Social and Emotional Development

Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.

1 Trusting Relationships

1. Attend and respond to familiar adults and are able to be soothed when distressed SE.6.1
2. Prefer primary caregiver(s) to others and usually accept guidance from trusted adults SE.12.1
3. Look to trusted caregivers for cues about how to respond to their environment for comfort and support SE.18.1
4. Use familiar adults as secure base through behaviors such as glancing back at caregiver while playing SE.24.1
5. Approach caregivers for support and comfort, particularly during stressful or frustrating situations SE.36.1
6. Engage in interactions with less familiar adults SE.48.1
7. Seek help and approval from a wider array of adults in trusted roles SE.60.1

2 Managing Separation

1. Show recognition of familiar faces and awareness if someone is a stranger SE.6.2
2. Display preference for trusted adults which may include exhibiting fear and protesting at separation SE.12.2
3. Display attachment to trusted adults and feelings of security which may include a fear of strangers and new and unfamiliar places SE.18.2
4. Manage routine separations from caregivers with little distress and calm quickly after a separation SE.24.2
5. Manage most separations without distress and adjust to new settings with support from a trusted adult SE.36.2
6. Manage most separations without distress and adjust to new settings in the presence of trusted adult SE.48.2
7. Through expanding relationships with adults (e.g., teacher, play group leader, friends' caregivers), exhibit comfort in exploring more new settings, although they may need to periodically check-in with a familiar adult SE.60.2

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children to develop self-regulation.

1 In addition to being comforted by familiar adult, can also get comfort from sucking thumb, fist, or pacifier SE.6.3

2 Have ways to comfort self, which may involve items such as a stuffed animal or a special blanket that help them feel safe and secure SE.12.3

3 Show increasing regulation through daily routines, activities and familiar adults SE.18.3

4 With adult assistance, find comfort in rituals and routines. May use special comfort object to self-soothe (especially at nap time) SE.24.3

5 With adult support, use selfsoothing techniques to calm SE.36.3

6 Use strategies to self-soothe with limited adult support SE.48.3

7 Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family SE.60.3

8 Demonstrate increased ability to consider the social standards of the environment when responding to their emotional state SE.60.4

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2 Regulation of Impulses and Behavior

1 Respond to having needs met (e.g., is comforted by being picked up or fed) SE.6.4

2 Respond to adult interactions, including tone of voice, expression and gestures (e.g., shaking head and frowning) SE.12.4

3 Show anticipation and respond to familiar routines in their lives SE.12.5

4 Respond to adult guidance to accept an alternative to initial desire or impulse (e.g., a truck from the shelf vs. one another child has, food choices) SE.18.4

5 Within the context of a responsive adult relationship, will begin to tolerate a brief wait for needs to be met SE.18.5

6 Show anticipation of next step in daily routine (e.g., reaches or signs for bib when placed in high chair) SE.18.6

7 Accept some redirection from adults SE.24.4

8 Is aware of typical routine and shows some understanding of rules, but may need adult support SE.24.5

9 Begin to control behavior by responding to choice and limits provided by an adult SE.36.4

10 Make transitions and follow basic routines and rules with adult supervision SE.36.5

11 With adult guidance and support, wait for short period of time to get something wanted (e.g., waiting for turn with a toy or waiting for next step in daily routine) SE.48.4

12 Make transitions and follow basic schedule, routines and rules with occasional reminders SE.48.5

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3 Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and support SE.60.5

14 Initiate previously taught strategies to help delay gratification (e.g., sets up turn-taking with a peer, finds a book to read while waiting for a special activity) SE.60.6

15 Recall and follow daily routines with little support, including adapting to changes in rules and routines SE.60.7

Early learning experiences will support children to develop, express, recognize and respond to emotions.

1 Emotional Expression

1 Display varied responses (e.g., will smile or kick when a caregiver interacts with them. May stiffen when something displeases them, or may turn away from something they dislike) SE.6.5

2 Express basic emotions (e.g., sadness, frustration, anger) through facial expressions, movements, crying, smiling, laughing SE.12.6

3 Express emotions through physical means such as hugging, throwing. May be cooperative or uncooperative and look to adult for reaction SE.18.7

4 Express more complex emotions (e.g., excitement, embarrassment, pride, sadness) and begin to communicate feelings (although this remains an emerging skill which is only partially effective) SE.24.6

5 Begin to communicate about feelings, including the cause and reaction to these feelings (e.g., "I miss my mommy. I sad," "He mad you took his toy." "I sad so Papa hug me.") SE.36.6

6 Express emotions experienced in typical daily routines (e.g., frustration at waiting, excitement about a favored activity, pride) through language and gesturing rather than physical ways SE.48.6

7 Describe emotions and feelings to trusted adults and peers SE.60.8

2 Recognition and Response to Emotions in Others

1 React to different emotions of familiar adults (e.g., smile and coo at smiling faces, turn away from sad faces) SE.6.6

2 Notice and react to feelings of others. (e.g., may frown when another baby is crying or be upset if hears yelling) SE.12.7

3 Recognize basic feelings in self and others SE.18.8

4 Begin to respond to others' feelings and show interest in them. Show awareness of when an adult is pleased or upset with behavior SE.18.9

5 Recognize and respond to basic feelings in others (e.g., gives item to peer who is upset) SE.24.7

6 Label a variety of emotions in pictures and others' expressions SE.36.7

7 Show awareness of appropriate responses to the emotional state of others (e.g., may occasionally comfort someone who is upset or may nurture a doll during dramatic play) SE.36.8

8 Recognize, label and respond to a wide variety of emotions in others SE.48.7

Make connections between emotional reaction of others and own emotional experiences SE.48.8

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10 Recognize and show acknowledgement of the feelings, needs and rights of others through behavior (e.g., say “thank you,” share with others, notice issues of fairness) SE.60.9

11 Begin to understand that different people may have different emotional reactions SE.60.10

Early learning experiences will support children to develop self-awareness, self-concept and competence.

