Maryland Social Foundations

End K Indicators

Strand: Social-Emotional Regulation K.1

1 **Demonstrates healthy self-confidence** K.1.1

1 Demonstrates independence in a range of routines and tasks K.1.1.1

1 Transitions between tasks and routines with a verbal and/or visual warning (i.e., requires limited to no additional prompts). K.1.1.1.1

2 Self-selects a variety of activities during free choice and puts away related materials where they belong when finished, prior to transitioning to the next activity. K.1.1.1.2

3 Creates and/or participates in a new challenge independently. K.1.1.1.3

4 Actively participates in creating games or activities with peers. K.1.1.1.4

2 Demonstrates age-appropriate independence in decision-making K.1.1.2

1 Independently takes initiative to solve problems occurring within activities without immediately requiring adult support (e.g., the child will search for the missing piece in a game for several minutes before asking for help). K.1.1.2.1

2 **Initiates and maintains relations** K.1.2

1 Expresses, understands, and responds to feelings(emotions) of others K.1.2.1

1 Identifies feelings and expresses them to others (i.e., lets another child know they are happy, sad, mad, etc.) and is able to explain why (e.g., “I’m mad because you took my toy.”). K.1.2.1.1

2 Communicates negative emotions in an appropriate way and proposes a solution (e.g., says, “No” or “Stop” and proposes a solution to their problem —“Please give me back the book.”). K.1.2.1.2

3 Provides comfort and support for peers who are upset. K.1.2.1.3

4 Determines when adult assistance is needed. K.1.2.1.4

2 Plays or works with others cooperatively K.1.2.2

1 Chooses and maintains friendships. K.1.2.2.1

2 Asks permission to use others’ materials and accepts peers' responses. K.1.2.2.2

3 Communicates to others about his friendships (e.g., tells a parent at pick-up about a new friend). K.1.2.2.3

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3 Recognizes differences or similarities between self as compared to others K.1.2.3

1 Recognizes and accepts differences or similarities between self as compared to others (i.e., children with a disability, cultural differences, gender, etc.). K.1.2.3.1

2 Understands and accepts when a peer is not given the same instructions or structure (e.g., Alexander needs a fidget toy to help him stay calm when he's upset). K.1.2.3.2

4 Shows ability to resolve conflicts K.1.2.4

1 Begins to see the point of view of others (i.e., theory of mind). K.1.2.4.1

2 Identifies interpersonal conflicts and considers verbal or nonverbal solutions to the conflict. K.1.2.4.2

3 Negotiates with others to solve problems. K.1.2.4.3

4 Accepts conflict resolution strategies as suggested by others. K.1.2.4.4

Approaches toLearningandExecutiveFunctioning K.2

1 Self-regulation/ Inhibitory control K.2.1

1 Control Impulses K.2.1.1

1 Avoids imitating the negative behaviors of peers. K.2.1.1.1

2 Can consistently control impulses during structured activities that are familiar (e.g., raising hand to talk). K.2.1.1.2

3 Enjoys working collaboratively to develop complex rules for games (particularly dramatic play) and provide reminders of these rules when necessary. K.2.1.1.3

4 More able to monitor behaviors and resist habits when they are not appropriate. K.2.1.1.4

5 More skillful at games like Red Light, Green Light that require waiting for a signal to do something. K.2.1.1.5

2 Resist Temptation K.2.1.2

1 Consistently waits for an object without grabbing. K.2.1.2.1

2 Able to take turns with preferred toys or classroom materials. K.2.1.2.2

3 Can consistently wait for a highly desired food or object when asked. May decide independently to wait as well (e.g., decides to eat a favorite food last). K.2.1.2.3

3 Refrainsfromemotional outbursts and unsafe behaviors K.2.1.3

1 Uses physical, imaginative, and cognitive resources to comfort self (e.g., goes to his or her desk or designated quiet area voluntarily when upset) and resists impulse to harm self, others, or property. K.2.1.3.1

2 Controls the expression of emotion; however, he or she continues to need adult guidance in this area. K.2.1.3.2

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4 Attentiveness – Resists distraction to maintain focus on tasks of interest to the child K.2.1.4

1 Capable of resisting distractions and keeping attention focused on a task of interest to the child. K.2.1.4.1

2 Able to independently maintain focus on a project of interest for a sustained period of time (e.g., spends a rainy day building a complicated fort out of chairs and blankets, complete with props and signs). K.2.1.4.2

5 Attentiveness – Resists distraction to maintain focus on tasks set by someone else K.2.1.5

1 Independently avoids distractions and remains on task for short periods of time during a teacher-directed activity. K.2.1.5.1

