Minnesota Early Childhood Indicators of Progress

# Social and Emotional Development

**Components S1-3: Self and Emotional Awareness**

**S1 Confidence: Child demonstrates confidence "I am capable, I can experiment, I can make mistakes, and I can move on"** S1

0-1 year

S1.1 Independently prompts caregiver to meet basic needs S1.1

S1.2 Uses voice or body to show likes and dislikes S1.2

1-2 years

S1.3 Independently attempts new challenges or activities that may or may not be successful S1.3

S1.4 Checks with and accepts support from adult or caregiver when necessary S1.4

2-3 years

S1.5 Demonstrates or describes personal skills, likes, or dislikes S1.5

S1.6 Seeks help from adult to meet needs or solve problems S1.6

S1.7 Seeks out available social-emotional resources such as adults, peers or things for support S1.7

3-4 years

S1.8 Demonstrates confidence in a range of abilities and expresses pride in accomplishments S1.8

S1.9 Consistently and effectively uses social/ emotional resources such as adults, peers or things for support S1.9

4-5 years, K Readiness

S1.10 Demonstrates increasing confidence and inclination to express opinions and ideas S1.10

S1.11 Engages in increasingly independent and self- directed activities S1.11

S1.12 Tolerates constructive criticism and manages setbacks, seeking adult support when needed S1.12

**S2 Self Awareness: Child demonstrates understanding and appreciation of uniqueness in own family, community, culture, and the world** S2

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0-1 year

S2.1 Explores the world and environment around self and how things work S2.1

1-2 years

S2.2 Demonstrates awareness of self as separate from others S2.2

2-3 years

S2.3 Identifies self as part of the family, culture, community, or group S2.3

S2.4 Describes or labels self as a boy or girl S2.4

3-4 years

S2.5 Demonstrates knowledge of family celebrations, traditions, and expectations S2.5

4-5 years, K Readiness

S2.6 Shows increasingly accurate understanding of own strengths, preferences, limitations, and personal qualities S2.6

**S3 Emotions: Child demonstrates understanding of own emotions, others' emotions, and awareness of emotions becoming reactions and behaviors** S3

0-1 year

S3.1 Expresses emotions through facial expressions, sounds, and gestures S3.1

S3.2 Notices and responds to emotions displayed by others S3.2

1-2 years

S3.3 Expresses feelings, needs, and wants with nonverbal communication, vocalizations, and a few words S3.3

S3.4 Associates emotions with words and expressions S3.4

2-3 years

S3.5 Recognizes and describes own emotions S3.5

S3.6 Shows some understanding of others' emotional expressions S3.6

3-4 years

S3.7 Uses words to express emotions S3.7

S3.8 Recognizes and responds to others' emotional expression S3.8

4-5 years, K Readiness

S3.9 Demonstrates or describes increasing understanding of cause and effect around own emotional reactions S3.9

S3.10 Exhibits growing ability to understand and anticipate others' emotional reactions to situations or behaviors S3.10

**Components S4-5: Self Ma**

**S4 Managing thinking: Child manages attention and thoughts** S4

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0-1 year

S4.1 Briefly pays attention to environmental stimuli S4.1

S4.2 Indicates a choice with physical or vocal response S4.2

1-2 years

S4.3 Focuses attention on preferred items and experiences S4.3

S4.4 Expresses thoughts by responding to simple choices and limits verbally or nonverbally S4.4

S4.5 Anticipates and follows simple routines S4.5

2-3 years

S4.6 Frequently pays attention to both familiar and new objects and experiences S4.6

S4.7 Chooses from a variety of options within the environment S4.7

S4.8 Responds to soothing or redirection when playing or learning does not go as expected S4.8

3-4 years

S4.9 Attends for longer periods and persists through a broad range of adult-directed and child-initiated activities S4.9

S4.10 Makes self-directed choices from a greater variety of options S4.10

S4.11 Increasing ability to remember and follow simple two-step directions S4.11

4-5 years, K Readiness

S4.12 Sustains attention and persistence with a task of interest for at least 5 minutes S4.12

S4.13 Talks through simple tasks and conflicts, seeking adult support as needed S4.13

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**S5 Managing emotions and behaviors: Child manages emotions, impulses, and behaviors with assistance from others and independently** S5

0-1 year

S5.1 Uses simple behaviors, objects, or movements to comfort and calm self with caregiver assistance S5.1

S5.2 Communicates needs or wants to adults using simple gestures, sign language, or sounds S5.2

S5.3 Uses sounds, sign language, or gestures to gain adult help to alleviate discomfort or distress S5.3

