes/riddles, although may not be able to replicate format (knock-knock); pre-riddle stage Participate in group glee Mimic impersonation Use slapstick, physical humor Laugh for the delight of laughing Use body function humor Make rude noises Make silly sounds and rhymes without meaning Use nonsense and real word combinations with meaning Use distortions of familiar attributes/concepts (man's head/dog's body, changes in size, shape,) Laughs at gender reversals and incongruous actions (cow on skates) | <ul style="list-style-type: none"> Use more word play, rhymes, magic tricks, jokes Begins to tell riddles and jokes with a format (knock-knock); riddle stage Participate in social interaction with humorous situations (silly pretend play) Use deliberate, humorously provocative actions Use physical humor (jumping, silly walks) Use humor for leadership and group acceptance Like gag jokes and toys such as plastic poop or vomit Like stories with funny characters, expressions, outcomes May use humor to initiate interaction with trusted adult Use humor with peers to initiate or extend a social interactions | <ul style="list-style-type: none"> Like cartoons/jokes and can follow sequences to punch line Likes riddles and jokes and may memorize some favorites Like stories with combinations of word play and situations Show empathy, not mean-spirited. Can self monitor with support sometimes Can sometimes use teasing and humor to be mean Can use humor as a part of a full range of expression Starts using humor as a coping mechanism Work on sense of appropriate timing for jokes Start to like practical jokes, sometimes on self. Start to decenter—can take another person's point of view about what is funny Use humor to demonstrate meaning and understanding |
| Strategies for Caregivers | <ul style="list-style-type: none"> Develop secure relationship Become familiar with child's temperament Use surprise faces/expressions Play peek-a-boo Provide gentle tickling Show responsive care giving | <ul style="list-style-type: none"> Develop secure relationship Use social referencing with delight/smiles Provide gentle tickling, while watching child's cues for when to stop Incorporate playfulness into fun routines (small chase games) Allow child to initiate play and responds Know when to stop Use simple rhymes and songs Initiates humorous play with some silly gestures or sounds Uses surprising sounds or facial expressions in play to elicit laughter | <ul style="list-style-type: none"> Follow the child's lead Know when to stop and protect child (wrestling, tickling, chasing) Read child's social cues Ask permission to tickle and chase Use simple rhymes and songs Allow child to initiate Use joint attention, social referencing, and reciprocation to know when child "gets it" Use amused look to communicate Use humor to extend interactions and glee Clarify social cues between peers when humor is misunderstood especially with a slightly older child | <ul style="list-style-type: none"> Expect jokes and group silliness, know how to guide Monitor intensity of experience Use humor as a behavior management strategy Read silly books, sing silly songs Understand role of humor in cognition and social development Use humor as a tool for language development Clarify social humor between children Use joint attention, social referencing, and reciprocation with child when humor is tentative Clarify and support joking/humor between peers | <ul style="list-style-type: none"> Respond to and create opportunities for humor Recognize differences in expression/response of humor Provide books with wordplay and situational humor Understand role of humor in cognition and social development Uses humor to extend child's thinking Clarify jokes and humor for children who are slightly younger to scaffold understanding | <ul style="list-style-type: none"> Understand role of humor in cognition and social development Provide opportunities for children to act out humorous roles Provide books with wordplay and humorous plots Uses humor to extend thinking and understanding Monitor and resolve use of mean humor and conflict between children |

Appreciating Diversity. Goal 34: Children adapt to diverse settings.

