

Social Emotional

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FOUNDATIONS FOR SOCIAL AND EMOTIONAL DEVELOPMENT

The importance of healthy emotional development in the first five years cannot be overstated. Simply put, emotional development provides the backbone for all other areas of development. Emotional wellbeing, sometimes called “early childhood mental health”, is often thought of as having two inter-related components: the attainment of emotional and behavioral regulation and the capacity for positive relationships. It is only when these two important capacities are present and functioning well that the young child can truly be said to be “ready to learn” in other areas, including language and cognition, as well as being able to function effectively within his or her own family, culture, and community (Parlarkian & Seibel, 2002; Zero to Three Infant Mental Health Task Force, 2001).

Scientists believe that social and emotional skills unfold through a combination of biological readiness and specific experiences. In other words, the young child’s brain is organized to expect certain social experiences for optimal development to occur. Everyday social interactions and relationships with parents and other caregivers, such as child care providers and teachers, provide the foundation for brain development and function. When all goes well, by kindergarten a typical child will have developed the self-regulation and social skills needed for successful participation in the social and academic requirements of school (Nelson & Mann, 2011).

As may occur with any area of development, things do not always go smoothly. In some cases, even very young children can display behaviors that meet the criteria for serious behavioral health disorders, such as depression, or difficult behaviors that challenge caregivers. Adverse experiences, such as exposure to abuse, neglect, and domestic violence, along with certain family, community, and parental characteristics increase the chances of developmental and behavioral problems. However, recent research reveals that positive relationships with caring adults provide protection when children are exposed to risk factors that may impact their learning and behaviors. Through responsive and nurturing care giving, every adult can make a significant difference in the lives of babies and the grownups they will become.

To complete the circle, adults who enjoyed early positive relationships as infants and young children are better prepared for parenthood. We now know that the seeds of positive early relationships are present even before the baby is born. Astoundingly, the quality of the baby’s relationship with his/her parents can be predicted from the parent’s ways of thinking about relationships even before the baby is born! Men and women who themselves experienced positive early relationships are more sensitive to their babies’ needs and signals for help. As a result, the baby learns that interpersonal relationships are warm, loving, and satisfying. The baby feels secure knowing that his/her needs will be met, and gains both a sense of effectiveness and a positive sense of self.

Success in the core emotional skills of regulation of emotions and behavior, along with engagement in nurturing and satisfying relationships, leads children to positive feelings about themselves. Self-confidence, self-esteem, and a positive self- image are additional benefits of emotional wellbeing. Armed with this positive self-image gained through affirming early relationships and effective self-regulation, children enter school prepared to succeed.

KEY FINDINGS:

Emotional development begins early in life, plays a key role in brain architecture, and has lifelong consequences. (National Scientific Council on the Developing Child, 2006)

Social interactions, including touch, talking, singing, and other stimulation play significant a role in early brain development. (Shonkoff & Phillips, 2000).

Young children experience and express emotions before they are able to understand or modulate them. (Lieberman, 1993)

Almost two-fifths of two-year-olds in early care and learning settings had insecure attachment relationships with their mothers. (Chernoff, Flanagan, McPhee, & Park, 2007)

Between 9.5 and 14.2 percent of children between birth and five years old experience social-emotional problems that negatively impact their functioning, development and school-readiness. (Brauner & Stephens, 2006)

One in five children living in poverty demonstrates behaviors that meet criteria for a behavioral or mental health disorder. (Masi & Cooper, 2006)

Exposure to trauma and other chronic stressors in childhood increases the chances for diagnoses including behavior disorders, depression, anxiety, substance abuse. (Osofsky and Lieberman, 2011)

Exposure to trauma in childhood is associated with earlier death and increases in a host of physical and social problems in adulthood. The risk increases with repeated traumas. (Centers for Disease Control, 2011)

For children in foster care, support to caregivers to prevent multiple placements may be the most important mental health intervention we can provide. (Dicker, 2009; Vig, Chinitz, & Shuman, 2005)