S5.4 Responds to adult efforts to calm or soothe S5.4

S5.5 Uses behaviors, objects, or movements to comfort self S5.5

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1-2 years

S5.6 Expands use of sign language, gestures, and a few words or phrases to communicate needs, wants, preferences, and discomforts to adults S5.6

S5.7 Actively seeks adult help using sounds, gestures, or some words when feeling strong emotions, either positive or negative S5.7

S5.8 Anticipates and actively avoids or ignores situations that cause discomfort S5.8

S5.9 Follows simple routines, expectations, and boundaries to help manage own emotions and behavior S5.9

S5.10 Tolerates brief delays in getting needs met S5.10

2-3 years

S5.11 Uses a wide variety of self-comforting behaviors S5.11

S5.12 Communicates specific needs, wants, and discomfort to adults S5.12

S5.13 Anticipates the need for comfort and tries to prepare self for changes in routine S5.13

S5.14 Follows simple expectations to manage emotions and behaviors, but may require reminders or assistance, particularly during more intense feelings or circumstances S5.14

S5.15 Waits briefly to obtain something desired S5.15

3-4 years

S5.16 Consistently calms self when feeling strong emotions or discomfort with only occasional adult guidance and assistance S5.16

S5.17 Independently expresses feelings, needs, opinions, and desires in appropriate ways S5.17

S5.18 Follows expectations established to manage feelings and behaviors with necessary reminders or assistance S5.18

S5.19 Demonstrates the ability to delay gratification for longer periods of time S5.19

S5.20 Demonstrates understanding of rules, roles, jobs, and relationships in families and the community S5.20

4-5 years, K Readiness

5.21 Increasingly expresses feelings, needs, opinions and desires verbally 5.21

5.22 Shows increasing understanding of changing expectations for behavior and emotional expression in different settings (e.g., home, school, grocery store) 5.22

5.23 Shows increasing ability to manage challenging feelings and behaviors, with necessary reminders or assistance 5.23

5.24 Shows increasing ability to stop and think before acting 5.24

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**Components S6-8: Social Understanding and Relationships**

**S6 Social responsiveness: Child notices and responds to others and their emotions** S6

0-1 year

S6.1 Shows interest or reacts to others' emotions S6.1

S6.2 Responds to others' emotional tone and actions S6.2

1-2 years

S6.3 Imitates others' emotions and expressions S6.3

S6.4 Shows some individual response to others' emotional tone S6.4

2-3 years

S6.5 Identifies others' basic emotional cues S6.5

S6.6 Shows concern for others through efforts to help or comfort S6.6

3-4 years

S6.7 Shows understanding, empathy, and compassion for others through words or gestures S6.7

S6.8 Labels others' emotions S6.8

4-5 years, K Readiness

S6.9 Appropriately labels increasingly complex emotions in others (e.g., pride, embarrassment, jealousy) S6.9

S6.10 Responds appropriately to others' emotions S6.10

S6.11 Shows increasing understanding and appreciation of the perspectives of peers S6.11

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**S7 Building relationships: Child establishes and sustains relationships with others** S7

0-1 year

S7.1 Shows a preference for a trusted adult S7.1

S7.2 Notices or responds to others S7.2

1-2 years

S7.3 Shows preferences for one or more adults or children S7.3

S7.4 Shows some awareness or caution with unfamiliar adults S7.4

S7.5 Uses trusted adult(s) as a base from which to explore S7.5

2-3 years

S7.6 Seeks out familiar adults and children for conversation and play S7.6

S7.7 Manages routine separations with decreasing amount of distress S7.7

3-4 years

S7.8 Shares information and participates in activities with adults and peers S7.8

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4-5 years, K Readiness

S7.9 Builds friendships through play, learning activities and conversation with peers S7.9

S7.10 Uses trusted adults for support in diverse settings (e.g., classroom, outside) when in need of assistance S7.10

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**S8 Social skills: Child responds to and interact with others in a meaningful way** S8

0-1 year

S8.1 Notices others and chooses similar materials or copies actions S8.1

1-2 years

S8.2 Play with others in a parallel manner S8.2

S8.3 Recognizes similarities and differences between self and others S8.3

2-3 years

S8.4 Enters play groups using various strategies S8.4

S8.5 eeks a preferred playmate S8.5

S8.6 Shows flexibility in roles during play S8.6

3-4 years

S8.7 Initiates, joins, and sustains cooperative play and conversations with others S8.7

S8.8 Shows concern, respect, care, and appreciation for others and the environment S8.8

S8.9 Actively helps solve problems with others S8.9

S8.10 Takes turns S8.10

4-5 years, K Readiness

S8.11 Shows increasing ability to initiate and engage in positive interactions with peers and adults S8.11

S8.12 Solves problems with others most of the time, appropriately using support of adults and peers as needed S8.12