| Early Learning Guideline | Birth to 8 months | 6 to 18 months | 16 to 38 months | 36 to 60 months | 60 months through Kindergarten | First, Second and Third Grade |
|----------------------------------|--|--|---|--|--|---|
| Developmental Task | React differently to different settings and people. | Initially become aware and are anxious when their primary caregiver leaves By the end can become very upset and cling | Initially show concern when new people and new experiences are presented without time for adapting to the new idea. Begin to adapt to new settings and people with some assistance by the end of the period. | Adjust/transition to new settings and people with adult assistance) and without adult assistance (| Begin to anticipate what to expect in new settings. | Initially begin to react differently to different settings. Adjust more quickly to unexpected events by the end of the period. |
| Indicators | <ul style="list-style-type: none"> Actively observe surroundings Demonstrate recognition of a new setting by changing behavior (looks to parent for guidance) When ready, will explore new settings with support from caregiver May show different reactions to familiar and unfamiliar people by the end of the period. | <ul style="list-style-type: none"> Explore new settings with support from caregiver Demonstrate awareness of different settings by clinging or staying close to caregiver May become anxious when separated from primary caregiver if not routine May refuse to look at or respond to unfamiliar people May show irritability when routines are disrupted | <ul style="list-style-type: none"> Begin to separate from primary caregiver in familiar settings outside the home environment (not always easily) Explore and play in a range of familiar settings Display ease and comfort in a variety of places with familiar adults (home, store, car, playground) Ask questions or act in other uncertain ways in unfamiliar settings and environments May resist leaving a familiar setting | <ul style="list-style-type: none"> Explore objects and materials and interact with others in a variety of new settings Adjust behavior in different settings (home, playground) Adjusts to transitions from one activity/setting to the next during the day | <ul style="list-style-type: none"> Express anticipation of special events in different settings Accommodate a variety of settings throughout the day Anticipate diverse settings and what will be needed in them, with assistance (We're going to the park, so I'll bring a ball. We're going to the lake, so I'll need my swim suit.) | <ul style="list-style-type: none"> Develop fears directed to new concerns including physical safety, achievement, peer relations Adjust to special events in different settings Recognize that other people have opinions and sometimes worry about what others are thinking |
| Strategies for Caregivers | <ul style="list-style-type: none"> Establish family rituals, routines, and activities Provide adequate transition time and talk with child about upcoming changes to schedule or setting Provide child with his/her special blanket or other object for comfort during changes | <ul style="list-style-type: none"> Provide child with opportunities to view and explore new environments with adult support Reassure child and offer comfort in new setting by staying close Read child's cues and body language when in new situation (If child shows distress, stay close, reassure and limit exposure time. Be sure to speak with child about a new setting in his/her home language Provide child with consistent objects and routines to help adapt to changes in settings | <ul style="list-style-type: none"> Accept that child may be uncomfortable when routines change and comfort him/her Introduce child to a variety of settings, including diverse cultural settings (libraries, general stores, post office) If child is uneasy or clingy in new environment, reassure the child and consider reducing the time you stay. Visit new environments repeatedly (zoo, library, park) so child can become familiar Talk with child about how one setting is different from another setting | <ul style="list-style-type: none"> Provide child with reminders when changes in schedule are planned Demonstrate and explain appropriate behavior for different settings Involve child in signaling transitions (ringing bell, singing particular song) | <ul style="list-style-type: none"> Prepare child for transitions to kindergarten through a variety of activities (visit a kindergarten classroom, practice taking a school bus) Encourage child to think about and be prepared for diverse cultural settings Include children in planning culminating or celebratory activities associated with transitions.(going to kindergarten or first grade) | <ul style="list-style-type: none"> Provide activities for children to express fears in a safe environment (journal writing or drawing pictures) Make professional support available to parents and children when children's fears interfere with their ability to grow, develop, and learn Create opportunities for children to develop and carry out activities associated with transitions |

Appreciating Diversity. Goal 35: Children recognize, appreciate and respect similarities and differences in people.

