Area Two: Social and Emotional Development

POSITIVE SELF-CONCEPT SED1

1 Developing self-awareness SED1.1

Early Infancy 0-8 months

a Learns about self by exploring hands, feet, body, and movement SED1.1A

b Turns to familiar voice SED1.1B

c Displays personal preferences and individual temperament SED1.1C

Later Infancy 6-14 months

d Recognizes own name (e.g., looks up, smiles, or turns head toward a person who is saying their name) SED1.1D

e Discovers how movement and gestures can be used to relate to others (e.g., reaches hand out to grab a snack from dad) SED1.1E

Early Toddler 12-24 months

f Shows awareness of one's own thoughts, feelings, and preferences (e.g., child hits peer, then says, “I’m mad”) SED1.1F

g Uses own first name SED1.1G

Later Toddler 22-36 months

h Shows awareness of being part of a family and a larger community (e.g., identifies siblings in family photo) SED1.1H

i Describes own physical characteristics and behaviors SED1.1I

j Indicates likes and dislikes when asked SED1.1J

Early Preschool 34-48 months

k Demonstrates awareness of self as a unique individual (e.g., refers to favorite shirt or boots) SED1.1K

l Uses own first and family (last) name SED1.1L

m Describes their physical characteristics, behavior, and abilities positively (e.g., tells a peer, “My hair is curly and beautiful.”) SED1.1M

Later Preschool 44-60 months

n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests) SED1.1N

o Positively identifies self as a member of a specific culture or group that fits into a larger world picture SED1.1O

p Shares other identifying information (e.g., parent's name) SED1.1P

q Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people SED1.1Q

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2 Developing self-confidence SED1.2

Early Infancy 0-8 months

a Smiles or is comforted when a trusted caregiver speaks to them SED1.2A

Later Infancy 6-14 months

b Shows likes and dislikes consistent with the family's cultural expectations (e.g., happily eats the curry mashed vegetables and signs "more") SED1.2B

Early Toddler 12-24 months

c Shows awareness of being seen by others such as repeating an action when someone is watching SED1.2C

d Begins to recognize own abilities; is aware of self and own preferences SED1.2D

Later Toddler 22-36 months

e Performs the tasks requested of them and may initiate tasks on their own SED1.2E

f Expresses likes and dislikes, including favorite foods, colors, or activities SED1.2F

g Demonstrates new skills and abilities to others SED1.2G

Early Preschool 34-48 months

h Begins to experiment with their own potential (e.g., sees how high they can climb on the playground equipment or sees how fast they can complete a task) SED1.2H

i Shows positive self-identity (e.g., "I am a smart girl") SED1.2I

j Exhibits confidence in performance (e.g., "Look how high I jumped.") SED1.2J

Later Preschool 44-60 months

k Displays pride in their accomplishments SED1.2K

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3 Becoming autonomous and independent SED1.3

Early Infancy 0-8 months

a Uses facial expressions and body movements to express comfort or discomfort (e.g., turns head away when no longer hungry) SED1.3A

b Relies on familiar adults to meet all basic needs SED1.3B

Later Infancy 6-14 months

c Becomes calm when needs are met SED1.3C

d Relies on familiar adults for help or assistance SED1.3D

Early Toddler 12-24 months

e Shows anxiety upon separation from primary caregiver and/or familiar adults SED1.3E

f Asks for help from familiar adults but may attempt to complete parts of tasks independently SED1.3F

Later Toddler 22-36 months

g Shows signs of security and trust when separated from familiar adults SED1.3G

h Asks for help from familiar adults, but may push away and refuse help SED1.3H

i Knows and states independent thoughts (e.g., "I do it myself.") SED1.3I

Early Preschool 34-48 months

j Transitions into unfamiliar settings with assistance of familiar adults SED1.3J

k Asks for help from adults when needed, but may prefer to complete tasks independently SED1.3K

Later Preschool 44-60 months

l Acts independently in unfamiliar settings with unfamiliar adults SED1.3L

m Attempts to complete tasks independently SED1.3M

n Asks for support from adults only when needed SED1.3N

EMOTIONAL COMPETENCE SED2

1 Seeing and naming emotions in self and others SED2.1

Early Infancy 0-8 months

a Watches, observes, and listens to adults and other children SED2.1A

b Responds to interactions from familiar caregiver (e.g., smiles when caregiver smiles, turns head when hears familiar voice) SED2.1B