2 Can independently pause and resume an activity to respond to an interruption. K.2.1.5.2

3 Uses self-talk and other strategies to maintain focus on difficult tasks and assignments from adults (e.g., “There’s only 3 more questions left. If I finish these, then I’ll be all done with this project.”). K.2.1.5.3

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2 Working memory K.2.2

1 Demonstrate the ability to hold and manipulate information K.2.2.1

1 Remembers several key points in a story and then answers questions accurately (e.g., how did the main character feel when she finds the dog?). K.2.2.1.1

2 Spends time deliberating and weighing choices (e.g., may spend a long time thinking about whether to go to the store with mom or to stay home and help dad). K.2.2.1.2

3 Identifies and can hold in mind school rules independently. K.2.2.1.3

4 Can contribute appropriately to more complex group discussions, holding in mind both the topic of discussion and the contributions of peers. K.2.2.1.4

5 Can keep track of the parts for more complicated projects involving many pieces. K.2.2.1.5

6 Can enjoy success at complex memory games, including games requiring the tracking of hidden objects (e.g., a memory game on a rotating board). K.2.2.1.6

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3 Cognitive Flexibility K.2.3

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1. Can flexibly apply rules to games and behavior K.2.3.1
    1. Sustains roles in pretend play independently and negotiates the roles. K.2.3.1.1
    2. Can change roles easily during the play if necessary or desired. K.2.3.1.2
    3. Becomes skilled at games like Simon Says that require the child to follow two different rules and can shift rules without direct prompting. K.2.3.1.3
    4. Can consistently follow different rules in different contexts and quickly learn and follow new rules in new contexts. K.2.3.1.4
    5. Able to recognize and correct mistakes. K.2.3.1.5
    6. Can sort by different attributes independently. K.2.3.1.6
2. Flexible problem solving-seeks multiple solutions to a question, task, or problem. K.2.3.2
    1. Solves problems by planning and carrying out a sequence of actions; may seek more than one solution and explain their reasoning (i.e., discusses the number of people who want some playdough, suggests methods for dividing it, and how they might determine if the pieces are all the same). K.2.3.2.1
    2. Becomes increasingly able to think creatively about multiple solutions to a problem (i.e., analyzes possible results). K.2.3.2.2
    3. Utilizes varied and flexible approaches to solve longer-term or more abstract challenges (e.g., when planning to have friends over on a rainy day, thinks about how to deal with a limited space to play). K.2.3.2.3
    4. Able to negotiate conflicts with other children independently by considering a few potential solutions. K.2.3.2.4
    5. May slow down and use self-talk to think about what to do when approaching problem. K.2.3.2.5

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4. **Initiative and Curiosity** K.2.4
    1. Desire to learn – asks questions and seeks new information K.2.4.1
        1. Asks higher-level questions (e.g., "What would happen if we had no food?" or "Why was Raymond mad at me?"). K.2.4.1.1
        2. Poses questions to seek explanations on a variety of topics. K.2.4.1.2
        3. Tries an even wider range of new experiences, both independently and with peers and adults. K.2.4.1.3
        4. Expands verbal and nonverbal enthusiasm for learning new things, including academic (i.e., reading, writing) and physical skills (i.e., riding a bike). K.2.4.1.4
    2. Desire to learn – interest in challenges K.2.4.2
        1. Attempts activities that are new and challenging. May deliberately take risks when learning new skills. K.2.4.2.1
        2. Shows interest and skill in more complex self-help skills (e.g., zips jacket, prepares a snack). K.2.4.2.2

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3 Independence in learning – plans and initiates projects K.2.4.3

1 Independently plans a project and gathers materials needed to execute the project. K.2.4.3.1

2 Self-selects a variety of activities during free choice and puts away related materials where they belong when finished prior to transitioning to the next activity. K.2.4.3.2

3 Actively participates in creating games or activities with peers. K.2.4.3.3

4 Independently takes initiative to solve problems occurring within activities without immediately requiring adult support (e.g., the child will search for the missing piece in the doctor's kit for several minutes before asking for help). K.2.4.3.4

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5 Demonstrates Persistence K.2.5

1 see K.2.5.1

i Persists in an activity from start to finish (completeatask) - independently K.2.5.1.I

1 Persists with a wider variety of tasks, activities, and experiences with adult prompting. K.2.5.1.I.1

2 Keeps working to complete a task even if it is moderately difficult (e.g., persists with a somewhat challenging wooden puzzle). K.2.5.1.I.2