GLOSSARY:

Attachment: an enduring bond between a child and an adult in a caregiving role for the child

Joint attention: social sharing with a partner about something of mutual interest

Reciprocity (social): give and take in social interactions, including skills in reading the cues of others

Contingent responding: Actively responding to a baby's communicative attempts (babbling) enriches and promotes their language development

Relationship-based care: Also referred to as, Continuity of care. A method of providing child care where the child is consistently cared for by one - or a small group of some ones – consistently over the first few years of life. Proponents of this method believe that establishing this close relationship with others is the basis for developing empathy and conscience. Moreover, a young child's interactions with an adult for whom that child has special importance, not simply casual interest, provide the emotional and psychological foundation for a healthy start in life.

Prosocial behavior: Also, referred to as Moral Development; Voluntary behavior that helps another, such as sharing or cooperating.

Regulation: ability to recognize, manage, and respond to one's own emotions and behaviors.

Social/emotional development: the young child's growing capacity to experience, express, and regulate emotions, engage in positive relationships with others, and as a result, to learn and develop in the context of family, culture, and community.

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ZERO TO THREE (2001). *Infant Mental Health Task Force: Definition of infant mental health*. Retrieved August 16, 2011 from <http://www.zerotothree.org/imh>.



Social and Emotional Developmental Foundations

Centers for Disease Control, Adverse Childhood Events Study

<http://www.cdc.gov/ace/publications.htm>

Center for Early Childhood Mental Health Consultation, Georgetown University

<http://www.ecmhc.org/>

Center on the Social and Emotional Foundations of Early Learning

<http://csefel.vanderbilt.edu/resources/family.html>

The National Early Childhood Technical Assistance Center, Mental Health page.

<http://www.nectac.org/topics/mentalhealth/intro.asp>

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National Scientific Council on the Developing Child (2004). *Children's Emotional Development Is Built into the Architecture of Their Brains: Working Paper No. 2*. Retrieved August 11, 2011 from

<http://www.developingchild.net>

Technical Assistance Center on Social Emotional Intervention, Us Department of Education, Office of Special Education Programs <http://www.challengingbehavior.org/>

Zero to Three <http://zerotothree.org/>

❖ COMMON CORE STATE STANDARD: NONE

❖ ISTAR-KR: Sense of Self and Others

Success in core emotional skills of self-regulation and relationships leads children to develop positive feelings about themselves. Self-confidence, self-esteem, and a positive self-image are additional benefits of emotional wellbeing. Armed with this positive self-image gained through positive early relationships and self-regulation, children enter school prepared to succeed.

To demonstrate skills in a sense of self and others, the developmental skill progression is: demonstrates self-awareness; demonstrates independence; engages with others; demonstrates respect for self and others.

Young Children are Learning When They:

- SE.1.1 Recognize when a caregiver is not present.
- SE.1.2 Show affection to a caregiver, character, or plaything.
- SE.1.3 Recognize pictures of family members.
- SE.1.4 Recognize own name in isolated print.
- SE.1.5 Pretend to do something or be someone.
- SE.1.6 Identify a favorite story.
- SE.1.7 Act out familiar, scripted events and routines.
- SE.1.8 Use eye gaze to communicate.
- SE.1.9 Use proximity to communicate.
- SE.1.10 Show affection for an imaginary character or plaything.
- SE.1.11 Use eye gaze, proximity, and gestures to communicate.
- SE.1.12 Respond to arrival of a familiar person.
- SE.1.13 Smile or laugh when looked at or spoken to.
- SE.1.14 Jointly attend to object of interest to self.
- SE.1.15 Actively attend to things an adult is showing.
- SE.1.16 Follow simple directions with prompts.
- SE.1.17 Initiate turn taking in play.