| Early Learning Guideline | Birth to 8 months | 6 to 18 months | 16 to 38 months | 36 to 60 months | 60 months through Kindergarten | First, Second and Third Grade |
|----------------------------------|--|--|---|--|---|--|
| Developmental Task | Becomes aware of the differences between primary caregiver and strangers | Recognizes primary caregiver and strangers. | . Become aware of similarities and differences between themselves and others | , . Are curious about why they are different or similar to others | Recognize and are curious about differences and similarities in people. | Initially are aware of the differences between primary caregiver, family, and strangers. Able to respect similarities and difference and begin to create solutions to biases by the end of the period. |
| Indicators | <ul style="list-style-type: none"> Observe self in mirror but initially does not recognize the image as self Focus attention on others Notice others' physical characteristics (pats another person's hair) Will respond more to familiar face than a strangers face Can distinguish primary caregivers from others by the end of this period | <ul style="list-style-type: none"> May express curiosity about others who are of different ethnic and cultural backgrounds, of a different gender, who speak other languages, or have special needs , if they have the opportunity to regularly interact with others Recognizes self in mirror Observes strangers from a distance Seeks primary caregiver if stranger approaches too quickly Approaches and is curious about other children Play in the presence of other children Can play near others who are different than them by the end of the period. | <ul style="list-style-type: none"> Becoming aware of differences in gender and other basic similarities and differences between self and others with adult guidance. May verbalizes general differences in gender, clothing, skin color, hair color Demonstrates awareness of personal preferences (mommy likes the red car, I like the fire truck) Maybe shy or reserved with new people or animals. | <ul style="list-style-type: none"> Compare similarities or differences of others (height, hair color) in his/her circle of contact Develop awareness, knowledge, and appreciation of own gender and cultural identity Include other children in his/her activities who are of a different gender, ethnic background, who speak other languages, or who have special needs, with guidance Ask questions about other families, ethnicity, language, cultural heritage, and differences in physical characteristics Demonstrates an understanding of inclusion or fairness through words and actions | <ul style="list-style-type: none"> Show concern about personal fairness within a peer group (Everyone else gets a turn. That's not fair.) Recognize others' abilities in certain areas (Jamie sings really well. Marie is a fast runner.) Name and accept differences and similarities in preferences (food preferences or favorite play activities) Notice that other children might use different words for the same object (mother is said differently in different languages) Begin to examine a situation from others' perspective Defend their right and others rights to fair treatment. | <ul style="list-style-type: none"> Recognize others' abilities in certain areas and how it is different from their own abilities Name and accept differences and similarities in preferences (food preferences or favorite play activities) Notice that other children might use different words for the same object (Mother is said differently in different languages.) Examine a situation from others' perspective Recognize stereotypes and culturally or linguistically unfair or biased behavior |
| Strategies for Caregivers | <ul style="list-style-type: none"> Share and explore family and community culture with child Model appreciation for diversity with other adults and children Recognize that introducing a child to a second language has cognitive benefits | <ul style="list-style-type: none"> Tell stories and read books that explore people with diverse abilities and cultures Provide opportunities for child to interact with children of diverse abilities, cultures, and ethnicities Encourage child to develop a sense of fairness for self and for others Actively support the ongoing use of home language as the English Language Learner acquires English Play music and sing songs in the languages of the children in a group Provide meaningful opportunities with different languages in the classroom. Include common words in everyday activities (hello, goodbye, colors, counting, songs) | <ul style="list-style-type: none"> Provide child with a variety of social and dramatic play materials reflecting cultures of families in community Introduce child to people, experiences, interactions, and social settings that are diverse through books, songs, and people Infuse child's environment with multicultural objects, music, art, and language Talk to children about preferences, and ask questions or expand on their responses. (Which one do you think Billy would like?) | <ul style="list-style-type: none"> Provide opportunities for child to describe own cultural and physical characteristics Celebrate cultural, linguistic, and physical similarities and differences of all children and families Demonstrate