South Carolina Early Learning Standards

Emotional and Social Development (ESD)

Developing a Sense of Self

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

Infants Birth to 12 months

a Show awareness of their bodies (study own hands and feet moving; use hands, mouth, and eyes in coordination to explore their bodies). ESD-1A

b Show interest in their image in a mirror (stare, smile, reach out to touch). ESD-1B

c Respond to their name with sounds or movement. ESD-1C

d Express likes and dislikes (smile, cry, and protest). ESD-1D

Younger Toddlers 8 to 21 months

e Show awareness of specific body parts. ESD-1E

f Recognize themselves in a mirror (point to self, make faces in mirror). ESD-1F

g Express choices with gestures, signs, or words (select a toy they want). ESD-1G

Older Toddlers 18 to 36 months

h Show awareness of some of their own characteristics and things they can do (recognize themselves in pictures, say, “I help Daddy!”). ESD-1H

i Use their own name or a personal pronoun to refer to themselves (I, me, and mine). ESD-1I

j Make choices and have favorite clothes, toys, and activities. ESD-1J

Younger Preschoolers 36 to 48 months

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

l 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

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

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

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Older Preschoolers 48 to 60+ months

- o Describe themselves in concrete ways, with greater detail and accuracy (“My eyes are brown.” “I am tall.”). ESD-1O
- p Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group). ESD-1P
- q Choose to spend more time on preferred activities, and express awareness of skills they are developing. ESD-1Q

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

Infants Birth to 12 months

- a Show they expect results from their actions (repeat loud noise to gain attention, hit toy over and over to produce sound). ESD-2A
- b Show pleasure at things they have done (wiggle, coo, laugh). ESD-2B
- c Explore the environment with support from a familiar, trusted adult. ESD-2C

Younger Toddlers 8 to 21 months

- d Explore the environment on their own, but check in with a familiar, trusted adult occasionally. ESD-2D
- e Show confidence in their ability to make things happen by repeating or changing their actions to reach a goal (move closer to reach an object they want). ESD-2E
- f Bring others things they like or show them things they have done. ESD-2F

Older Toddlers 18 to 36 months

- g Express positive feelings about themselves by showing and/or themselves, things they like, or things they have done. ESD-2g ESD-2G
- h Explore the environment independently to satisfy their own interests (seek out toy or favorite materials). ESD-2H
- i Show confidence in their abilities through actions and/ or language (try to lift a heavy object, say, “I’m strong!”). ESD-2I
- j Attempt to reach goals without help from others (push adult away, say “Me do it myself!”). ESD-2J

Younger Preschoolers 36 to 48 months

- k Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2K
- l Express the belief that they can do many things. ESD-2L
- m Stick with tasks even when they are challenging. ESD-2M
- n Express opinions about their abilities in different areas (“I’m a good friend.” I can run fast.” “I know all my letters!”). ESD-2N

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

Infants Birth to 12 months

a Enjoy being held, cuddled, and talked to by familiar adults. ESD-3A

b Recognize and reach out to familiar people. ESD-3B

c Seek to be near their caregivers; stop crying when they come near. ESD-3C

d Show signs of separation anxiety when a familiar caregiver leaves. ESD-3D

e Make eye contact with others. ESD-3E

f Imitate sounds, facial expressions, or gestures they see other people do (peeka-boo, hands up for "so big"). ESD-3F

Younger Toddlers 8 to 21 months

g Show preference for and emotional connection with adults who take care of them on a regular basis ("check in" with caregiver while playing, greet family member with big hug, seek out caregiver when upset or uncertain, exhibit anxiety when adult leaves). ESD-3G

h Offer toys and objects to familiar adults. ESD-3H

i Look to adult for affirmation of behavior/guidance. ESD-3I

Older Toddlers 18 to 36 months

j Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval). ESD-3J

k Form close relationships with their primary caregivers and other familiar adults. ESD-3K

l Seek help from trusted adults when upset (when fearful or having difficulty with something). ESD-3L

m Are less likely to get upset when primary caregiver is with them. ESD-3M

n Use words to influence caregivers' behavior (ask for help, talk about something they want the adult to do). ESD-3N

Younger Preschoolers 36 to 48 months

o Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval). ESD-3O

p Show affection for adults they are close to. ESD-3P

q Given time, form positive relationships with new teachers or caregivers. ESD-3Q

r Show ease and comfort in their interactions with familiar adults. ESD-3R

s Ask for assistance from adults. ESD-3S

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Older Preschoolers 48 to 60+ months

t Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval). ESD-3T

u Form positive relationships with new teachers or caregivers over time. ESD-3U

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

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

Infants Birth to 12 months

a Notice other infants and children (look at them, turn in other's direction, reach for them, touch them). ESD-4A

Younger Toddlers 8 to 21 months

b Show pleasure at the arrival of familiar peers. ESD-4B

c Enjoy playing alongside other children. ESD-4C

d Imitate actions of older siblings and playmates. ESD-4D

e Offer toys and objects to other children. ESD-4E

Older Toddlers 18 to 36 months

f Show affection or preference for particular children (spontaneously hug, want to play, call child a friend). ESD-4F

g Remember and use names of familiar playmates. ESD-4G

h Use appropriate words to influence playmates' behavior ("Play with me." "Stop hitting me."). ESD-4H

i Participate in play with other children. ESD-4I

j Show positive emotion and turn-taking with familiar playmates (agree to chase each other, watch and imitate each other's play with toys). ESD-4J

