

# Social Emotional Development (SED)

## Self-Awareness 1

Child shows increasing awareness of own identity and preferences as distinct from and in relation to others

## 1 Self-Awareness 1

### Responding

- E Responds to others **EARLIER**
- L Uses senses and movement to explore self and others **LATER**

### Exploring

- E Responds to their own name or nickname **EARLIER**
- L Communicates own needs and wants **LATER**

### Building

- E Expresses simple ideas about self and connection to others **EARLIER**
- M Describes self, based on aspects of their physical appearance related to specific identities (e.g., race, ethnicity, gender, height, clothing) **MIDDLE**
- L Describes several of own preferences **LATER**

### Integrating

- E Compares own preferences, feelings, or cultural practices to those of others **EARLIER**
- M Describes self, based on perceived personal qualities related to specific situations or contexts (e.g., "I'm shy at school") **MIDDLE**
- L Identifies strengths and weaknesses by comparing self with others **LATER**

---

### Extending

- E Demonstrates one of the following: **EARLIER**
    - 1 Identifies what they know and don't know and seeks help when needed
    - 2 Describes self, based on subtle or abstract (i.e., not superficial) characteristics that are consistent across various situations or contexts
    - 3 Describes, with detail, different ways their identities connect
  - M Demonstrates two of the following: **MIDDLE**
    - 1 Identifies what they know and don't know and seeks help when needed
    - 2 Describes self, based on subtle or abstract (i.e., not superficial) characteristics that are consistent across various situations or contexts
    - 3 Describes, with detail, different ways their identities connect
  - L Demonstrates all three of the following: **LATER**
    - 1 Identifies what they know and don't know and seeks help when needed
    - 2 Describes self, based on subtle or abstract (i.e., not superficial) characteristics that are consistent across various situations or contexts
    - 3 Describes, with detail, different ways their identities connect
- 

### Social Awareness 2

### 2 Social Awareness 2

---

Child shows a developing awareness and acceptance of others' thoughts, perspectives, and individual characteristics

### Responding

- E Responds to faces, voices, or actions of other people **EARLIER**
  - L Anticipates what familiar people will do in repeated experiences such as care routines **LATER**
- 

### Exploring

- E Shares a common focus with another person **EARLIER**
  - L Acts in response to what they think another person wants **LATER**
- 

### Building

- E Communicates about others' feelings, behaviors, or preferences **EARLIER**
- M Communicates that others' behaviors are related to their thoughts or feelings **MIDDLE**
- L Communicates that others' behaviors are related to their consistent preferences or past experiences **LATER**

---

### **Integrating**

- E** Acknowledges that the thoughts or feelings of others can be different from child's own **EARLIER**
  - M** Demonstrates understanding that others' nonverbal cues (e.g., body language, tone of voice) communicate how they feel **MIDDLE**
  - L** Celebrates others' success and offers peers solutions to problems, sometimes with adult encouragement **LATER**
- 

### **Extending**

- E** Demonstrates one of the following: **EARLIER**
    - 1** Anticipates others' wants or needs based on their individual characteristics, consistent preferences, or past experiences
    - 2** Encourages and helps others, without prompting
    - 3** Identifies instances of injustice or unfairness in their social environments or in how people treat one another
  - M** Demonstrates two of the following: **MIDDLE**
    - 1** Anticipates others' wants or needs based on their individual characteristics, preferences, or experiences
    - 2** Encourages and helps others, without prompting
    - 3** Identifies instances of injustice or unfairness in their social environments or in how people treat one another
  - L** Demonstrates all three of the following: **LATER**
    - 1** Anticipates others' wants or needs based on their individual characteristics, preferences, or experiences
    - 2** Encourages and helps others, without prompting
    - 3** Identifies instances of injustice or unfairness in their social environments or in how people treat one another
- 

## **Relationships and Reciprocal Interactions with Familiar Adults 3**

### **3 Relationships and Reciprocal Interactions with Familiar Adults 3**

**Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults**

### **Responding**

- E** Responds to faces, voices, or actions of people nearby **EARLIER**
  - L** Shows interest in familiar adults **LATER**
- 

### **Exploring**

- E** Shows a preference for interacting with familiar adults over unfamiliar adults **EARLIER**
- L** Participates in familiar routines and activities with familiar adults **LATER**

---

### Building

- E Interacts for extended periods with familiar adults in a variety of situations **EARLIER**
- M Engages with familiar adults in ways that indicate an emerging understanding of the adult's feelings or preferences **MIDDLE**
- L Engages in back-and-forth interactions with a familiar adult to agree on activities they may want to do together in the short term **LATER**

---

### Integrating

- E Works cooperatively with familiar adults, over sustained periods, to plan and carry out mutually enjoyable activities **EARLIER**
- M Acknowledges or accepts the communicated interests, preferences, or goals of familiar adults even when different from own **MIDDLE**
- L Initiates cooperative interactions that follow the intentions or goals of familiar adults even when in conflict with own **LATER**