and explain that one person may play different roles (father and teacher) Invite parents and others from diverse cultures to tell stories and read books to children | <ul style="list-style-type: none"> Discuss why it is positive to celebrate and learn about others' lives and experiences Actively address bias behavior and teach anti-bias responses (correctly pronounce and use children's names) Engage children in songs, rhymes, and counting games in a different language | <ul style="list-style-type: none"> Demonstrate and explain why it is positive to celebrate and learn about others' lives and experiences Actively address bias behavior and teach anti-bias responses (correctly pronounce and use children's names) Engage children in songs, rhymes, and counting games in a different language |

SUBDOMAIN: EMOTIONAL DEVELOPMENT

Self-Concept. Goal 36: *Children perceive themselves as unique individuals*

| Early Learning Guideline | Birth to 8 months | 6 to 18 months | 16 to 38 months | 36 to 60 months | 60 months through Kindergarten | First, Second and Third Grade |
|----------------------------------|---|--|--|--|--|--|
| Developmental Task | Becoming aware of their body as separate from their primary caregiver. | Developing awareness of self as separate from primary caregiver. | Increasing awareness of their personal characteristics and preferences | Use strategies to get their needs met and to distinguish self from others. | Begin to recognize their personal characteristics, preferences, and abilities. | . Have skills for working independently and with others |
| Indicators | <ul style="list-style-type: none"> • Explore own body (observes hands, reaches for toes) • Explore the face and other body parts of others (touches caregivers' ears, hair, hands) • Show awareness of self in voice, and body • Respond with gestures or vocalization to sounds, movement, or the facial expressions of others • Shows interest and may reach for others | <ul style="list-style-type: none"> • Signal caregivers for assistance, attention, or need for comfort • May become upset when separated from parent • Point to at least two body parts when asked. • Respond with gestures or vocalizations when name is spoken • Show awareness of self in a mirror image. • Protest when preferred activity is stopped. • Grasping and banging objects, feeling a sense of ability in body to make something happen • Increased independence in playing with toys • Increased interested in others bodies, especially faces | <ul style="list-style-type: none"> • Test limits and strive for independence • Becomes upset when separated from primary caregiver and may cling upon reunion • Recognize and call attention to self when looking in the mirror or at photographs • Identify self and use own name when asked (I am a boy. My name is Rueben.) • Identify objects as belonging to him or her (mine!) • Show awareness of being seen by others (exaggerates or repeats behavior when notices someone is watching) • Occupy self appropriately for brief periods of time (10 to 15 minutes) • Attempt to complete basic daily living tasks (eating, getting dressed) • Can make choices when given two to three options • Indicate preferences by answering yes/no questions | <ul style="list-style-type: none"> • Demonstrate awareness of their abilities, characteristics, and preferences • Refer to self by first and last name and use appropriate pronouns (I, me) rather than referring to self in third person • Choose individual activities (doing puzzles, painting) • Express self in different roles during pretend play • Can express feelings about separating from primary caregiver • Compares self with others • Describe self as a person with a mind, a body, and feelings • Describe family members and begin to understand their relationship to one another • Exert will and preferences. | <ul style="list-style-type: none"> • Take pride in their responsibilities and follow through on them (help with chores) • Begin to show self-direction in actions • Differentiate preferences for self and others (I like to play with blocks and she likes to play with trucks.) • Verbalize their individual abilities • Express needs • Identify roles within family, school, and community | <ul style="list-style-type: none"> • Show self-direction in actions • Share information about self with others • Can plan activities and behavior that include doing things alone ,with a group or with family • Work independently and interdependently and show pleasure from it • Can take care most of their dressing, hygiene, and social decision-making. • Accept responsibilities and follow through on them (helps with chores) • Describe self using behavioral characteristics (I am a great soccer player.) |
