

IDAHO EARLY LEARNING EGUIDELINES

GOAL 31: CHILDREN PARTICIPATE POSITIVELY IN GROUP ACTIVITIES.

Domain 3: Social and Emotional Development
Sub-Domain: Social Development

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

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[First, Second, and Third Grades](#)

DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT			
SUB-DOMAIN: SOCIAL DEVELOPMENT			
PRAGMATIC BEHAVIOR			
GOAL 31: CHILDREN PARTICIPATE POSITIVELY IN GROUP ACTIVITIES.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Shows awareness of self and others.	<ul style="list-style-type: none"> ▪ Orients toward familiar people. ▪ Visually tracks and reaches for familiar adults. ▪ Ceases to cry or changes intonation of cries when hears a familiar voice and sees a familiar face. ▪ Reaches toward other children. ▪ When other babies are in sight or within sound proximity, gazes at the babies, or turns toward the babies' sounds. ▪ Becomes agitated or shows looks of concern when other babies in a group show distress. ▪ Returns smiles to children and adults when they smile. ▪ Expresses contentment or joy when other children or familiar adult are present and relaxed. ▪ Participates in simple give-and-take with others (e.g. eye contact, smiles, facial expressions, and near the end of this period giving and receiving objects). 	<ul style="list-style-type: none"> ▪ Hold and position babies so they can have face to face contact with others, both children and adults. ▪ When babies are in groups with other babies, pay attention to each baby's emotional state, especially during times when another baby is distressed. ▪ Offer adult supported floor time for babies who are in group care, where children are placed on their stomachs for exploration and exercise, or for slightly older babies, where they are seated on the floor so they can see and enjoy other babies and their activity. ▪ Have family meals, where babies are welcomed as a part of the table talk and setting. ▪ Sing songs where two or more people sing along. This can occur at home where the family sings simple songs and makes music together, and at child care settings where babies hear two or more teachers and other children singing and making music and rhythmic movement. ▪ In group settings, take children on rides in wagons or strollers together, and talk about how the babies are "our group," and describe the special things we do together. ▪ Provide opportunities for children to be in a variety of environments where groups of people gather (e.g. family dinners and events, parks, markets, or community events).

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6 to 18 Months	Makes connections and associations with people, places, and regular routines.	<ul style="list-style-type: none"> ▪ Responds to other children in their environment by looking at and reaching toward peers. ▪ Sustains observation of children as they play in groups. ▪ Plays beside children with similar toys, but without sharing those toys (Simple parallel play is where children play beside each other, though not together). ▪ Sits together with other children and supervising adults during some activities (e.g. mealtimes, short story times, or nap time). ▪ Imitates others' behaviors in a group (e.g. claps hands, waves). ▪ Shows empathy for a child who is crying or upset. ▪ Takes turns where the wait is short, with assistance. ▪ Establishes personal space among group of children, with adult assistance. ▪ Recognizes some children's and adult's names. ▪ Responds with anticipation to familiar routines and rituals in the child care setting or family. 	<ul style="list-style-type: none"> ▪ Provide opportunities for child to interact and play with a few children, with adult support. ▪ In group settings, be certain there is adequate space for babies and older babies to move among each other safely. For those who are walking, talk about and physically guide them to find space as they negotiate around and over each other. ▪ Plan regular group singing and rhythmic movement, and take spontaneous opportunities to sing and move in groups. ▪ Provide consistent daily care routine or schedule. ▪ Use names of children and adults in the group and the family. ▪ Verbally describe events in the child care group or family (e.g. tell child when there will be transitions, what is happening when another child or adult is distressed, or when celebrations are happening). ▪ Help older children in this range do simple tasks for the good of the group or family (e.g. pick up and put away some toys, put dirty shirt in the laundry hamper, push a chair in).

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16 to 38 Months	Uses most behaviors that are socially acceptable within a defined social environment.	<ul style="list-style-type: none"> ▪ Spontaneously laughs and squeals in response to other children. ▪ Engages briefly with peers in structured play. ▪ Uses names of other children. ▪ Waits to take turns, with assistance. ▪ Occasionally shares some objects, people, and space with peers; with adult assistance. ▪ Shows enthusiasm about the company of others. ▪ Participates in loosely structured group play and activities, such as chasing each other or singing and moving to music together. ▪ Follows family and group routines (e.g. meal time events, nap or bedtime routines, car seat and travel, or book reading together). ▪ Shows awareness of self and others for ownership of space and objects. 	<ul style="list-style-type: none"> ▪ Identify with child the groups that he/she is a member of (family, school, community, cultural communities). ▪ Use the names of children and adults often, and help children use names. ▪ Encourage participation in simple classroom duties and household chores. ▪ Provide consistent schedules with ample warning of transitions. ▪ Provide opportunities for brief social games and group activities (e.g. "Head, Shoulders, Knees, and Toes," marching to music, or doing simple physical exercise together). ▪ Display photographs of children playing together and name children and events. ▪ During daily routines, look for spontaneous times for two or three children to do a task together (e.g. put the balls in the basket at pick-up time).

