Maryland Social Foundations

# End P4 Indicators

**Strand: Social-Emotional Regulation** P4.1

1 **Demonstrates healthy self-confidence** P4.1.1

1 Essential Skills and Knowledge: Demonstrates independence in a range of routines and tasks P4.1.1.1

1 Seeks new and varied experiences and challenges (e.g., puts materials together in new ways to test results; joins a peer-created game or activity). P4.1.1.1.1

2 Requires fewer prompts to follow classroom routines and can independently anticipate what happens next. P4.1.1.1.2

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2 **Initiates and maintains relations** P4.1.2

1 Expresses, understands, and responds to feelings(emotions) of others P4.1.2.1

1 Communicates negative and positive emotions verbally and responds to teacher prompts or directions. P4.1.2.1.1

2 Understands a wider array of feelings (e.g., frustrated, scared, lonely) and expresses them to others. P4.1.2.1.2

3 Seeks adult assistance for classmates who need support. P4.1.2.1.3

4 Shows concern for peers who are upset or hurt. P4.1.2.1.4

2 Plays or works with others cooperatively P4.1.2.2

1 Has one or more special friendships. P4.1.2.2.1

2 Initiates interactions (e.g., talking, playing). P4.1.2.2.2

3 Shares materials and equipment with other children with adult modeling and support. P4.1.2.2.3

3 Recognizes differences or similarities between self as compared to others P4.1.2.3

1 Identifies differences or similarities between self and others (e.g., children with disabilities, gender, hair color, etc.). P4.1.2.3.1

2 Identifies and negotiates when a peer is not given the same instructions or structure (e.g., “William’s mommy lets him watch Dora. Why can’t I?”). P4.1.2.3.2

Skip to main content

4 Shows ability to resolve conflicts P4.1.2.4

1 Identifies interpersonal conflicts and begins to manage emotions more effectively using self-talk with adult support and modeling (e.g., “Take three deep breaths, and then ask Caleb for another turn.”). P4.1.2.4.1

2 Seeks adult help when solving interpersonal conflicts. P4.1.2.4.2

3 Discusses possible solutions with peers with adult assistance. P4.1.2.4.3

4 Has an awareness of conflict resolution strategies but is not yet able to implement them consistently (e.g., understands a story where a social strategy was used but struggles to apply it functionally). P4.1.2.4.4

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**Approaches toLearningandExecutiveFunctioning** P4.2

1 **Self-regulation/ Inhibitory control** P4.2.1

1 Control Impulses P4.2.1.1

1 Avoids imitating the negative behavior of peers with minimal prompting from adults. P4.2.1.1.1

2 More reliably controls impulses during structured activities that are familiar (e.g., raising a hand to talk). P4.2.1.1.2

3 Can play the role of a teacher in a game, monitor other children’s behavior, and remind them to follow the rules. P4.2.1.1.3

4 Sometimes able to resist habits when they are no longer appropriate (e.g., may remember while walking to the bathroom that the paper towels have moved and adjust accordingly). P4.2.1.1.4

5 Able to play games like Red Light, Green Light that require waiting for a signal to act, with adult support. P4.2.1.1.5

2 Resist Temptation P4.2.1.2

1 Independently waits for an object without grabbing most of the time. P4.2.1.2.1

2 Able to take turns with preferred toys or classroom materials (e.g., waits for an object without grabbing, with minimal prompting). P4.2.1.2.2

3 Can wait for a highly desired food or object, though may occasionally need reminders. P4.2.1.2.3

3 Refrainsfromemotional outbursts and unsafe behaviors P4.2.1.3

1 Learns coping strategies (e.g., using words, pretend play, drawing) to establish greater control and competence in managing intense emotions (e.g., after going to the emergency room, a child may repeatedly play out the experience with dolls and stuffed animals) resist impulses to harm self, others, or property. P4.2.1.3.1

Skip to main content

4. Attentiveness – Resists distraction to maintain focus on tasks of interest to the child P4.2.1.4
    1. Increases ability to ignore distractions and sustain attention on topics of interest (e.g., can focus on a drawing even when other children are nearby; might say, “I’ll play with you later. I want to finish this.”). P4.2.1.4.1
    2. Capable of sustaining focus on longer-term or complex projects with support from an adult. P4.2.1.4.2
5. Attentiveness – Resists distraction to maintain focus on tasks set by someone else P4.2.1.5
    1. Remains on task during a teacher-set activity for short periods despite distractions, with minimal prompting from adults (e.g., can ignore nearby activities and maintain focus on a teacher-directed small group activity). P4.2.1.5.1
    2. May need a reminder to return to an earlier task after an interruption. P4.2.1.5.2