| Strategies for Caregivers | <ul style="list-style-type: none"> • Cuddle, physically nurture, and be responsive to child to foster trust and attachment • Help child learn to calm self (model calming behavior, offer soothing objects) • Recognize that many families value interdependence and some children will show varying levels of independence and stronger bonds with family and community • Through daily care routines, provide opportunities for children to explore your face and hands • When approaching a child, talk to them about what is going to happen next (I'm coming with your bottle Jade, how about we rock in the chair while you drink your milk) | <ul style="list-style-type: none"> • Make time to be alone and fully engaged with child • Give child time to remain engaged in activities • Tell stories and sing songs from child's home culture • Read books and stories with real pictures of babies and faces • Play on the floor with children and allow them to crawl over, climb and pull up using you as a support. • Talk and sing to children about body parts (Head shoulders knees and toes) • Verbally describe what children accomplish (wow, you climbed all the way up the ramp) | <ul style="list-style-type: none"> • Provide opportunities for child to talk about self and others, including cultural and linguistic characteristics • Be aware and respectful of cultural differences in valuing independence • Expect child to protest as he/she expresses individuality • Read books and stories about different abilities and cultures • Talk and sing to children about differences and similarities | <ul style="list-style-type: none"> • Acknowledge child's accomplishments • Encourage child to experiment with growing competence and individuality by providing child opportunities to make choices or decisions • Engage child in drawing pictures of self and others and talk about similarities and differences | <ul style="list-style-type: none"> • Provide opportunities for child to share information about self in multiple ways (storytelling, drama, drawing, writing) • Talk with child about the characteristics he/she has that represent his/her cultural background or family • Provide culturally relevant materials that allow child to see himself/herself in books, dolls, and dramatic play materials | <ul style="list-style-type: none"> • Provide opportunities for child to share information about self in multiple ways (storytelling, drama, drawing, writing) • Talk with child about the characteristics he/she has that represent his/her cultural background or family • Provide culturally relevant materials that allow child to see himself/herself in books, dolls, and dramatic play materials |

Self Efficacy. Goal 37: Children demonstrate belief in their abilities

| Early Learning Guideline | Birth to 8 months | 6 to 18 months | 16 to 38 months | 36 to 60 months | 60 months through Kindergarten | First, Second and Third Grade |
|--------------------------|---|--|---|---|---|---|
| Developmental Task | Begins to calm self for brief periods | Beginning to view themselves as capable | View self as capable of starting and completing a simple task | Develops sense of competence | Believe they are capable of influencing the world around them. | Initially can understand and comply with rules of family, school, and society. Can reason through moral dilemmas by the end of the period. |
| Indicators | <ul style="list-style-type: none"> • Can calm self for brief periods by sucking or staring at an object • Repeat a sound or gesture that creates an effect (repeatedly shakes a rattle after discovering that it makes a sound) • Recognize that adults respond to cues • Explore environment—at first in close contact with caregiver and then farther away from caregiver as child grows • Look to caregiver when accomplishing new tasks (sitting, pulling up) • May sometimes show signs of “global empathy” and get upset when someone else is upset | <ul style="list-style-type: none"> • Give objects or toys to others (pickup a rock then reach to give it to caregiver) • Smile when succeeding in a task/activity • Monitor caregiver’s emotional expressions in situations of uncertainty • Begin to express a desire for individuality • Say “no” and use frequent tantrums to express the desire to be independent • Show genuine concern for another’s distress • Project empathetic behavior of their own needs on another • Begin to express desire for individuality • Continually need to stay away from danger • Show concerns about broken toys or damaged goods that do not conform to an expected standard | <ul style="list-style-type: none"> • May show a few signs of feelings associated with actions • Recognize own accomplishments • Show completed projects (drawing, pile of blocks) to caregiver • Act as if they are capable of doing new tasks and activities (copy use of adult tools, try to sweep the floor with an adult-sized broom, want real tools) • Seek help after trying something new or challenging • Occasionally demonstrate rudimentary self-control when they stop themselves from doing something but still unreliable • Begin to follow internalized rules part of the time (puts self in timeout) • Use social referencing (check out emotional responses of others) to regulate behavior • Often pretend to discipline doll during play, showing understanding of rules • Still have difficulty transferring rules across time and setting • Still rely on caregiver to follow rules and to contain impulses some of the time and may act out if no one else is in the room • May not be able to generalize about objects that cannot be touched • Show several signs of feelings associated with actions by the end of the period. • Begin to understand that sharing is important • Are still likely to take another child’s toy and possessions • Realize others’ needs may be different from their own • Are aware when they have done