Social and Emotional Development

Trust and Emotional Security (Emotional Functioning) 1

1 Birth-8 months 1.1

1 Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger or unhappiness through: 1.1.1

a various facial expressions 1.1.1.A

b body movements 1.1.1.B

c gestures 1.1.1.C

2 Quiets or stops crying when held, rocked, given a change of position or level of stimulation in the environment, or talked to by a familiar adult. 1.1.2

3 Attends with interest when others show range of emotions through facial expressions, voices, or gestures. 1.1.3

4 May cry when another child cries 1.1.4

2 6-18 months 1.2

1 Expresses a variety of emotions and modifies expression according to the reactions of familiar adults. 1.2.1

2 Looks to/seeks comfort from familiar adults when distressed and accepts reassurance. 1.2.2

3 Responds to others' emotional expressions by: 1.2.3

a sharing emotional reactions – smiling when adult smiles, showing excitement when other children are excited 1.2.3.A

b looks sad or concerned when another child is crying; may offer soft toy, blanket, or food 1.2.3.B

4 Displays confidence that needs will be met by caregiver, evidenced by child watching and waiting a short time for caregiver to meet the recognized need. 1.2.4

3 16-36 months 1.3

1 Self-conscious emotions appear: shame, embarrassment, guilt, pride. 1.3.1

Skip to main content

2 Shows understanding of some emotional expressions by 1.3.2
   a labeling them 1.3.2.A
   b asking questions about them 1.3.2.B
   c responding appropriately (verbally or non-verbally) 1.3.2.C
3 May use artistic tools for emotional expression. 1.3.3
4 Expresses empathy toward other children or adults. 1.3.4
5 Begins to express feelings of anger and frustration: tells friends “I don’t like that!”. 1.3.5
6 Has an expectation that the caregiver will provide what is needed in most situations. 1.3.6

Self-Regulation 2

1 **Birth-8 months** 2.1
   1 Comforts self by: 2.1.1
      a clutching toy 2.1.1.A
      b sucking thumb 2.1.1.B
      c stroking blanket 2.1.1.C
   2 Starts, maintains, or stops social contact through: 2.1.2
      a looks 2.1.2.A
      b gestures 2.1.2.B
      c sounds 2.1.2.C
      d smiles 2.1.2.D
   3 Anticipates being lifted or fed: 2.1.3
      a molds body-turns towards adult 2.1.3.A
      b opens mouth 2.1.3.B
   4 Signals (using cues) when: 2.1.4
      a full–pushes bottle away, stops nursing 2.1.4.A
      b wants to be put down – squirms, pushes away 2.1.4.B

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2 **6-18 months** 2.2
   1 Comforts self by: 2.2.1
      a sucking on fingers 2.2.1.A
      b retrieving a familiar object 2.2.1.B
      c engaging in a familiar routine 2.2.1.C
      d utilizing quiet space in classroom when needed 2.2.1.D

Skip to main content

2 Expresses own needs: 2.2.2

a gestures when hungry 2.2.2.A

b grabs blanket when tired 2.2.2.B

c calls to engage caregiver 2.2.2.C

3 Anticipates and participates in routine activities: 2.2.3

a lifts arms when dressing 2.2.3.A

b holds out cup 2.2.3.B

4 Can be restless and determined creating conflicted needs which can lead to power struggles emerging (Example: child is tired but doesn't want to stop playing). 2.2.4

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3 Indicators: 16-36 months 2.3

1 Shows impulse control by: 2.3.1

a beginning to understand their role in play (need to wait for a turn for a toy) 2.3.1.A

b tolerating brief wait times or delays 2.3.1.B

c anticipates and follows routines when prompted: 2.3.1.C

d helps with clean up 2.3.1.D

e gets ready to go for a walk 2.3.1.E

f joins group time for dancing, stories, etc. 2.3.1.F

g begins to dress themselves as part of daily routines, even though it may take longer 2.3.1.G

2 Begins to manage and adjust actions and behavior with the guidance of familiar adults: 2.3.2

a using words or signs such as "no" or "stop" during conflict 2.3.2.A

b let's a trusted adult know when hungry, tired or needing assistance with a peer 2.3.2.B

Sense of Self, Self-Awareness, and Self-Concept 3

1 Birth-8 months 3.1

1 Uses hands to explore different parts of the body. 3.1.1

2 Beginning to understand that they can make things happen; (example: pat a musical toy to make music come again, or raise arms to be picked up by parent or caregiver). 3.1.2