Younger Preschoolers 36 to 48 months

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

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

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

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

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

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Older Preschoolers 48 to 60+ months

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

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

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

s 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

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

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

Infants Birth to 12 months

Younger Toddlers 8 to 21 months

a Use gestures, sounds, objects, or words to get another person to do something (bring box to adult to be opened, make noise to get someone to look). ESD-5A

b Follow simple directions some of the time. ESD-5B

c Control impulses some of the time (look at forbidden object and say, "No, no," allow adult to direct them to a different activity). ESD-5C

d Accept adult help to resolve problems and conflicts, and cooperate when adults redirect them from a situation that poses a problem. ESD-5D

Older Toddlers 18 to 36 months

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

f Adjust their behavior to fit different situations (tiptoe near a sleeping baby, use a quiet voice inside, run outside). ESD-5F

g Evaluate their own and others' actions as right or wrong (pointing out another child is climbing on the table). ESD-5G

h Show caring and cooperation (help to put away toys, offer to help another person). ESD-5H

i Wait for a short time to get what they want (a turn with a toy, snack), with guidance and support. ESD-5I

j Accept "no" without getting overly upset. ESD-5J

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Younger Preschoolers 36 to 48 months

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

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

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

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

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

p Notice and accept similarities and differences among all people, including people with disabilities. ESD-5P

q Recognize and honor cultural differences. ESD-5Q

Older Preschoolers 48 to 60+ months

r Follow social rules, transitions, and routines that have been explained to them. ESD-5R

s Make requests clearly and effectively most of the time. ESD-5S

t Balance their own needs with those of others in the group. ESD-5T

u Anticipate consequences and plan ways to solve problems effectively, with guidance and support. ESD-5U

v Use a variety of strategies to solve problems and conflicts with increasing independence. ESD-5V

w Express respect and caring for all people, including people with disabilities. ESD-5W

x Recognize and honor cultural differences. ESD-5X

Emerging	**Emerging**
Learning about Feelings	**6 Children identify, manage, and express their feelings.** ESD-6

Infants Birth to 12 months

a Express a range of emotions (happiness, sadness, fear, and anger) with their face, body, and voice. ESD-6A

b Show when they feel overwhelmed or are in distress or pain (cry, yawn, look away, extend arms or legs, arch their body, fuss). ESD-6B

c Soothe themselves (suck thumb or pacifier, shift attention, snuggle with soft toy). ESD-6C

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Younger Toddlers 8 to 21 months

d Express a range of emotions (happiness, sadness, fear and anger) with their face, body, and voice. ESD-6D

e Use body language, facial expression, and sometimes words to communicate feelings (clap when happy, pout and hunch shoulders when sad, shout “Whee!” when excited). ESD-6E

f Separate from parent or main caregiver without being overcome by stress. ESD-6F

g Find comfort and calm down in a familiar setting or with a familiar person. ESD-6G

Older Toddlers 18 to 36 months

h 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-6H

i Communicate to make needs known. ESD-6I

j Manage emotions and control impulses with guidance and support (Say “I don’t like that!” instead of hitting; wait by door instead of running ahead when excited to go out). ESD-6J

k Display emotional outbursts less often. ESD-6K

Younger Preschoolers 36 to 48 months

l 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

m Use a variety of words or signs to express and manage feelings more clearly. ESD-6M

n Describe reasons for their feelings (“I’m sad because Grandma’s leaving.” “That makes me mad when you do that!”). ESD-6N

Older Preschoolers 48 to 60+ months

o 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

p Independently manage and express feelings effectively most of the time. ESD-6P

q Use a larger vocabulary for talking about different feelings (“I’m frustrated with that puzzle!” “I’m excited about our trip.”). ESD-6Q

r 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

s Use problem-solving strategies when feeling angry or frustrated. ESD-6S

– **Children recognize and respond appropriately to the needs and feelings of others.** ESD-7

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Infants Birth to 12 months

a Become upset when another infant is crying. ESD-7A

b Respond differently to positive vs. negative emotional expressions of others. ESD-7B

Younger Toddlers 8 to 21 months

c Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back). ESD-7C

d Look at familiar caregivers to see how the caregiver is feeling (do something wrong and look to see if the caregiver is angry, bump head and start crying after the caregiver expresses concern/ tries to comfort). ESD-7D

e Match their tone and emotions to that of others during interactions. ESD-7E

Older Toddlers 18 to 36 months

f Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back). ESD-7F

g Communicate concern for others (share a toy with someone who doesn't have one, ask, "Are you OK?"). ESD-7G

h 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-7H

i Recognize facial expressions or actions associated with different emotions. ESD-7I

Younger Preschoolers 36 to 48 months

j Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back). ESD-7J

k Communicate concern for others (share a toy with someone who doesn't have one, ask, "Are you OK?"). ESD-7K

l 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

m 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

Older Preschoolers 48 to 60+ months

n Communicate understanding and empathy for others' feelings. ESD-7N

o Show awareness that their behavior can affect the feelings of others (say, "I didn't mean to scare you when I yelled."). ESD-7O

p 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