something wrong and anticipate feelings of others and possible consequences • Are aware of differences between moral and social-conventional violations and respond by telling other children about the effect their behavior | <ul style="list-style-type: none"> • Express delight with mastery of a skill (I did it myself.) • Ask others to view own creations (Look at my picture.) • Demonstrate confidence in own abilities (I can climb to the top of the big slide! A child in leg braces has a big smile on their face when using a walker by themselves.) • Express own ideas and opinions • Enjoy process of creating • Demonstrates pride and pleasure when someone reacts to the child’s action or creation • May argue with caregiver about what they are supposed to do • Will use private or inner speech to help remember rules and standards for behavior • Show less negativism and comply most of the time • Are more likely to experience guilt when they hit other children, break toys, or make a parent sad • May show a few signs of feelings associated with actions • Show some self-criticism, shame, and guilt if they misbehave • Are more consistent in sharing and view it as an obligation | <ul style="list-style-type: none"> • Take on new tasks and improve skills with practice (wheeling self in wheelchair) • Initiates actions or activates with peers • Views self as capable of starting and completing a task • Express delight over a successful project and want others to like it too • Persist on tasks until finished • Participate in community service projects | <ul style="list-style-type: none"> • Take on new tasks and improve skills with practice (wheeling self in wheelchair) • Express pride over a successful project • Start a task, can expand on it, and work on it until finished |

| Early Learning Guideline | Birth to 8 months | 6 to 18 months | 16 to 38 months | 36 to 60 months | 60 months through Kindergarten | First, Second and Third Grade |
|---------------------------|--|---|---|--|--|---|
| Strategies for Caregivers | <ul style="list-style-type: none"> • Provide early face-to-face interactions and provide internalized rules about reciprocity, turn-taking and discourse • Stay near child to provide encouragement that is appropriate to the child's individual temperament • Provide a safe environment for child to explore many activities | <ul style="list-style-type: none"> • Describe and acknowledge child's actions and accomplishments (by smiling and saying, you took off your socks.) • Provide materials so child can experience success • Be patient, wait for child to be frustrated with their attempts before offering assistance | <ul style="list-style-type: none"> • Encourage or provide opportunities for the child to engage in new tasks that they can accomplish successfully • Provide safe environment for active exploration • Celebrate with child over accomplishments and explorations • Monitor child and support as he/she pushes self to try new abilities (keeps going higher on ladder) | <ul style="list-style-type: none"> • Model how to do something and provide opportunities for child to try to do it • Provide plenty of time and opportunities for child to play, explore, experiment, and accomplish tasks and sense of competence • Invite child to share ideas, skills or ways to solve a problem | <ul style="list-style-type: none"> • Engage child in attainable and challenging opportunities that will build on abilities • Encourage child to take the next step in a challenge • Give child realistic chores and make a chart of all the work accomplished • Demonstrate confidence in child by allowing him/her to make reasonable decisions and choices • Take every opportunity to celebrate success • Give genuine, specific praise that focuses on the task (You picked up the toys well.) | <ul style="list-style-type: none"> • Give child realistic chores and make a chart of all the work accomplished • Demonstrate confidence in child by allowing him/her to make reasonable decisions and choices • Ensure that environment is safe from cultural or other forms of bias (review materials to ensure there are no stereotypical or racist images in books, dolls, or other objects in the environment) |

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Self-Control. Goal 38: *Children regulate their feelings and impulses.*

| Early Learning Guideline | Birth to 8 months | 6 to 18 months | 16 to 38 months | 36 to 60 months | 60 months through Kindergarten | First, Second and Third Grade |
|---------------------------|---|---|---|---|--|--|
| Developmental Task | Begins to clam and sooth self for brief periods of time | Begin to recognize and respond to the emotional cues of others | . Learning to accept limits and boundaries with adult support | . Becomes increasingly able to control actions, words and emotions in response to situation or adult request. | Increasingly able to manage and express their own feelings appropriately. | Increasingly able to manage and express their own feeling appropriately and able to inhibit inappropriate words, actions and emotions most of the time without adult supervision. |