1 Sense of self

1 React when hearing their own name through movement or expressions SE.6.7

2 Begin to realize their hands and feet belong to them and explore them as well as face, eyes and mouth SE.6.8

3 Consistently respond to their name SE.12.8

4 Show awareness of body parts of self and others SE.12.9

5 Demonstrates selfawareness though response to name and use of “me” and “mine” SE.18.10

6 Recognize self in mirror SE.18.11

7 Identify own family members by relationship and/or name SE.24.8

8 Identify self, family members, teacher and some peers by name SE.36.9

9 Refer to themselves by first and last name and identify some characteristics (e.g., gender, hair color, etc.) and skills SE.48.9

10 Identify themselves as an individual and a part of a group by sharing individual characteristics and roles within the group (e.g., name family members and roles, name team members or classmates) SE.60.11

2 Personal Preferences

1 Express preferences for familiar people and some objects. (e.g., stop crying more quickly with a familiar person; move their legs, arms and smile at a familiar person) SE 6.9

2 Develop preferences for food, objects, textures. May reject nonpreferred items (e.g., pushing them away) SE 12.10

3 Begin to communicate own likes and dislikes SE.18.12

4 Use words and/or gestures to express interests (e.g., points and says, “Look, airplane.”) SE.24.9

5 May want to keep what belongs to them close by and often will not want to share SE 36.10

6 Recognize and describe themselves in terms of basic preferences SE 48.10

7 Describe self by referring to preferences, thoughts and feelings SE.60.12

3 Self-Concept and Competency

Demonstrate anticipation of results from own actions (e.g., drops toy so adult will pick it up, repeats action that makes loud noise) SE.12.11

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2 Respond to own actions with pleasure (e.g., coos, laughs) SE.12.12

3 Show confidence when supported to complete familiar tasks and will attempt new tasks with adult support SE.18.13

4 React positively (e.g., smiles, claps) to accomplishments SE.18.14

5 Complete simple familiar tasks with confidence (e.g., puts on article of clothing). Engage in new experiences with support from a familiar adult SE.24.10

6 Regularly engage in familiar tasks. Begin to show independence by frequently attempting to do things on their own even when tasks are difficult for them SE.36.11

7 Express feeling of pleasure over accomplishment and share this with others (e.g., “Look what I made.”) SE.36.12

8 Demonstrate confidence in a range of activities, routines and tasks and take initiative in attempting unfamiliar tasks SE.60.13 Demonstrate increased confidence and a willingness to take risks when attempting new tasks a SE.48.11

9 Demonstrate increased confidence and a willingness to take risks when attempting new tasks and making decisions regarding activities and materials SE.60.13

10 Show pride in accomplishments and abilities SE.60.14

Early learning experiences will support children to develop social relationships.

1 Adult Relationships (see note below)

1 Respond differently to different people. Respond to familiar people by smiling, cooing and moving their body SE.6.10

2 Show interest in interacting with others. May gain an adult’s attention and wait for a response SE.6.11

3 Engage in social interactions not connected to getting physical needs met (e.g., peek-a-boo, performing, copying others and babbling) SE.12.13

4 Notice the activity of adults and other children and attend closely SE.12.14

5 Show affection or shared attention (e.g., pointing out something of interest) to an increasing number of familiar people SE.18.15

6 Enjoy games and other social exchanges with familiar adults. May seek out repeated patterns of interaction SE.24.11

7 Enjoy sharing new experiences with familiar adults SE.36.13

8 Communicate with familiar adults and accept or request guidance SE.48.12

9 Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc. SE.60.15

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2 Play/ Friendship

1 Notice other children and may touch, smile or coo to them SE.6.12

2 Watch actions of other children but does not join the play. May stay in proximity, make eye contact and babble SE.12.15

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3 Show interest in children who are playing nearby and may interact with them briefly SE.18.16

4 Show interest in what other children are doing and play alongside them with similar materials SE.24.12

5 Seek out other children and will interact with other children using common materials SE.36.14

6 Show preference for certain peers over time although these preferences may shift SE.36.15

7 Interact with one or more children (including small groups) beginning to work together to build or complete a project SE.48.13

8 Interact with a variety of children in the program SE.48.14

9 Cooperate with peers through sharing and taking turns SE.60.16

10 Show increasing investment in the responses and friendship of peers and modify behavior to enhance peer relationships SE.60.17

11 Seek help from peers and offer assistance when it is appropriate SE.60.18

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3 Conflict Resolution

1 Seek and accept adult help to solve conflicts with peers SE.48.15

2 Engage in developing solutions and work to resolve conflict with peers SE.60.19