A child can be supported by an adult who:

- Creates a daily reading routine, whether it is before bedtime, after lunch, or in the morning.
- Attends to and encourage A young child’s vocalizations and communicative gestures.
- Take turns “talking” with the child.
- Take turns engaging the child with your eyes and facial expressions.
- Sets aside a regular talk time to have a conversation about the child’s life.
- Reads and responds to the child’s cues.
- Maintains eye contact.
- Imitates child’s sounds and gestures.
- Utilizes routines such as diapering, feeding, etc., to talk to the child about what is being done.
- Interprets and gives names to child’s emotions.
- Asks many open-ended questions.
- Engages the child in conversations about real experiences and events and responds to the child’s verbal cues.
- Provides an environment that is familiar, comfortable, and stimulating.
- Encourages the child to share his/her ideas and experiences and expand their understanding by asking many open-ended questions.

How it looks in everyday activities:

A group of one year old children are catching bubbles outside on a patch of green grass. Their teacher, Mr. Eric, is kneeling at their level, blowing bubbles into the wind. Some children watch the bubbles go, while others are running and reaching for them. One little boy, Michael, is trying to catch the bubbles in his mouth. Soon he starts to reach out and wave the bubbles toward his gaping mouth. Mr. Eric calls to him, “Michael! Did you catch a bubble?” Michael, recognizing his name being called, responds by turning toward the teacher nodding and saying, “bubble!” as he points to the bubbles. Mr. Eric watches as Michael catches two bubbles in his mouth. He closes his mouth and carefully swallows, and then smiles. Mr. Eric asks, “Do the bubbles taste good, Michael?” Michael repeats, “Good”, as he reaches for more bubbles.

Michael understands when his name is called, that they are talking to HIM! He responds to his name by turning to the person and attempts to answer the question using his gestures and words. The toddler uses his senses to explore his environment. He puts things in his mouth, so he can taste and understand what they mean to him. In this way, he can decide for himself, if he likes or dislikes a desired toy or food. By asking questions, Mr. Eric is challenging Michael, giving him opportunities to estimate how he feels about bubbles and to decide how they taste and if they are “good”.

Development of a skill in one area is related to and influences other developmental areas:

Communication

- Makes needs known
- Engages in pretend play
- Listens to others
- Recognizes others’ feelings

Cognitive

- Makes choices
- Responds to name
- Separates in familiar environments

Young Children are Learning When They:

- SE.1.18 Engage in reciprocal conversations for two to three exchanges.
- SE.1.19 Claim objects as “mine.”
- SE.1.20 Select the preferred item when given two choices.
- SE.1.21 Share a set of 2 items with a friend.
- SE.1.22 Hide face in play.
- SE.1.23 Cooperate with a routine.
- SE.1.24 Follow a daily schedule.
- SE.1.25 Use a learned behavior in a new way.
- SE.1.26 Repeat a behavior that had previously caused a desired effect.
- SE.1.27 Communicate discomfort.
- SE.1.28 Show pleasure or displeasure at an effect.
- SE.1.29 Communicate disappointment.
- SE.1.30 Recognize and discriminate the sight, smell, and sound of the principal caregiver.
- SE.1.31 Show curiosity in objects and sounds.
- SE.1.32 Predict reactions from others (e.g., pulling hair).
- SE.1.33 Seek interaction and enjoy social play (e.g., patty cake).
- SE.1.34 Show fear of falling off of a high place.
- SE.1.35 Resist separation and seek reassurance from trusted caregiver when encountering an unfamiliar person or object.
- SE.1.36 Resist adult’s direction or agenda by testing limits.
- SE.1.37 Show an interest in interacting with pets and participate in their care with assistance from caregiver.
- SE.1.38 Cry to express displeasure.
- SE.1.39 Enjoy simple pretend play.

