Social Emotional Development (SED)

Self-Awareness 1

1 Self-Awareness 1

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

Responding

- E Responds toothers 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 shyat school") MIDDLE
- L Identifies strengths and weaknesses by comparing self with others LATER

Extending

- E Demonstrates one ofthe 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

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M Demonstrates two ofthe 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

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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 instancesof 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

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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 ofthe 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

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tegrating

E Works cooperatively withfamiliar adults, over sustained periods, to plan and carry out mutually enjoyable activities EARLIER

M Acknowledges or accepts the communicated interests, preferences, or goals offamiliar 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 ofthe following: MIDDLE

1 Communicates to familiar adults what they want or need in ways that reflect an understanding ofthe 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 ofthe 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

Relationships and Interactions with Peers 4

4 Relationships and Interactions with Peers 4

Child develops and maintains close relationships with one or more peers and becomes increasingly competent and co int

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Responding

E Shows awareness of other people, including children EARLIER

L Shows interest in nearby children LATER

Exploring

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 ultivates a close relationship with at least one peer

2 Initiates entry into a variety ofsocial situations with peers successfully

3 orks to correct unfairness and repair ruptures in social situations with peers

Emotional Knowledge and Regulation 5

5 Emotional Knowledge and Regulation 5

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

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ploring

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