| Indicators | <ul style="list-style-type: none"> • Signal needs with sounds or motions (cry when hungry or reach for wanted object of comfort) • Relax or stop crying when comforted (when swaddled or spoken to softly) • Comfort self by clutching, sucking, or stroking when tired or stressed (calm while stroking or holding soft blanket, get fist, fingers or pacifier to mouth for self soothing) • Cry or use other vocalizations, facial expressions, or body language to express emotions and to get needs met • Communicate need for support or help from adults (hold out arms when tired) • Anticipate routine interactions (lift arms toward caregiver to be picked up) • Develop increasing consistency in sleeping, waking, and eating patterns • Show awareness of change and routine—may object to changes • Respond to emotional cues and social situations (crying when other babies cry) | <ul style="list-style-type: none"> • Seek caregiver support and attention when feeling strong emotions • Begin to control impulses (say “no” when reaching for forbidden object; restrain self from stepping on a book on the floor) • Engage in some regular behaviors (sing or babble to self to sleep, go to high chair to be fed) • Participate in routine interactions (quiet body when picked up; cooperate in dressing) • Follow some consistently set rules and routines • Smile, wave, or laugh in response to positive adult interaction • Shake head or gesture to indicate wants and needs | <ul style="list-style-type: none"> • Match emotions to environment and situations • Test limits and strive for independence • Anticipate and manage emotions associated with them (help to pickup and put away blocks at cleanup time) • Recognize and express emotions towards familiar persons, pets, or possessions with appropriate facial expressions, words, gestures, signs, or other means • Learn about and begin to name own feelings and that it is okay to feel silly, sad, angry, and all other emotions • Seek caregiver support when needing help • Shows anxiety over separation from teacher but will calm down once teacher has left. • Plays near and is interested in other children • Will offer or take toys from other children • Beginning to understand concept of property such as “yours,” “his” and “mine” • Will carry out simple one or two step directions • May become easily frustrated with challenging tasks (cries when a toy won’t do what they want, or they can’t get their socks off) | <ul style="list-style-type: none"> • Express strong emotions constructively, at times with assistance • Express ownership of feelings and desire to control self, with assistance • Calm self after having strong emotions, with guidance (go to quiet area or request favorite book to be read when upset) • Sometimes wait for turn and show patience during group activities • Stick with difficult tasks without becoming overly frustrated • Participate easily in routine activities (meal time, snack time, bedtime) • Follow simple rules without reminders (handles toys with care) • Demonstrate increasing ability to use materials purposefully, safely, and respectfully • Adapt to changes in daily schedule • Predict what comes next in the day, when there is an established and consistent schedule • Name and talk about own emotions • Use pretend play to understand and respond to emotions • Associate emotions with words and facial and body expressions • Use drawing, painting, and clay to express emotions | <ul style="list-style-type: none"> • Express self in safe and appropriate ways (expresses anger or sadness without fights) • Show ability to control destructive impulses, with guidance • Seek peaceful resolution to conflict • Stop and listen to instructions before jumping into activity, with guidance • Participate in own care routines when there is a special health care need • Follow rules in different settings (lower voice when enter library) • Apply rules in new but similar situations • Explain simple family or classroom rules to others • Express feelings through play • Share own excitement with peers, caregivers, and adults • Acknowledge sadness about loss (change in caregiver, divorce, or death) • Do not inhibit emotional expression (cry when feels sad) • Name some levels of emotion (frustrated, angry) | <ul style="list-style-type: none"> • Show the ability to understand that access to different information can cause people to have different perspectives • Appreciate others’ perspectives • Are aware of the need to manage negative emotions as they compare others’ accomplishments that are not their own • Display growing ability to control their emotions in various settings and circumstances • Demonstrate various emotions according to culture and abilities • Engage in and complete routines without assistance (put papers away, sign up for lunch preference, put coat on to go outside to play) • Require extra time and setup to participate in own care routines when there is a special health care need • Follow rules in different settings (lower voice when enter library) • Apply rules in new but similar situations • Provide longer monologues or narrations of family or classroom rules to others • Express a wider range of emotions, such as pride • Are able to inhibit expression of emotions • Develop the ability to understand others’ emotions and feelings as they begin to better understand their own feelings (perspective taking) |

| Early Learning Guideline | Birth to 8 months | 6 to 18 months | 16 to 38 months | 36 to 60 months | 60 months through Kindergarten | First, Second and Third Grade |