A child can be supported by an adult who:

- Plays peek-a-boo with child to help her understand that objects continue to exist even when out of her sight.
- Plays and talks to the child.
- Asks the child to pass out utensils, napkins, and cups for snack/meal time.
- Offers praise and encouragement that is focused on the activity in which the child is engaged (e.g., “That’s a nice boat you have drawn. Where is it going?” rather than “You’re so good at drawing”).
- Allows children to explore and pace themselves when playing with toys and learning a new skill. Allows child to find own sequence and rate of learning.
- Responds to needs of the infant.
- Plays guessing games about needs with older toddler to assist the child in gaining control over the environment.
- Follows a child’s lead.
- Allows the child to explore, manipulate, and problem solve with ample time for practice and repetition.
- Talks to the infant about things he is interested in, things he is doing, and things the adult is doing.
- Promotes exploration by being available, aware of safety issues, and responsive to their cues.
- Provides reassurances and serves as a positive, exploring role model.
- Notices what the infant is doing and then provides just enough assistance to facilitate continued learning. (Scaffolding)
- Encourages exploration by imitating the infant’s actions.
- Extends the toddler’s thinking and learning by posing problems, making suggestions, responding to and encouraging the toddler’s questions.

Young Children are Learning When They:

- SE.1.40 Anticipate a sequence during daily activities.
- SE.1.41 React to new situations based on memory of a previous event.
- SE.1.42 Identify other people and their roles.
- SE.1.43 Sequence recurring events (e.g., “After I eat lunch, I take a rest.”).
- SE.1.44 Show interest in other children.
- SE.1.45 Communicates “no.”
- SE.1.46 Around two, show self as “doer” (e.g., explore everything, be assertive in preferences, and increase range of self-help skills).
- SE.1.47 Develop the process of “play” from playing alone to playing alongside, then playing with someone else around age three.
- SE.1.48 Recognize the faces and voices of the key people (e.g., parents, grandparents, brothers and sisters, child care givers) in their lives.
- SE.1.49 Prefer to look at faces of key people.
- SE.1.50 Protest separation from primary caregiver between age 12 and 18 months.
- SE.1.51 Pretend to take care of a doll by feeding and other activities.
- SE.1.52 Draw pictures of their family.
- SE.1.53 Help with routines that keep the house neat.
- SE.1.54 Pretend to take care of a doll by feeding and other activities.
- SE.1.55 Play the role of different family members through dramatic play.
- SE.1.56 Discuss members of the family and their roles.
- SE.1.57 Ask questions about families.
- SE.1.58 Talk about how he is the same and/or different from other children.

A child can be supported by an adult who:

- Plays hide and seek
- Offers choices (“which shirt will you wear today?”) to support growing need for independence.
- Helps infant develop a sense of trust and security by sensitive responding.
- Has a regular, daily routine that builds the ability to predict events.
- Talks clearly and calmly with the child about what they are doing.
- Assists the child in periods of transition (e.g., bedtime, naptime, attending preschool or child care).
- Encourages family members to talk with the child about family history and culture.
- Models sharing and modeling the behaviors you want to encourage (e.g., say please or lend a helping hand).
- Supports individuality by providing choices whenever possible (e.g., “You have to change your shirt, but you can choose the red one or the green one”).
- Asks for the child’s help with daily tasks, and accepts their offer of help.
- Does for, does with, and watches as the child learns to do things independently.

Young Children are Learning When They:

- SE.1.59 Demonstrate awareness of activities that can satisfy people's wants.
- SE.1.60 Talk about what he wants to be when he grows up.
- SE.1.61 Recognize gender differences.
- SE.1.62 Ask questions about physical differences.
- SE.1.63 Take turns in interactions with others.
- SE.1.64 Share belongings with others.
- SE.1.65 Value the importance of caring for others.
- SE.1.66 Work and play cooperatively with others.
- SE.1.67 Demonstrate early pretending with objects.
- SE.1.68 Use words to express family relationships, (ie. mother/grandpa).
- SE.1.69 Realize that other children are more alike than different.
- SE.1.70 Say please and thank you.
- SE.1.71 Learn social skills.
- SE.1.72 Comment on or ask questions about physical differences.
- SE.1.73 Become aware of themselves as separate from others.
- SE.1.74 Imitate, follow, and enjoy adult interactions during games (e.g., peek-a-boo, pat-a-cake, moving to music/dancing).
- SE.1.75 Show pride in physical/personal accomplishments.
- SE.1.76 Exhibit self-confidence while participating in movement activities.

