Maryland Social Foundations

End P3 Indicators

Social Emotional Regulation P3.1

1 **Demonstrates healthy self-confidence** P3.1.1

1 Demonstrates independence in a range of routines and tasks P3.1.1.1

1 Begins to actively participate in classroom activities (i.e., answers questions or joins dramatic play). P3.1.1.1.1

2 Chooses where to play during center time. P3.1.1.1.2

2 Demonstrates age-appropriate independence in decision-making P3.1.1.2

1 Begins to independently select appropriate materials during specific activities (i.e. when presented with a painting project gets red and green paint.) P3.1.1.2.1

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2 **Initiates and maintains relations** P3.1.2

1 Expresses, understands, and responds to feelings(emotions) of others P3.1.2.1

1 Identifies basic feelings (i.e. sad, mad, happy). P3.1.2.1.1

2 Begins to express emotions through non-verbal cues with adult modeling and support (i.e., body language, facial expressions, crosses arms, and frowns). P3.1.2.1.2

3 Recognizes when someone needs help, but may not respond every time. P3.1.2.1.3

2 Plays or works with others cooperatively P3.1.2.2

1 Plays alongside other children (i.e., dramatic play, block table). P3.1.2.2.1

2 Begins to understand the concept of sharing with adult modeling and support. P3.1.2.2.2

3 Recognizes differences or similarities between self as compared to others P3.1.2.3

1 Begins to recognize differences or similarities between self as compared to others (i.e., children with disabilities, gender, hair color, etc.). P3.1.2.3.1

2 Identifies when a peer is not given the same instructions or structure (e.g., “Katie gets to go into the block center.”) P3.1.2.3.2

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4 Shows ability to resolve conflicts P3.1.2.4

1 Accepts compromise when resolving conflicts if suggested by an adult (e.g., Mom says, "Jackson, you can use that swing as soon as Sheila finishes her turn."). P3.1.2.4.1

2 Seeks adults' help in resolving a conflict (i.e., goes to Dad and says, "Jacob took my truck!"). P3.1.2.4.2

3 Continues to learn simple alternatives to aggressive ways of dealing with conflicts (i.e., trades one object for a desired one). P3.1.2.4.3

Recognizes the appropriate place for items(e.g., their assigned seat, rest spot, etc.). P3.1.1.2.2

2 **Recognizes the appropriate place for items(e.g., their assigned seat, rest spot, etc.).** P3.1.1.2.2

Approaches to Learning and Executive Functioning P3.2

1 **Self-regulation/ Inhibitory control** P3.2.1

1 Control Impulses P3.2.1.1

1 Occasionally avoids imitating the negative behaviors of peers with prompting from an adult. P3.2.1.1.1

2 Developing the ability to control impulses during structured activities with adult support (i.e., resisting the impulse to call out before raising a hand during group time). P3.2.1.1.2

3 May remind other children to control their impulses and follow rules when not able to do so oneself. P3.2.1.1.3

4 May need to be reminded to stop a habitual action when it is not appropriate (e.g. continuing to go to the bathroom for paper towels even though they have been moved into the classroom). P3.2.1.1.4

5 Can enjoy games like Red Light, Green Light that require waiting for signal to do something with adult support. P3.2.1.1.5

2 Resist Temptation P3.2.1.2

1 Briefly able to wait for an object without grabbing. Can wait longer with adult support. P3.2.1.2.1

2 Can wait for a highly desired food or object with adult reminders (e.g., can wait to eat the cupcake in reach until the birthday song is complete). P3.2.1.2.2

3 Able to take turns with preferred toys with prompting from an adult. P3.2.1.2.3

3 Refrains from emotional outbursts and unsafe behaviors. P3.2.1.3

1 Shows progress in resisting the impulse to harm self, others, or property in difficult situations or conflicts and uses language to express strong feelings instead (e.g., says, "I really, REALLY need that swing!"). May still fall apart under stress. P3.2.1.3.1

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4. Attentiveness – Resists distraction to maintain focus on tasks of interest to the child P3.2.1.4
    1. Maintains focus on one activity for longer periods of time as long as the activity is age-appropriate and of interest (e.g., can repeatedly solve and dump out a wooden puzzle, even with other children playing in the background). P3.2.1.4.1
5. Attentiveness – Resists distraction to maintain focus on tasks set by someone else P3.2.1.5
    1. Remains on task during an activity set by the teacher for short periods of time despite distractions, though still may require prompting from an adult. P3.2.1.5.1
    2. Can return to an earlier task after an interruption, with adult reminders. P3.2.1.5.2