Later Infancy 6-14 months

c Shows a range of emotions (e.g., shares in wonders, amazement, delight, and disappointment) SED2.1C

d Begins to have a greater awareness of own emotions (e.g., says or gestures "no" to refuse, babbles or laughs when happy) SED2.1D

Early Toddler 12-24 months

e Imitates emotions of others (e.g., pats a child or adult when upset) SED2.1E

f Recognizes and labels own feelings with adult support SED2.1F

Later Toddler 22-36 months

g Recognizes emotions of others (e.g., "mama sad," "papa happy") SED2.1G

Early Preschool 34-48 months

h Identifies complex emotions in a book, picture, or on a person's face (e.g., frustrated, confused, excited) SED2.1H

Later Preschool 44-60 months

i Begins to recognize their own emotions before reacting (e.g., pauses and takes deep breath when mad) SED2.1I

j Communicates how other children or adults may be feeling and why (e.g., states that a peer is sad because their toy was taken away) SED2.1J

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2 Expressing emotions SED2.2

Early Infancy 0-8 months

a Expresses feelings through facial expressions, body movements, crying and vocalizing, often depending on adults for emotional comfort SED2.2A

Later Infancy 6-14 months

b Begins to spontaneously make emotional gestures and facial expressions that match the situation (e.g., happiness, sadness, anger, fear) SED2.2B

c Recognizes and expresses emotion toward a familiar person (e.g., shows emotion by hugging a sibling) SED2.2C

Early Toddler 12-24 months

d Uses gestures and symbolic actions to demonstrate feelings and needs (e.g., lays head on caregiver's lap when tired) SED2.2D

e Names some emotions, (e.g., "me sad") SED2.2E

f Uses movement or facial expressions to show an emotion (e.g., jumps up and down or shows wider smiles when excited, stomps feet when upset, shows bigger eyes when surprised) SED2.2F

Later Toddler 22-36 months

g Demonstrates an emotional response to a situation (e.g., throws toy because told to clean up; smiles and cheers when it is time to go outside) SED2.2G

h Begins to express complex emotions such as pride, gratitude, embarrassment, shame, and guilt SED2.2H

Early Preschool 34-48 months

i Expresses feelings that are appropriate to the situation SED2.2I

j Begins to recognize and express own emotions using words or visuals rather than actions (e.g., uses a communication board to point to picture of sad face) SED2.2J

Later Preschool 44-60 months

k Recognizes appropriate reaction to situations SED2.2K

l Uses words and respectful language to express thoughts and emotions (e.g., "I'm frustrated because Jay won't let me play" or "I'm excited to play with my cousin Santiago tomorrow.") SED2.2L

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3 Communicating feelings, wants, and needs SED2.3

Early Infancy 0-8 months

a Signals for needs (e.g., cries when hungry, arches back in discomfort) SED2.3A

Later Infancy 6-14 months

b Communicates with a wide range of signals as crying diminishes (e.g., smiles, gestures, uses words) SED2.3B

Early Toddler 12-24 months

c Uses verbal and nonverbal communication to signal the need for their caregiver (e.g., calls by name, crawls into a familiar adult's lap) SED2.3C

Later Toddler 22-36 months

d Communicates wants and needs verbally or through alternative communication (e.g., "pick me up" or raises up arms) SED2.3D

Early Preschool 34-48 months

e Uses appropriate communication skills when expressing needs, wants, and feelings (e.g., uses an appropriate method of communication to tell adults when they are hungry) SED2.3E

Later Preschool 44-60 months

f Demonstrates confidence in meeting own needs SED2.3F

g Seeks and accepts help when needed SED2.3G

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4 Regulating emotions SED2.4

Early Infancy 0-8 months

a Uses preferred adult to help soothe SED2.4A

b Disengages when overstimulated (e.g., turns head, pushes hand away from body, falls asleep) SED2.4B

