

**DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT****SUB-DOMAIN: SOCIAL DEVELOPMENT****INTERACTION WITH ADULTS****GOAL 27: CHILDREN TRUST, INTERACT WITH, AND SEEK ASSISTANCE FROM ADULTS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
6 to 18 Months	Shows sense of self in relation to familiar adults.	<ul style="list-style-type: none"> <li>▪ Gives cues to initiate and maintain interaction with the caregiver.</li> <li>▪ Explores environment, with support.</li> <li>▪ Engages in brief solitary play (playing alone with books or toys) with adult oversight.</li> <li>▪ Distinguishes between familiar and unfamiliar adults.</li> <li>▪ Seeks support and security with familiar adults.</li> <li>▪ May exhibit separation reactions of crying, clinging, or searching for or running after the caregiver when the caregiver is not in sight or leaves the room (in this age range, separation issues and anxiety may increase over time and then diminish).</li> <li>▪ May seek comfort from a favorite blanket or toy especially when a favored caregiver is absent.</li> <li>▪ Upon reunion with familiar adult, turns excitedly, lifts arms and/or calms quickly.</li> <li>▪ Maintains connection with and reconnects with caregiver by making eye contact from time to time.</li> <li>▪ Begins to recognize and respond to the emotional cues of self and others.</li> <li>▪ Seeks caregiver assistance and attention using verbal cues, words, sounds, or body movements.</li> <li>▪ Shows awareness of feelings displayed by others by matching the person's facial expressions and emotions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respond consistently and promptly to child's cries and needs for comfort and reassurance.</li> <li>▪ Prepare child for transitions (e.g. Child care provider says, "I'll be right back," when taking a break. "I'm going to fix lunch. What do you want to play with while I make your lunch?" "It's almost time to pick up.").</li> <li>▪ Provide indoor and outdoor space and materials for child to engage in play on their own, with adults in sight.</li> <li>▪ Maintain consistent and responsive caregiving for the child especially keeping minimum transitions between teachers at child care settings.</li> <li>▪ Describe experiences and environments with children to help children make memories that can become self-narratives.</li> <li>▪ Create and keep alive good, warm, and joyful memories by talking about what happened during the day.</li> <li>▪ Establish predictable family traditions.</li> <li>▪ Celebrate children's accomplishments immediately after the child shows success. Celebrate using smiles, clapping hands, using supportive phrases (e.g. "You did it."), and pointing out the accomplishment to others).</li> <li>▪ Provide opportunities for child to engage in games where the child interacts with others, such as "Patty-Cake" "I See You" "Peek-a-Boo" "Show me your...(nose, eye, ear)."</li> <li>▪ Be patient as children explore and practice self-help</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Smiles responsively when others offer a smile.</li> <li>▪ Looks for caregiver's response in uncertain situations.</li> <li>▪ Looks for caregiver's response when engaged in inappropriate behavior.</li> <li>▪ Cooperates with caregivers in dressing, eating, and playing.</li> <li>▪ Takes care of simple self-care needs such as feeding self or taking off shoes.</li> <li>▪ Toward the end of this age range, tests abilities and boundaries with familiar adults.</li> </ul>	<p>skills such as hand washing, tooth brushing, brushing hair, and taking socks off.)</p> <ul style="list-style-type: none"> <li>▪ Provide opportunities for self-talk and parallel talk when dressing, eating, and playing with the child (e.g. "Let's put on your shoe. I'm going to help you. We need to untie it, then pull out the tongue.").</li> <li>▪ Provide opportunities for children to explore different types of clothing, dress-up, hats, shoes, and eating utensils and foods.</li> </ul>
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