---

### Extending

- E Demonstrates one of the following: **EARLIER**
  - 1 Communicates to familiar adults what they want or need in ways that reflect an understanding of the adult's expectations or perspectives
  - 2 Extends communications with familiar adults to find alternative solutions when the first solution is not accepted
  - 3 Makes use of support from familiar adults when needed, while managing challenges increasingly on own
- M Demonstrates two of the following: **MIDDLE**
  - 1 Communicates to familiar adults what they want or need in ways that reflect an understanding of the adult's expectations or perspectives
  - 2 Extends communications with familiar adults to find alternative solutions when the first solution is not accepted
  - 3 Makes use of support from familiar adults when needed, while managing challenges increasingly on own
- L Demonstrates all three of the following: **LATER**
  - 1 Communicates to familiar adults what they want or need in ways that reflect an understanding of the adult's expectations or perspectives
  - 2 Extends communications with familiar adults to find alternative solutions when the first solution is not accepted
  - 3 Makes use of support from familiar adults when needed, while managing challenges increasingly on own

**Child develops and maintains close relationships with one or more peers and becomes increasingly competent and cooperative in peer interactions**

**Responding**

- E Shows awareness of other people, including children **EARLIER**
  - L Shows interest in nearby children **LATER**
- 

**Exploring**

- E Indicates interest in being near peers and orients own activity to a peer's activity **EARLIER**
  - L Engages with peers in brief back-and-forth of objects, actions, or words **LATER**
- 

**Building**

- E Plays together with various peers for brief amounts of time, when initiated or supported by an adult **EARLIER**
  - M Initiates or joins cooperative play with peers or preferred peers **MIDDLE**
  - L Maintains cooperative play with peers or preferred peers for extended amounts of time **LATER**
- 

**Integrating**

- E Co-creates games or tasks with peers that involve clear, simple rules (e.g., turn-taking) and roles **EARLIER**
  - M Chooses preferred peers or peers to play or work with and compromises with them to achieve goals **MIDDLE**
  - L Works with preferred peers or peers to achieve shared goals, including using concepts of fairness or justice to resolve conflict with them **LATER**
- 

**Extending**

- E Demonstrates one of the following: **EARLIER**
    - 1 Cultivates a close relationship with at least one peer
    - 2 Initiates entry into a variety of social situations with peers successfully
    - 3 Works to correct unfairness and repair ruptures in social situations with peers
  - M Demonstrates two of the following: **MIDDLE**
    - 1 Cultivates a close relationship with at least one peer
    - 2 Initiates entry into a variety of social situations with peers successfully
    - 3 Works to correct unfairness and repair ruptures in social situations with peers
  - L Demonstrates all of the following: **LATER**
    - 1 Cultivates a close relationship with at least one peer
    - 2 Initiates entry into a variety of social situations with peers successfully
    - 3 Works to correct unfairness and repair ruptures in social situations with peers
-

**Child develops an increasing ability to identify and process emotions**

**Responding**

- E** Calms in response to care from a familiar adult **EARLIER**
- L** Orients to a familiar adult when distressed and responds when comforted by them **LATER**

**Exploring**

- E** Shows preference for certain familiar adults for comfort and care **EARLIER**
- L** Comforts self or seeks comfort from familiar adults **LATER**

**Building**

- E** Seeks out familiar adults for support when experiencing an emotion **EARLIER**
- M** Recognizes basic emotions (e.g., happy, mad) in self **MIDDLE**
- L** Makes connections for reasons behind basic emotions, sometimes with adult support **LATER**

**Integrating**

- E** Uses a few strategies to process their emotions, sometimes with adult support **EARLIER**
- M** Makes connections between some of their emotional experiences and sensory experiences **MIDDLE**
- L** Uses numerous or varied strategies to process their emotions in different situations **LATER**

---

## Extending

**E** Demonstrates one of the following: **EARLIER**

- 1 Uses words, pictures, or objects to communicate about their varied emotional experiences in different situations
- 2 Describes anticipated emotional responses to upcoming situations
- 3 Uses different strategies, tailored to different situations, to process their emotions

**M** Demonstrates one of the following: **MIDDLE**

- 1 Uses words, pictures, or objects to communicate about their varied emotional experiences in different situations
- 2 Describes anticipated emotional responses to upcoming situations
- 3 Uses different strategies, tailored to different situations, to process their emotions

**L** Demonstrates one of the following: **LATER**

- 1 Uses words, pictures, or objects to communicate about their varied emotional experiences in different situations
- 2 Describes anticipated emotional responses to upcoming situations
- 3 Uses different strategies, tailored to different situations, to process their emotions