Later Infancy 6-14 months

c Self-soothes more effectively (e.g., sucks thumb, holds favorite toy) SED2.4C

Early Toddler 12-24 months

d Uses caregiver's facial cues, voice tones, or other body language to assist in novel and uncertain situations (e.g., hides behind parent until encouraged to interact with an unfamiliar person) SED2.4D

e Expresses strong feelings without regulation SED2.4E

f Engages in pretend play to manage uncertainty and fear (e.g., comforts stuffed animal and puts on Band-Aid after a "fall" or "cut") SED2.4F

Later Toddler 22-36 months

g Uses some self-comfort strategies SED2.4G

h Accepts adult suggestions for managing feelings by themselves SED2.4H

i Seeks caregiver support when feeling overwhelmed by emotion; may reject support SED2.4I

Early Preschool 34-48 months

j Begins to respond to an adult's cues about regulating their emotions (e.g., "The slide looks scary, but I think you can do it.") SED2.4J

k Begins to demonstrate acceptable reaction to situations (e.g., does not shout when upset) SED2.4K

l Begins to understand the impact of their emotional behavior (e.g., asks to join in peer play rather than angrily grabbing toy) SED2.4L

Later Preschool 44-60 months

m Increasingly uses a variety of strategies to self-soothe or solve problems (e.g., goes to a quiet area or uses a fidget toy when upset) SED2.4M

n Exhibits emotional control with or without adult support (e.g., follows group activities although upset) SED2.4N

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5 Showing care and concern for others SED2.5

Early Infancy 0-8 months

a Looks attentively when others show they are happy, sad, or fearful by their facial expressions, voices, or actions SED2.5A

Later Infancy 6-14 months

b Responds to others' emotional expressions, often by sharing an emotional reaction (e.g., looks sad when another child is crying) SED2.5B

Early Toddler 12-24 months

c Tries to comfort another child or an adult who is upset (e.g., brings a comfort object, pats the person on the back) SED2.5C

Later Toddler 22-36 months

d Expresses empathy toward other children who are crying by showing concerned attention; tries to comfort them with words or actions SED2.5D

e Expresses empathy toward adults who are sad by comforting them with words or actions SED2.5E

Early Preschool 34-48 months

f Recognizes the needs of others and responds appropriately, with support from adults (e.g., asks Abraham to play after the teacher points out he is by himself) SED2.5F

g Relates complex emotions to self and others (e.g., sees a friend is sad and offers a toy to share) SED2.5G

Later Preschool 44-60 months

h Shows care and concern for others, including comforting others in distress SED2.5H

i Begins to recognize the emotions of peers and responds with empathy and compassion SED2.5I

j Begins to understand the reasons for others' emotions and responds appropriately (e.g., a child comforts a peer who is upset that they have to clean up their toys) SED2.5J

INTERACTING WITH OTHERS SED3

1 Developing relationships with adults SED3.1

Early Infancy 0-8 months

a Responds differently to familiar and unfamiliar adults SED3.1A

b Develops trust and attachment toward significant adults (e.g., stops crying when familiar caregiver picks child up) SED3.1B

c Needs additional comforting (e.g., swaddling in a blanket when being held by an adult) SED3.1C

Later Infancy 6-14 months

d Looks to familiar adults for emotional support and encouragement SED3.1D

e Reacts or may become distressed when separated from familiar adults SED3.1E

f Expresses joy and mutual enjoyment in interactions with familiar adults (e.g., giggles during peek-a-boo SED3.1F

Early Toddler 12-24 months

g Continues to need the security of a trusted adult; asks for help, if needed, in verbal and non-verbal ways (e.g., returns to familiar adult when at the playground) SED3.1G

h Uses different words or signs to refer to self and others (e.g., joyously shouts "titi!" when sees aunt) SED3.1H

Later Toddler 22-36 months

i Imitates and attempts to please familiar adults (e.g., puts plates on table before lunch) SED3.1I

j Engages in positive interactions in a wide variety of situations with familiar adults SED3.1J

k Looks to or seeks familiar adults for comfort when distressed or tired SED3.1K

Early Preschool 34-48 months

l Develops positive relationships and interacts comfortably with familiar adults SED3.1L

m Begins to interact with less familiar adults (e.g., substitute educator or neighbor) SED3.1M

Later Preschool 44-60 months

n Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults SED3.1N

o Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom) SED3.1O

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2 Developing relationships with other children SED3.2