|---------------------------|---|---|--|--|---|---|
| Strategies for Caregivers | <ul style="list-style-type: none"> • Snuggle, cuddle, and physically nurture child in ways appropriate to their specific sensory needs • Respond to child's signals for attention • Check environment for appropriate levels of noise, temperature, light, and other stimuli and be aware of environmental factors that might cause distress • Establish routines for eating, sleeping, diapering, and other regular activities while taking into account family's care practices and child's schedule • Be aware that young children cry to express a range of feelings, and respond appropriately • Comfort a child quickly when he/she cries; this helps him/her feel safe • Model and respond to child's displays of pleasure by matching child's emotions with facial expressions, tone, and words • Respond to child's displays of distress by staying with child and sensitively helping child with difficult feelings • Nurture child with kind words, hugs, and cuddles being sensitive to individual sensory needs • Encourage use of transitional object | <ul style="list-style-type: none"> • Stay with child during stressful situations to help him/her regulate emotions • Model managing own emotions and impulses • Name own emotions when interacting with child • Maintain and support children's routines for eating, sleeping, and other daily care activities • Talk with children about emotions through books and songs • Support and comfort children's emotions but labeling and providing ideas to help (You are really mad, do you want me to hold you?) • Read books and talk to children about feelings | <ul style="list-style-type: none"> • Set simple rules and respond consistently to child's behavior • Offer child real choices that are okay from the adult's point of view (Do you want to wear a red or blue sweater?) • Maintain consistency when establishing limits (bedtime, sweets, etc.) • Recognize that a child's protests of limits are a normal part of development • Listen carefully and with interest to what child says, expanding on the message • Provide opportunities for child to experience a range of emotions • Use words to teach child to associate feelings with their proper names • Support and comfort child when he/she develops fears • Model a range of appropriate ways to express different feelings • Talk with child about feelings • Talk with child when they are calm about strategies for managing emotions(e.g. deep breathes, trusted adult, transitional object) • Understand that child may need assistance in discussing and expressing feelings • Recognize that some children may not express emotions verbally (invite child to draw pictures, use signs or gestures, or go for a walk to express emotions) • Consider the values of families and cultural groups regarding emotional expression (do not force or deny child's emotional expression) | <ul style="list-style-type: none"> • Anticipate and provide guidance when child needs assistance regulating emotions • Provide child with schedules and routines • Prepare child for changes in daily schedule by providing advance warning, talking with, and listening to child • Provide opportunities for child to understand and discuss own and others' feelings • Model appropriate expression of emotions and talk about how you feel (singing when you are happy, sighing when you are frustrated, pounding clay when angry) • Discuss how the characters in a book might feel while reading books with child • Be aware of cultural and gender differences in expressing feelings • Avoid stereotyping children's expression of emotion (validate boys when they cry, girls when they get angry) • Incorporate books on feelings that reflect the language and cultural background of child • Engage child in pretend play with other children using realistic props that encourage children to act out real life situations and feeling in response to situations • Acknowledge child for expressing and regulating feelings | <ul style="list-style-type: none"> • Guide group discussions about problem solving and conflict management • Help children understand and accept different ways of expressing emotion and communicating (set rules that prohibit children from making fun of each others' differences) • Provide opportunities for child to share and talk about feelings with adults and peers • Positively acknowledge child for expressing emotions appropriately • Help child express his/her feelings as he/she plays with others, pretends with toys, expresses through art media, and listens to stories • Provide transition cues when moving to new activities • Respect individual differences children's personalities and temperaments | <ul style="list-style-type: none"> • Support and celebrate children's growing ability to show and understand their own behavior and emotions • Provide routines and structure within the children's day to allow them to respond to the unexpected • Make daily plans with child, underlining items that are different from the usual routine • Support children's feelings non-judgmentally • Guide children's ability to identify their own emotions and those of others • Provide opportunities for civic engagement • Provide opportunities for children to support each other |