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2. **Working memory** P4.2.2
    1. Demonstrate the ability to hold and manipulate information P4.2.2.1
        1. Can remember recent events in a story and use this information to shape predictions and questions. P4.2.2.1.1
        2. Frequently considers multiple possibilities before making a choice. P4.2.2.1.2
        3. Can remember and follow multiple classroom rules with visual and auditory cues. P4.2.2.1.3
        4. Can remember and follow two-step directions without prompting. P4.2.2.1.4
        5. Can hold in mind the comments of peers and respond appropriately during a short class discussion. P4.2.2.1.5
        6. Can keep track of a few different objects for short periods of time. P4.2.2.1.6
        7. Can enjoy more complex memory games with more cards or objects. P4.2.2.1.7

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3. **Cognitive Flexibility** P4.2.3

Skip to main content

1. Can flexibly apply rules to games and behavior P4.2.3.1
    1. Can independently sustain a character in pretend play for 10 minutes or longer. P4.2.3.1.1
    2. Can switch roles in dramatic play. P4.2.3.1.2
    3. Enjoys games like Simon Says that require following two different rules when cued (e.g., copying and not copying). P4.2.3.1.3
    4. Can follow different rules in familiar contexts with minimal reminders (e.g., takes off shoes at home but not at school). P4.2.3.1.4
    5. Often recognizes and corrects mistakes independently. P4.2.3.1.5
    6. Able to change sorting categories with help (e.g., sorting by color, then by shape). P4.2.3.1.6
2. Flexible problem solving-seeks multiple solutions to a question, task, or problem. P4.2.3.2
    1. Begins to employ their own solutions to problems through trial and error (e.g., tries different pegs to see which one fits). P4.2.3.2.1
    2. Continues to become more cognitively flexible and is able to draw on varied resources to solve problems (e.g., tries to build a large structure with blocks, but it keeps falling down. After several failed attempts, they try making a larger base. May also observe how other children have built their structures). P4.2.3.2.2
    3. When in conflict with another child, is increasingly able to suggest possible solutions. P4.2.3.2.3
    4. When faced with a problem, can be reminded to slow down and think about what to do. P4.2.3.2.4

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4. **Initiative and Curiosity** P4.2.4
    1. Desire to learn – asks questions and seeks new information P4.2.4.1
        1. Asks questions about future events as well as about the present (e.g., asks, "When will we go to Val's?"). P4.2.4.1.1
        2. Poses questions to seek explanations about topics of interest with adult support and modeling. P4.2.4.1.2
        3. Elaborates on experiments by attempting to replicate results using different materials (e.g., gathers various materials to drop in the water table, then sorts what sinks vs. what floats). P4.2.4.1.3
        4. Asks to participate in new experiences they have observed or heard others talk about (e.g., says, "Janice goes fishing. Can I?"). P4.2.4.1.4

Skip to main content

2 Desire to learn – interest in challenges P4.2.4.2

1 Asks questions about future events as well as about the present (e.g., asks, "When will we go to Sarah's house again?"). P4.2.4.2.1

2 Begins to show increased enthusiasm for learning letters, shapes, and numbers (e.g., while looking at a book with a parent, points to a word that contains the letter "S" and says, "S! That's in my name! What is that word?"). P4.2.4.2.2

3 Seeks new and varied experiences and challenges (e.g., puts materials together in new ways to test results, joins a peer-created game or activity, tries to dress a new doll, or builds a new construction toy). P4.2.4.2.3

3 Independence in learning – plans and initiates projects P4.2.4.3

1 When prompted, initiates a plan for activities. P4.2.4.3.1

2 Shows interest in leading activities and taking responsibility during cleanup. P4.2.4.3.2

3 Expands decision-making skills (e.g., a child may say, "This morning, I'm going to work on my Lego building."). P4.2.4.3.3

4 Develops a greater ability to set goals and follow a plan (e.g., a child says, "I'm going to pick up all these branches," and then works until the task is complete). P4.2.4.3.4

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**5 Demonstrates Persistence** P4.2.5

1 see P4.2.5.1

i Persistsinanactivity from start to finish (complete a task) - independently P4.2.5.1.I

1 Persists with a wider variety of tasks, activities, and experiences with adult prompting. P4.2.5.1.I.1

2 Keeps working to complete a task even if it is moderately difficult (e.g., persists with a somewhat challenging wooden puzzle). P4.2.5.1.I.2

