Social and Emotional Development

Self

Self-Awareness

1.1 Self-Identity

Early (3 to 4½ years)

1. Notice and communicate the characteristics of their physical appearance related to specific identities (for example, gender, race, ethnicity). Demonstrate emerging preferences for specific activities (for example, what to play, how to dress). 1.1

Later (4 to 5½ years)

1. Express their personal identity (for example, gender, race, or ethnicity), including a sense of pride in their identity, and communicate preferences of their appearance or activities they enjoy (for example, sharing their family's practices or their own preferences). 1.1

1.2 Confidence in Abilities

Early (3 to 4½ years)

2. Describe their abilities positively and enjoy demonstrating them. Communicate the desire to be viewed positively by familiar adults, including teachers. 1.2

Later (4 to 5½ years)

2. Express confidence in their abilities and describe their strengths, including reference to past abilities. Continue to be sensitive to how they are viewed by peers and familiar adults, including teachers. 1.2

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Emotional Knowledge

1.3 Understanding Emotions in Self and Others

Early (3 to 4½ years)

3. Identify basic emotions (for example, happy, sad, surprised) and recognize emotional expressions in self and others. 1.3

Later (4 to 5½ years)

3. Identify basic and complex emotions (for example, embarrassment, prideful) and recognize emotional expressions in self and others. Demonstrate increasing understanding of different ways of expressing emotions and related behaviors for themselves and others. 1.3

Regulating Emotions and Behaviors

1.4 Regulating Emotions, Behaviors, and Stress

Early (3 to 4½ years)

4. Make efforts to regulate their emotions and behaviors and cope with stress with adult support. 1.4

Later (4 to 5½ years)

4. Regulate emotions and behaviors and demonstrate strategies to cope with emotions and behaviors caused by stress with some adult support. 1.4

1.5 Managing Routines and Transitions

Early (3 to 4½ years)

5. Manage routines and transitions between settings (for example, from home to child care) or activities (for example, from playtime to story time) with adult support. 1.5

Later (4 to 5½ years)

5. Anticipate routines and manage transitions between settings (for example, from home to school) or activities (for example, from snack time to small-group activities) with some adult support. 1.5

Social Awareness

1.6 Awareness of Similarities and Differences Across People

Early (3 to 4½ years)

6. Demonstrate awareness and interest in how people are similar and different. 1.6

Later (4 to 5½ years)

6. Make comparisons between themselves and others and express beliefs about themselves and others based on perceived similarities and differences. 1.6

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1.7 Understanding Other People's Thoughts, Behaviors, and Experiences

Early (3 to 4½ years)

7. Develop understanding that others have unique thoughts, behaviors, and experiences. 1.7

Later (4 to 5½ years)

7. Demonstrate emerging understanding of the mental and psychological reasons people act as they do and how these reasons contribute to differences in how people act or behave. 1.7

1.8 Empathy and Caring

Early (3 to 4½ years)

8. Demonstrate empathy by sharing the emotional experiences of others and showing concern for the needs of others in distress. 1.8

Later (4 to 5½ years)

8. Respond to others' distress and needs with sympathetic caring and assistance by comforting and helping others, although occasionally require support from an adult to assist. 1.8

Interactions and Relationships with Adults

Interactions with Adults

2.1 Reciprocal Interactions with Adults

Early (3 to 4½ years)

1. Engage in positive interactions with familiar adults, especially in familiar settings. Demonstrate an emerging ability to initiate social interaction with familiar adults. 2.1

Later (4 to 5½ years)

1. Take greater initiative and participate in more reciprocal interactions with familiar adults (for example, initiate a conversation, suggest a shared activity, or ask for assistance). 2.1

Attachment

2.2 Seeking Security and Support

Early (3 to 4½ years)

2. Seek security and support (for example, help or comfort) from their attachment figures (adults in children's lives who are caregivers, which may include teachers) to address their needs, especially in difficult situations. 2.2

Later (4 to 5½ years)

2. Anticipate when they need support and take greater initiative in seeking support (for example, help or comfort) from their attachment figures (adults in children's lives who are caregivers, which may include teachers) to address their needs, especially in difficult situations. 2.2

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2.3 Coping with Departures

Early (3 to 4½ years)

3. Cope with departures and separations from attachment figures (for example, drop-off at preschool or family child care) but occasionally require additional assistance throughout the day to manage distress while being apart from attachment figures. 2.3

Later (4 to 5½ years)

3. Cope with departures and separations from attachment figures and manage distress while being apart from attachment figures with minimal or no assistance. 2.3

Relationships with Adults

2.4 Relationships with Adults

Early (3 to 4½ years)

4. Contribute to maintaining positive relationships with attachment figures (adults in children's lives who are caregivers, which may include teachers) and familiar adults. Show emerging awareness of the adults' feelings, preferences, and well-being. 2.4

Later (4 to 5½ years)

4. Contribute to positive mutual relationships and cooperation with attachment figures (adults in children's lives who are caregivers, which may include teachers) and familiar adults. Show interest in the adults' feelings, preferences, and well-being. 2.4

Interactions and Relationships with Peers

Interactions with Peers

3.1 Interacting and Cooperating with Peers

Early (3 to 4½ years)

1. Interact with peers in shared activities and occasionally participate in cooperative efforts with peers, with adult support. 3.1

Later (4 to 5½ years)

1. More actively and intentionally interact and cooperate with peers in daily learning and play activities. 3.1

3.2 Conflict Resolution with Peers

Early (3 to 4½ years)

2. Seek adult assistance to resolve peer conflicts or disagreements. 3.2

Later (4 to 5½ years)

2. Negotiate with peers and more often communicate to respond to conflict. Seek adult assistance to understand their peers' needs or to resolve a conflict. 3.2

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Equitable Social Interactions

3.3 Fairness and Respect

Early (3 to 4½ years)

3. Demonstrate understanding of sharing and treating those who may be similar or different from them with fairness, although require some adult prompting to share. 3.3

Later (4 to 5½ years)

3. More consistently share with others and treat others with fairness and respect with less adult prompting, including calling out unfairness in play and daily activities. 3.3

Relationships with Peers

3.4 Developing Friendships

Early (3 to 4½ years)

4. Choose to play with one or two special peers they identify as friends. Share more complex play with friends than with other children. 3.4

Later (4 to 5½ years)

4. Develop friendships that are more reciprocal, exclusive, and enduring. Engage in enhanced cooperation and problem-solving efforts. 3.4