3 Cries when a parent or caregiver leaves the room. 3.1.3

4 Smiles at self in mirror. 3.1.4

5 Recognizes, holds, touches own feet and hands. 3.1.5

6 Shows preferences; cries when something is not liked. 3.1.6

Skip to main content

-18 months 3.2

1. Points to or indicates parts of the body when asked. 3.2.1
2. Express thoughts and feelings by saying “no!” 3.2.2
3. Begins to recognize and respond to own name (example: gestures at sound of name or vocalizes at sound of name). 3.2.3
4. Recognizes familiar people in addition to immediate family or primary caregiver. 3.2.4
5. Uses name to refer to significant people; for example, “Mama” or Papa”. 3.2.5
6. Shows distress when preferred people don’t interact with them. 3.2.6
7. Shows signs of mastery; for example:, laughs at own cleverness or is frustrated when unable to do something. 3.2.7

3 Indicators: 16-36 months 3.3

1. Recognizes own image in the mirror or photo and understands that it is self. 3.3.1
2. Says own name when asked and names others in family 3.3.2
3. Identifies self by gender, for example:, “I boy”. 3.3.3
4. Begins to make comparisons between self and others; for example:, “Tommy is boy like me." 3.3.4
5. Uses adjectives to refer to self, for example:, “Me big”. 3.3.5
6. Communicates, “I do it!” or “No” when caregiver or parent tries to help. 3.3.6
7. Respect toddlers’ valid opinion of saying no. 3.3.7
8. Wants to experience the world on own terms; for example, avoids messy materials. 3.3.8
9. Uses evaluative words to talk about self, “Me good girl?” 3.3.9

Relationships with Adults 4

1 Birth-8 months 4.1

1. Seeks comfort from caring adult by crying and looking for him or her. 4.1.1
2. Is more easily soothed by sound of primary caregiver’s voice than unfamiliar voice. 4.1.2
3. Shows preference for familiar adult, lifts arms to be picked up by special adult; squealing and kicking when familiar adult appears. 4.1.3
4. Responds to being held: Calming down, molding of the body to the caregiver. 4.1.4

2 6-18 months 4.2

1. Forms attachment with primary caregiver; more easily soothed, studies the face, attends longer to caregiver’s facial expressions. 4.2.1
2. Distinguishes between familiar and unfamiliar adults. 4.2.2
3. Exhibits separation anxiety, cries briefly when separated from parent or caregiver. 4.2.3
4. Feels secure to explore environment in presence of primary caregiving adult. 4.2.4

Skip to main content

5 Plays away from the primary caregiver and then moves close to him or her from time to time to check in. 4.2.5

6 When distressed child seeks to be physically close to primary caregiver. 4.2.6

7 Imitates sequence of events after seeing the sequence completed by a caregiving adult; for example, read a story to a doll or put a teddy to bed. 4.2.7

3 Indicators: 16-36 months 4.3

1 Seeks attention of a special caregiver and communicates “Watch me!” before proudly displaying a new skill. 4.3.1

2 Cries and looks for special caregiver after falling. 4.3.2

3 Tries to influence adult behavior; for example, brings favorite book and expresses “One more?” even though she has just heard “We are all done; time for a nap”. 4.3.3

4 Gesturing for one more hug as a parent is leaving for work. 4.3.4

5 Uses adult as a resource through words or actions; for example, asks a caregiver for a cracker or for help getting jacket on. 4.3.5

6 Begins to follow simple instructions or guidance of a caregiver. 4.3.6

Relationships with Children 5

1 Birth-8 months 5.1

1 Turns to the voice of an older sibling. 5.1.1

2 Notices a crying peer with a serious expression. 5.1.2

3 Watches other children with interest. 5.1.3

4 Reaches out to touch eyes or hair of a peer 5.1.4

5 Laughs when an older sibling or peer makes a funny face. 5.1.5

6 Tries to get the attention of another child by smiling or babbling to him/her. 5.1.6

2 6-18 months 5.2

1 Plays side-by-side with another child. 5.2.1

2 Matches emotions with a peer’s emotions. 5.2.2

3 Participates in spontaneous interactions with peers and exhibits enjoyment. 5.2.3

4 Influences and responds to a peer’s behavior in a simplistic manner; for example, handing a playmate a doll. 5.2.4

5 Begins to show preference among play partners, often hugging or touching them. 5.2.5

6 Knows the names of peers when they are referred to. 5.2.6

7 Knows the family members of frequent playmates. 5.2.7

3 Indicators: 16-36 months 5.3

Skip to main content

Engages in social pretend play with one or two friends and take on roles; for example, pretends to be a dog while a friend pretends to be the owner. 5.3.1

2 Expresses an interest in playing with a particular child. 5.3.2

3 Exhibits sadness when a favorite friend is not at school; “When you miss your friend here at school, she misses you too”. 5.3.3

4 Engages in joint exploration and has begun associative play; for example, attempts to build a block tower with a friend or can wait a short time for “my turn”. 5.3.4

5 Shows concern for a peer who is in distress. 5.3.5

6 Engages in reciprocal play such as run and chase or offer and receive. 5.3.6