

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

- 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
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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

- 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
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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
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2 6-18 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

- 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
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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
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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
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3 Indicators: 16-36 months 5.3

- 1 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