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2. **Working memory** P3.2.2
    1. Demonstrate the ability to hold and manipulate information P3.2.2.1
        1. Can remember and talk about what has just happened in a story and what is happening now. P3.2.2.1.1
        2. Can consider two options and make a choice when asked. P3.2.2.1.2
        3. Can hold two rules in mind long enough to complete the tasks (i.e., “Throw your trash away, and then put your lunchbox in your cubby). P3.2.2.1.3
        4. Can remember a response to a teacher’s question long enough to respond appropriately after waiting for a turn during a short group discussion. P3.2.2.1.4
        5. Can put down a toy and remember its location for a brief period of time. P3.2.2.1.5
        6. Can enjoy success at simple memory games tracking a few objects or pictures. P3.2.2.1.6

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3. **Cognitive Flexibility** P3.2.3
    1. Can flexibly apply rules to games and behavior P3.2.3.1
        1. Can take on a character in pretend play and sustain this role consistently for approximately 5-10 minutes with adult modeling and support. P3.2.3.1.1
        2. Can enjoy games with rules and follow the rules some of the time. P3.2.3.1.2
        3. Can learn to follow different rules in different contexts and can do so with reminders (e.g., use indoor voices indoors but not outdoors). P3.2.3.1.3
        4. Can recognize when making a mistake and change approach with adult help. P3.2.3.1.4
        5. Able to sort materials by two different characteristics (e.g.,blocks go here, dolls go here). P3.2.3.1.5

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2 Flexible problem solving-seeks multiple solutions to a question, task, or problem. P3.2.3.2

1 Employs a strategy to solve a problem with adult modeling, prompting, and support. P3.2.3.2.1

2 Asks adults to solve or "fix" a problem. P3.2.3.2.2

3 Continues to become more flexible in problem-solving and thinking through alternatives (e.g., when trying to put on shoes, talks to self about what to do first. If the shoe won't easily go on one foot, he or she tries the other foot). P3.2.3.2.3

4 After a conflict with another child, can talk about other ways the problem might have been resolved. P3.2.3.2.4

5 When faced with a problem, can slow down and think through options with support from an adult (e.g., “It looks like someone is in your way. What could you do to get him to move?”) P3.2.3.2.5

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4 Initiative and curiosity P3.2.4

1 Desire to learn – asks questions and seeks new information. P3.2.4.1

1 Begins to ask basic “wh” questions related to the environment (e.g., “Where is Sarah going?”). P3.2.4.1.1

2 Seeks experiences with new toys and materials (e.g., listens to stories, plays with friends at the water table, takes trips to the fire station). P3.2.4.1.2

3 Generates ideas with teachers and peers with adult modeling and support. P3.2.4.1.3

2 Desire to learn – interest in challenges P3.2.4.2

1 Continues to ask numerous questions, which are becoming more verbally complex (e.g., asks, "How do we get to Nana's house?"). P3.2.4.2.1

2 Starts to demonstrate enthusiasm for new challenges and experiences. P3.2.4.2.2

3 Independence in learning – plans and initiates projects. P3.2.4.3

1 Begins to actively participate in classroom activities (i.e., answers questions or joins dramatic play). P3.2.4.3.1

2 Chooses where to play during center time. P3.2.4.3.2

3 Begins to independently select appropriate materials during specific activities (e.g., when presented with a painting project, gets red and green paint). P3.2.4.3.3

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5 Demonstrates Persistence P3.2.5

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1. Persists in an activity from start to finish (completes a task) independently. P3.2.5.1
    1. Persists with a wider variety of tasks, activities, and experiences with adult prompting. P3.2.5.1.1
    2. Keeps working to complete a task even if it is moderately difficult (e.g., persists with a somewhat challenging wooden puzzle). P3.2.5.1.2
    3. Notes sense of accomplishment when finishing a planned activity (i.e. successfully drawing a figure). P3.2.5.1.3
2. .Persists in the face of failure P3.2.5.2
    1. Insists upon putting on a coat independently, even though prior attempts have been unsuccessful. P3.2.5.2.1
    2. Continues to stack cups or complete a simple puzzle unsuccessfully without an emotional outburst, with adult support. P3.2.5.2.2
    3. Can adjust approach to a task to resolve difficulties with adult help (e.g., if teacher suggests the child rotate a puzzle piece to find a better fit). P3.2.5.2.3

