

Social-Emotional Development: Age 3

SENSES OF IDENTITY AND BELONGING

- 1 Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests 1**
 - a With the support of a trusted adult or peer, describes own physical characteristics and behaviors and indicates likes and dislikes when asked. 1.A
- 2 Child expresses confidence in own skills and positive feelings about self. 2**
 - a Expresses enjoyment in accomplishing daily routines and new skills and may draw trusted adult attention to these accomplishments. 2.A
 - b When prompted by a trusted adult, may share own ideas or express positive feelings about self. 2.B
- 3 Child has a sense of belonging to family, community, and other groups. 3**
 - a With the support of a trusted adult or peer, communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage. 3.A

EMOTIONAL FUNCTIONING

- 4 Child expresses a broad range of emotions and recognizes these emotions in self and others. 4**
 - a Expresses a broad range of emotions across contexts, such as during play and in interactions with a trusted adult. 4.A
 - b Notices when strong emotions are exhibited by others and begins to use words or gestures to describe some of these emotions, such as happy, sad, or mad. 4.B
- 5 Child expresses care and concern toward others. 5**
 - a Often pays attention when others are distressed, but attention and response to this distress may be brief. 5.A
 - b May seek out trusted adult support to help another child who is distressed. 5.B
- 6 Child manages emotions with increasing independence. 6**
 - a Manages less intense emotions, such as mild frustration, independently. 6.A
 - b May require trusted adult support to manage more intense emotions. 6.B

RELATIONSHIPS WITH A TRUSTED ADULT

7 Child engages in and maintains positive relationships and interactions with a trusted adult. 7

- a Engages in positive interactions with a trusted adult, such as by demonstrating affection. 7.A
 - b Separates from trusted adults when in familiar settings. 7.B
 - c Uses trusted adults as a resource to solve problems. 7.C
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8 Child engages in prosocial and cooperative behavior with trusted adult. 8

- a Sometimes engages in prosocial behavior with a trusted adult, such as greeting the teacher or saying goodbye, and responds to trusted adult requests and directions that may include assistance or prompting. 8.A
 - b Sometimes demonstrates uncooperative behavior with a familiar trusted adult, such as saying “No” to requests, but these moments are typically resolved with support from the trusted adult. 8.B
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RELATIONSHIPS WITH OTHER CHILDREN

9 Child engages in and maintains positive interactions and relationships with other children. 9

- a Sometimes engages in and maintains interactions with other children without support from a trusted adult, or demonstrates skills in doing this when prompted by a trusted adult. 9.A
 - b May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations or may engage with prompting from a trusted adult. 9.B
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10 Child engages in cooperative play with other children. 10

- a With the support of an adult, often plays cooperatively with other children. 10.A
 - b For at least short periods during this play, works with other children to plan and enact play in a coordinated way. 10.B
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11 Child uses basic problem-solving skills to resolve conflicts with other children. 11

- a Begins to recognize and describe social problems. 11.A
- b With trusted adult guidance and support, suggests solutions to conflicts. 11.B