

Emotional and Social Development (ESD)

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Developing a Sense of Self

Goal ESD-1. Children demonstrate a positive sense of self-identity and self-awareness. **GOAL ESD-1**

ESD-1k. Describe self (characteristics that can be seen, things they can do, things they like, possessions). **ESD-1K**

ESD-1l. Express a sense of belonging to a group (say “There’s Kirby from my class,” move to stand with own group upon request, “I am a girl.”). **ESD-1L**

ESD-1m. Use own first and last name. **ESD-1M**

ESD-1n. Choose activities they like and name their favorite activities. **ESD-1N**

ESD-1o. Describe themselves in concrete ways, with greater detail and accuracy (“My eyes are brown.” “I am tall.”). **ESD-1O**

ESD-1p. Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group). **ESD-1P**

ESD-1q. Choose to spend more time on preferred activities, and express awareness of skills they are developing. **ESD-1Q**

Goal ESD-2. Children express positive feelings about themselves and confidence in what they can do. **GOAL ESD-2**

ESD-2k. Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. **ESD-2K**

ESD-2l. Express the belief that they can do many things. **ESD-2L**

ESD-2m. Try new activities and attempt new challenges. **ESD-2M**

ESD-2n. Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. **ESD-2N**

ESD-2o. Express the belief that they can do many things. **ESD-2O**

ESD-2p. Stick with tasks even when they are challenging. **ESD-2P**

ESD-2q. Express opinions about their abilities in different areas (“I’m a good friend.” “I can run fast.” “I know all my letters!”). **ESD-2Q**

Developing a Sense of Self With Others

Goal ESD-3. Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs. **GOAL ESD-3**

ESD-3m. Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problemsolving, and approval). **ESD-3M**

ESD-3n. Show affection for adults they are close to. **ESD-3N**

ESD-3o. Given time, form positive relationships with new teachers or caregivers. **ESD-3O**

ESD-3p. Show ease and comfort in their interactions with familiar adults. **ESD-3P**

ESD-3q. Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problemsolving, and approval). **ESD-3Q**

ESD-3r. Form positive relationships with new teachers or caregivers over time. **ESD-3R**

ESD-3s. Use language effectively to continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something). **ESD-3S**

Goal ESD-4. Children form relationships and interact positively with other children. **GOAL ESD-4**

ESD-4k. Demonstrate social skills when interacting with other children (turntaking, conflict resolution, sharing). **ESD-4K**

ESD-4l. Form and maintain friendships with a few other children. **ESD-4L**

ESD-4m. Identify another child as a friend. **ESD-4M**

ESD-4n. Approach other children easily, expecting positive interactions. **ESD-4N**

ESD-4o. Show ease and comfort in their interactions with familiar children. **ESD-4O**

ESD-4p. Demonstrate social skills when interacting with other children (turntaking, conflict resolution, sharing). **ESD-4P**

ESD-4q. Form and maintain friendships with other children of diverse cultural backgrounds and abilities. **ESD-4Q**

ESD-4r. Seek and give support with children they identify as friends. **ESD-4R**

ESD-4s. Use language effectively to have conversations with other children and influence another child's behavior (negotiate sharing a toy, plan how to build a block tower together). **ESD-4S**

ESD-4t. Play and interact cooperatively with other children (work on project together, exchange ideas). **ESD-4T**

Goal ESD-5. Children demonstrate the social and behavioral skills needed to successfully participate in groups. **GOAL ESD-5**

ESD-5k. Follow social rules, transitions, and routines that have been explained to them, with reminders and practice. **ESD-5K**

ESD-5l. Often make requests clearly and effectively. **ESD-5L**

ESD-5m. Show awareness that their actions affect others (move carefully around classmate's block structure). **ESD-5M**

ESD-5n. Wait for a short time to get what they want (a turn with a toy, a snack). **ESD-5N**

ESD-5o. Work to resolve conflicts effectively, with guidance and support. **ESD-5O**

ESD-5p. Notice and accept similarities and differences among all people, including people with disabilities and those from different cultures. **ESD-5P**

ESD-5q. Follow social rules, transitions, and routines that have been explained to them. **ESD-5Q**

ESD-5r. Make requests clearly and effectively most of the time. **ESD-5R**

ESD-5s. Balance their own needs with those of others in the group. **ESD-5S**

ESD-5t. Anticipate consequences and plan ways to solve problems effectively, with guidance and support. **ESD-5T**

ESD-5u. Use a variety of strategies to solve problems and conflicts with increasing independence. **ESD-5U**

ESD-5v. Express respect and caring for all people, including people with disabilities and those from different cultures. **ESD-5V**

Learning About Feelings

Goal ESD-6. Children identify, manage, and express their feelings. **GOAL ESD-6**

- ESD-6l.** Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. **ESD-6L**
- ESD-6m.** Use a variety of words or signs to express and manage feelings more clearly. **ESD-6M**
- ESD-6n.** Describe reasons for their feelings (“I’m sad because Grandma’s leaving.” “That makes me mad when you do that!”). **ESD-6N**
- ESD-6o.** Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. **ESD-6O**
- ESD-6p.** Independently manage and express feelings effectively most of the time. **ESD-6P**
- ESD-6q.** Use a larger vocabulary for talking about different feelings (“I’m frustrated with that puzzle!” “I’m excited about our trip.”). **ESD-6Q**
- ESD-6r.** Give reasons for their feelings that may include thoughts and beliefs as well as outside events (“I’m happy because I wanted to win and I did.”). **ESD-6R**
- ESD-6s.** Use problem-solving strategies when feeling angry or frustrated. **ESD-6S**

Goal ESD-7. Children recognize and respond to the needs and feelings of others. **GOAL ESD-7**

- ESD-7j.** Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back). **ESD-7J**
- ESD-7k.** Communicate concern for others (share a toy with someone who doesn’t have one, ask, “Are you OK?”). **ESD-7K**
- ESD-7l.** Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower). **ESD-7L**
- ESD-7m.** Show awareness that other people have different feelings (“I like raisins but he doesn’t.” “I’m scared on that ride but she isn’t.”). **ESD-7M**
- ESD-7n.** Communicate understanding and empathy for others’ feelings. **ESD-7N**
- ESD-7o.** Show awareness that their behavior can affect the feelings of others (say, “I didn’t mean to scare you when I yelled.”). **ESD-7O**
- ESD-7p.** Choose to act in ways that show respect for others’ feelings and points of view most of the time with guidance and support

(compliment each other during play, work out conflicts, show respect for opinions expressed by others). **ESD-7P**