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6. **Demonstrates Cooperation** P3.2.6
    1. Positively participates in cooperative play P3.2.6.1
        1. Offers basic help to peers who are in need, upset, hurt, or angry (e.g., gives a hug, offers a comfort object, pats them, or says an encouraging word). P3.2.6.1.1
        2. Attempts to give aid may not take into account the other child's characteristics or needs (e.g., offers a crying classmate his or her own stuffed animal, even though the child has another comfort object). P3.2.6.1.2
        3. Begins to have real friendships, even though he or she may not understand the concept of friendship or that these relationships may not last (e.g., says “my best friends are Nathan, Sharon, Enrique, Cassidy…” and all others in his or her class). P3.2.6.1.3
        4. Accepts compromise when resolving conflicts if it is suggested by an adult (e.g., Mom says, "Jackson, you can use that swing as soon as Sheila has finished."). P3.2.6.1.4
        5. Seeks adults' help in resolving a conflict (e.g., goes to Dad and says, "Jacob took my truck!"). P3.2.6.1.5
        6. Continues to learn simple alternatives to aggressive ways of dealing with conflicts (e.g., trades one doll for a desired one by saying, "You have THIS dolly, okay?"). P3.2.6.1.6

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7. **Understanding and complying with classroom rules, routines and expectations** P3.2.7

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1. Follows routines, rules, and directions P3.2.7.1
    2. Behaves appropriately within the context of classroom routines (i.e., sits for brief periods during circle time or washes hands for lunchtime). P3.2.7.1.2
    3. Begins to anticipate the next activity in the routine (i.e., asking, “Are we going outside?” during snack time). P3.2.7.1.3
2. Ability to transition P3.2.7.2
    i. Demonstrates the ability to stop one activity and start P3.2.7.2.I
        1. Responds to visual or auditory prompts and cues to transition to the next activity with adult support. P3.2.7.2.I.1
        2. Moves from a preferred activity to a less preferable activity with adult support and assistance. P3.2.7.2.I.2
        3. Demonstrates the ability to stop an engaging activity to help clean up with adult support. P3.2.7.2.I.3
    ii. Demonstrates the ability to adapt to new environments with appropriate behaviors with adult support. P3.2.7.2.II
        1. Demonstrates comfort with the transition from home to the classroom environment (e.g., begins to calm down quicker and more frequently when parents leave). P3.2.7.2.II.1
        2. Engages with trusted adults during transition with support and encouragement. P3.2.7.2.II.2
3. Demonstrates appropriate use of materials or belongings and respects those of others. P3.2.7.3
    1. Begins to help with cleanup after activities with prompting and adult assistance. P3.2.7.3.1
    2. Begins to recognize where materials belong. P3.2.7.3.2
    3. Begins to understand how to use age-appropriate classroom materials with modeling and prompting. Follows adult direction and modeling for an assigned task (e.g., turns pages of a book with care, then puts the book back on the shelf with prompting). P3.2.7.3.3
    4. Begins to reference past knowledge to create an understanding of new information through pretend play (e.g., says, “This game is like the one we played in Ms. Kim’s class”). P3.2.7.3.4

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8. **Demonstrates cognitive flexibility** P3.2.8

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1 Understands symbolic representation P3.2.8.1

i Represents people, places, or things through drawings, movement, and three-dimensional objects. P3.2.8.1.I

i Develops generic symbols for repeated drawings of common objects like the sun, dog, and house. P3.2.8.1.I.1

2 Begins drawing in a more realistic manner, occasionally oscillating between realism and scribbling. P3.2.8.1.I.2

ii Engages in pretend play and acts out roles i P3.2.8.1.II

1 Identifies difference between fantasy and reality with adult support and prompting. P3.2.8.1.II.1

2 Able to act out simple roles (i.e., “Look, I am a dog, ruff, ruff.”). P3.2.8.1.II.2

iii Recognizes cause and effect P3.2.8.1.III

1 Understands explanations when concrete objects and actions support the verbal explanation, and phenomena are directly observable (e.g., "When we mix colors, we get a new color. See what color you get when you mix yellow with blue."). P3.2.8.1.III.1

Follows classroom rules frequently P3.2.7.1.1

1 **Follows classroom rules frequently** P3.2.7.1.1