Early Infancy 0-8 months

a Notices peers by looking, touching, or making sounds directed toward the child (e.g., while lying on a blanket close to them) SED3.2A

b Recognizes familiar others by making sounds, facial expressions, or behavior (e.g., reaches up arms, or touches others' face) SED3.2B

Later Infancy 6-14 months

c Shows interest in peers who are playing nearby and interacts with them briefly SED3.2C

d Interacts with a familiar child in simple back-andforth exchanges (e.g., makes similar sounds) SED3.2D

Early Toddler 12-24 months

e Participates in simple back-and-forth interactions with another child SED3.2E

f Interacts with a few children on a regular basis, knows some of their names, knows their likes or dislikes SED3.2F

g Interacts with a few children on similar activities (e.g., runs after a child or plays next to other children) SED3.2G

h Enjoys playful interactions and social exchange games SED3.2H

Later Toddler 22-36 months

i Plays alongside peers and engages in simple turn-taking (e.g., takes turns on the slide at the playground) SED3.2I

j Interacts with a few children on shared activities and understands simple social interaction rules (e.g., “your turn” or “my turn”) SED3.2J

k Responds to others’ questions in social interactions with words or actions SED3.2K

l Begins to initiate interactions with other children in shared play activities SED3.2L

Early Preschool 34-48 months

m Builds social relationships and becomes more connected to other children (e.g., has a favorite friend at library story time) SED3.2M

n Shows preference for particular playmates, such as greeting friends by name SED3.2N

o Makes friends and is able to name friends when asked by an adult or others SED3.2O

p Expresses interest in participating in a group activity by initiating or responding SED3.2P

q Engages in shared activities or play with shared toy or material SED3.2Q

Later Preschool 44-60 months

r Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play) SED3.2R

s Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area) SED3.2S

t Maintains friendships over time SED3.2T

u Responds to the needs of others and tries to help others with simple tasks SED3.2U

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3 Engaging in cooperative play SED3.3

Early Infancy 0-8 months

a Engages in unoccupied play, practicing movements of their arms, hands, legs, feet, and head (e.g., when safely situated on the floor or in a crib) SED3.3A

b Engages in solitary play when exploring toys and safe objects in indoor and outdoor settings SED3.3B

c Plays social games like peek-a-boo with a familiar adult SED3.3C

Later Infancy 6-14 months

d Begins to engage in solitary play with materials, and observes other people's use of objects SED3.3D

e Imitates simple actions (e.g., claps hands together, covers eyes with hands) SED3.3E

f Observes playful actions of familiar adults and imitates them SED3.3F

Early Toddler 12-24 months

g Engages in solitary play, watching other children nearby while continuing to play alone (e.g., putting a puzzle together or stacking blocks) SED3.3G

h Pretends to talk on toy phone with familiar adult SED3.3H

Later Toddler 22-36 months

i Engages in parallel play, playing near or beside other children using similar materials (e.g. playing in the sand box using shared objects) SED3.3I

j Plays simple games (e.g., Simon Says/ Follow the Leader, Hide and Seek or the Hokey Pokey) led by familiar adults SED3.3J

Early Preschool 34-48 months

k Engages in associative play (e.g., playing in housekeeping with each child assuming individual roles) SED3.3K

l Begins to engage in cooperative play, playing with a few other children to carry out familiar roles SED3.3L

m Includes familiar adults in dramatic play SED3.3M

Later Preschool 44-60 months

n Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme SED3.3N

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4 Solving social interaction problems SED3.4

Later Toddler 22-36 months

a Begins to solve social problems when facilitated by an adult SED3.4A

Early Preschool 34-48 months

b Identifies and describes common social problems and may suggest some solutions SED3.4B

c Uses problem-solving strategies with adult assistance (e.g., waits turn after adult reminds them how many children can be in art area) SED3.4C

Later Preschool 44-60 months

d Engages in prosocial behavior such as cooperating, compromising, turntaking, and resolving social conflict SED3.4D

e Expresses feelings and needs in conflict situations (e.g., “I’m feeling upset because you have the truck I need for my racetrack.”) SED3.4E

f Uses problem-solving strategies independently or with adult prompting when feeling angry or frustrated (e.g., asks peer to trade toys because they want the one-of-a-kind toy) SED3.4F