3 Can persist in completing a complicated plan (e.g., creating a parade in the classroom that involves making instruments, costumes, and decorations). K.2.5.1.I.3

ii Persists in the faceof failure K.2.5.1.II

1 Continues to attempt to build a tower even after three or more unsuccessful attempts independently. K.2.5.1.II.1

2 Experiences difficulty with writing, however, continues to try writing letters and numbers independently until the task is completed. K.2.5.1.II.2

3 Will consistently try a new approach to a problem when the old one is not working (e.g., immediately rotating a puzzle piece to find a better fit). K.2.5.1.II.3

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6 Demonstrates Cooperation K.2.6

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1 Positively participates in cooperative play K.2.6.1

1 Uses a wider array of words or actions to demonstrate awareness, understanding, and concern for what others are feeling (e.g., goes over to a child whose block building has fallen down and says, "Don't worry, Manuel. I'll help you build it up again."). K.2.6.1.1

2 Continues to establish and maintain friendships with other children. Seeks others' acceptance and friendship (e.g., says, "We're buddies, right?"). K.2.6.1.2

3 Uses a broader repertoire of strategies, including negotiation and compromise, to resolve conflicts before seeking adult help (e.g., says, "I have a great idea, Henry! You be the bear, and I will be the lion. Then we can switch!"). K.2.6.1.3

4 Uses more complex language to express his or her understanding of feelings and their causes (e.g., says, "I want to try riding on that, but I'm sort of scared, too."). K.2.6.1.4

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7 **Understanding and complying with classroom rules, routines and expectations** K.2.7

1 Follows routines, rules, and directions K.2.7.1

1 Able to answer why specific rules exist (i.e., safety rules). K.2.7.1.1

2 Able to help create school rules. K.2.7.1.2

3 Able to recognize rules as fair or unfair. K.2.7.1.3

4 Able to help problem-solve rules in support of fair treatment of everyone. K.2.7.1.4

5 Able to plan their activities around the classroom routine. K.2.7.1.5

6 Identifies classroom routines by day of the week (i.e., understanding on Monday music is after lunch, etc.). K.2.7.1.6

7 Behaves appropriately within the context of school routines (i.e., exiting the bus or attending school assemblies). K.2.7.1.7

2 Ability to transition K.2.7.2

i Demonstrates the ability to stop one activity and start another K.2.7.2.I

1 Consistently demonstrates the ability to independently stop an engaging activity to transition to another less desirable activity. K.2.7.2.I.1

2 Responds to visual or auditory prompts and cues to transition to the next activity with little or no adult prompting. K.2.7.2.I.2

ii Demonstrates the ability to adapt to new environments with appropriate behaviors independently. K.2.7.2.II

1 Arrives at school ready to engage in the classroom routine. K.2.7.2.II.1

2 Consistently transitions easily from home to school. K.2.7.2.II.2

3 Engages in out-of-classroom activities and successfully re-enters the classroom routine without disruption independently. K.2.7.2.II.3

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3 Demonstrates appropriate use of materials or belongings and those of others. K.2.7.3

1 Cleans up after activities, placing items in their appropriate place independently. K.2.7.3.1

2 Demonstrates appropriate use of classroom materials with consistency and independently. K.2.7.3.2

3 Begins to understand and appropriately care for items that belong to someone else. K.2.7.3.3

4 Continues to benefit from hands-on experiences to support more abstract thinking skills (e.g., makes a book about last summer's vacation trip, complete with sections for each place visited, drawings to illustrate, and labels written with adult help). K.2.7.3.4

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8 **Demonstrates cognitive flexibility** K.2.8

1 Understands symbolic representation K.2.8.1

i Represents people, places, or things through drawings, movement, and three-dimensional objects. K.2.8.1.I

1 Develops a set of symbols to create a landscape that eventually becomes a single variation repeated endlessly. K.2.8.1.I.1

2 Landscapes are composed carefully, giving the impression that removing any single form would throw off the balance of the whole picture. K.2.8.1.I.2

ii Engages in pretend play and acts out roles K.2.8.1.II

1 Imitates and sustains pretend play independently and negotiates the roles. K.2.8.1.II.1

2 Begins adhering to social norms in pretend play (e.g., only girls can be mommies). K.2.8.1.II.2

3 Demonstrates understanding of the world around her/him. K.2.8.1.II.3

iii Recognizes cause and effect K.2.8.1.III

1 Increased ability to understand verbal explanations of phenomena that are not directly experienced, as long as the child has had similar experiences (e.g., “The sun gives off heat. Even though you can’t see it, it’s happening.”). K.2.8.1.III.1

2 Begins to understand consequences of own actions when prompted by the teacher (e.g., “Tell me what is a good reward for helping your friends clean up their block game.”). K.2.8.1.III.2