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36 to 60 Months	Participate cooperatively in group activities.	<ul style="list-style-type: none"> ▪ Notices and comments on who is absent from routine group settings (play groups). ▪ Notices and comments if routines for the group are changed. ▪ Identifies self as a member of a group (refers to our family, our school, our team, our tribe). ▪ Observes and imitates behaviors of others in the group or family. ▪ Displays increased level of independent exploration. ▪ Uses play to explore, practice, and understand social roles. ▪ Joins a group of other children playing, with adult prompts, as needed. ▪ Maintains simple give and take interactions with peers and adults. ▪ Most of the time, complies with group rules. 	<ul style="list-style-type: none"> ▪ Promote a sense of community and interdependence within groups during daily activities and routines such as cleanup time, meal preparation, or reading, singing, or doing chores together. ▪ Offer props and materials that promote turn taking and sharing, such as table activities in child care groups, and passing food at the table in families. ▪ Expose children to groups of children across many settings, such as play groups, child care or early childhood programs, church groups, family groups, or friend groups, sporting events, or informal playground groups. ▪ When children see people in a role throughout the community from those working in stores, movies, restaurants, businesses, health care, law enforcement, or education, comment on those social roles. ▪ Talk about family roles and social aspects of belonging to a family. Enrich each child's understanding of their family group heritage and culture with everyday rituals and celebrations acknowledged and discussed. These might include simple and more complex actions such as how birthdays are celebrated, what the family does when grandpa comes to visit, what happens when someone gets married, or what the family does when they wake up and eat breakfast. ▪ Model teamwork with others to accomplish a task (e.g. have children watch adults prepare a meal together and ask them to contribute simple tasks to the team effort).

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60 Months through Kindergarten	Invents, leads, and follows in group activities, games, and cooperative play with peers.	<ul style="list-style-type: none"> ▪ Invents and sets up activities that include more than one child. ▪ Follows simple rules of participation in group activities. ▪ Makes up simple rules for playing group games and activities. ▪ Participates cooperatively in large and small group activities (e.g. sometimes a leader and sometimes a follower). ▪ Describes and follows classroom and group routines (e.g. joins other children in building a structure or passing bowls and pitchers at the mealtime table). ▪ Willing to join in the middle of an on-going group activity with friends. ▪ Sometimes is part of the audience and other times takes an active part in group events. 	<ul style="list-style-type: none"> ▪ Engage each child in group discussions and decision-making about daily routine group activities and challenges, making certain each child gets to give ideas and thoughts. ▪ Teach children how to contribute their ideas and listen to others. ▪ Offer routines in daily activities where children are given simple ways to contribute to group conversations (e.g. at family mealtimes, ask each person to tell what they had the most fun doing that day, or in group settings, offer a ritual where each child tells what they plan to play when they go outside to the playground). ▪ Encourage participation in group games, allowing children to make up or modify rules. ▪ Model positive negotiation and problem-solving skills. ▪ Assist child who needs extra help in sustaining group participation, by suggesting tasks for that child within the group.

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<p>First, Second, and Third Grades</p>	<p>Sustains group participation and works toward common goals with informal and formal peer groups.</p>	<ul style="list-style-type: none"> ▪ Follows rules of participation in complex group activities. ▪ Participates cooperatively in large and small group activities. ▪ Easily transitions from leadership to following in group activities, as appropriate. ▪ Routinely participates in and follows through in assigned and informal classroom groups. ▪ Invents and sets up activities that include more than one child. ▪ Assigns roles to other children and accepts roles from other children during group play. ▪ Participates in play with informal peer groups during unstructured activities. ▪ Chooses friends and play activities based on skills and interests. 	<ul style="list-style-type: none"> ▪ Offer time for children to discuss how to work in groups and how to work as a team. ▪ Help children identify the value of leading and following, and why both are important. ▪ Offer scenarios where following rules are necessary and scenarios where inventing rules is necessary. ▪ Discuss the importance of teamwork when working with others to accomplish a task. ▪ Clarify purpose of group activities and support follow-through to completion of task. ▪ Offer opportunities for both formal group times, and for participation in groups that form spontaneously and informally.