3 Will often persist in working to complete all aspects of a planned task (e.g., when building a zoo in the block area, will keep working until every animal has a cage). P4.2.5.1.I.3

ii Persists in thefaceof failure P4.2.5.1.II

1 Continues to attempt to build a tower even after three or more unsuccessful attempts with adult support and encouragement. P4.2.5.1.II.1

2 Experiences difficulty with drawing, cutting, and writing, but persists with adult support and encouragement until the task is complete. P4.2.5.1.II.2

3 Will often notice that a problem can be resolved by a change in approach (e.g., trying to fit a puzzle piece a few times and then rotating it to find a better fit). P4.2.5.1.II.3

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**Demonstrates Cooperation** P4.2.6

Skip to main content

1 Positively participates in cooperative play P4.2.6.1

1 Responds more appropriately and sympathetically to peers who are in need, upset, hurt, or angry (e.g., says, "Don't cry, Willy. My daddy can fix that bike. He knows how."). P4.2.6.1.1

2 Shows further progress in developing friendships with peers, even if a bond is formed with just one other child. P4.2.6.1.2

3 Begins to try to please other children (e.g., says, "You can come to my birthday party, ok?"). P4.2.6.1.3

4 Suggests solutions to problems with other children while continuing to seek adults' help (e.g., says, "Hey, Benjamin! We can BOTH be firemen!"). P4.2.6.1.4

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7 **Understanding and complying with classroom rules, routines and expectations** P4.2.7

1 Follows routines, rules, and directions P4.2.7.1

1 Helps to create classroom rules. P4.2.7.1.1

2 Responds to teacher directions or signals consistently. P4.2.7.1.2

3 Takes initiative with assigned or chosen tasks relating to classroom routines. P4.2.7.1.3

4 Behaves appropriately within the context of classroom routines with adult modeling and support (i.e., listens when someone else is talking or raises a hand to share). P4.2.7.1.4

5 Requires fewer prompts to follow classroom routines and is able to independently anticipate what happens next. P4.2.7.1.5

2 Ability to transition P4.2.7.2

i Demonstrates the ability to stop one activity and start another P4.2.7.2.I

1 Takes and gives cues to other children during transitions and models their appropriate behavior with adult support. P4.2.7.2.I.1

2 Occasionally demonstrates the ability to stop an engaging activity to help clean up, requiring less support and guidance from an adult. P4.2.7.2.I.2

ii Demonstrates the ability to adapt to new environments with appropriate behaviors with adult support. P4.2.7.2.II

1 Manages separation anxiety from home to school by kissing the caregiver goodbye or waving from the window every day. P4.2.7.2.II.1

2 Frequently demonstrates comfort with the transition from home to the classroom environment (e.g., easily calms down when parents leave). P4.2.7.2.II.2

3 Engages in out-of-the-classroom activities (i.e., recess) and successfully re-enters the classroom without disruption. P4.2.7.2.II.3

Skip to main content

3 Demonstrates appropriate use of materials or belongings and those of others. P4.2.7.3

1 Helps with cleanup after activities with prompting. P4.2.7.3.1

2 Begins to demonstrate appropriate use of classroom materials with modeling (e.g., using glue in an art project appropriately or turning book pages with care). P4.2.7.3.2

3 Recognizes and is responsible for returning items to the appropriate location with prompting. P4.2.7.3.3

4 Begins identifying when things are not put away in designated areas. P4.2.7.3.4

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**8 Demonstrates cognitive flexibility** P4.2.8

1 Understands symbolic representation P4.2.8.1

i Represents people, places, or things through drawings, movement, and three-dimensional objects. P4.2.8.1.I

1 Begins to create art that is more realistic and includes some details of objects, animals, or people. Such details are typically remembered features that have made an impression but do not include all that is seen or known (e.g., draws a picture of a car with four wheels but no windows). P4.2.8.1.I.1

2 Uses art to reflect thoughts and feelings (e.g., transforms a list of favorite foods that the teacher recorded on paper into a mobile from which illustrations of these foods are hung). P4.2.8.1.I.2

ii Engages in pretend play and acts out roles P4.2.8.1.II

1 Communicates thoughts and feelings through role play, though may still need adult support (e.g., play-acts being a kitten seeking affection and hugs). P4.2.8.1.II.1

2 Uses objects as symbolic props (e.g., places a shell on top of a dollhouse and declares it to be a satellite dish). P4.2.8.1.II.2

3 Becomes more animated in play (e.g., using different voices for the baby, dog, etc.). P4.2.8.1.II.3

iii Recognizes cause and effect P4.2.8.1.III

1 Increased ability to understand 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."). P4.2.8.1.III.1

2 Begins to understand explanations of events that have not been experienced directly, as long as the child has had a similar experience. P4.2.8.1.III.2