A child can be supported by an adult who:

- Points to family members in a photo.
- Helps the child identify and name family members and their relationships and roles.
- Talks about the child's unique qualities and those qualities that make him similar to other children.
- Assists the child in making a family book with pictures and drawings of members.
- Gives the child opportunities to be with many other children.
- Models treating others with respect and fairness.
- Discusses with the child physical characteristics and how they can be similar and different.
- Provides opportunities to be with extended family members.
- Listens to expressions of feelings.
- Models respect and interest in other cultures.
- Talks about differences and similarities between people, cultures, and countries in positive ways.
- Shares stories, songs, and poems about different cultures.
- Provides opportunities for discussing the child's physical changes (e.g., creates a height graph and compares sizes).
- Offers play experiences for the child to move and talk with others to establish friendships.
- Appreciates the values, beliefs, and background experiences the child and the child's family bring.
- Talks about how family members love and support each other.
- Broadens the child's knowledge about children and families in other places and cultures through books, stories, pictures, and videos.

Young Children are Learning When They:

- SE.1.77 Express both positive and negative feelings about participating in physical activities.
- SE.1.78 Help others during physical activities.
- SE.1.79 Work together as a team toward a common goal.
- SE.1.80 Play cooperatively with others during physical activities.
- SE.1.81 Treat others with respect during physical activities.
- SE.1.82 Move to the music on own and with others.
- SE.1.83 Imitate pat-a-cake or other familiar games.
- SE.1.84 Make up songs and dances by themselves and along with others.
- SE.1.85 Sing a song as a means of comfort.
- SE.1.86 Smile or laugh when music is played.
- SE.1.87 Verbally express enjoyment.
- SE.1.88 Watch an activity before getting involved.
- SE.1.89 Express self through dramatic play.
- SE.1.90 Use dance and visual art as a vehicle for self-expression.
- SE.1.91 Show individuality in artwork.
- SE.1.92 Pretend through role play.
- SE.1.93 Develop growing ability to plan, work independently, and demonstrate care and persistence in a variety of art projects.
- SE.1.94 Learn to enjoy and respect the art work of others.
- SE.1.95 Display interest in the artwork of others.
- SE.1.96 Respond to familiar voices, songs, and sounds.
- SE.1.97 Smile and coo to sounds the child likes.
- SE.1.98 Behave differently depending on the types of music (e.g., calm down to lullabies; respond by moving arms and legs).

A child can be supported by an adult who:

- Provides opportunities for the child to participate in cooperative games without rules with peers
- Encourages the child to act out various roles (e.g., people, animal movements) as a means of self-expression.
- Provides positive feedback when the child tries a novel gross/fine motor and/or sensory activity.
- Provides positive feedback as the child continues to attempt an activity that may not yet be easy.
- Provides opportunities for the child to practice taking turns during physical activities.
- Provides opportunities for the child to serve as a peer buddy for another child during physical activities.
- Follows the mood of the child (e.g., if fussy, then sing lullabies or if alert, sing play songs).
- Sings a familiar song to help the baby feel safe and secure in an unfamiliar setting.
- Plays sound games with infants (e.g., repeats sounds that the baby makes back to the adult).
- Encourages children to do art in their own way.
- Plans art experiences according to the physical, emotional, and intellectual development of the child.
- Invites the child to describe what is created and avoids judgment.
- Encourages the child to decide what to draw, paint, or make.
- Uses a variety of art media for self expression.
- Displays child's art within child's eye-level.
- Values each child's creative efforts.
- Provides an accepting attitude toward each child's ideas.
- Expresses feelings about art.

How it looks in everyday activities:

Three year old Amelia is sitting at the table with her class. They are happy to be eating popsicles after playing outside on a very hot day. Amelia gets up to throw her wrapper away. The teacher, Miss Kirsten, notices Amelia's blue lips and teeth from her blue popsicle. She asks Amelia, "Did you like your popsicle?" Amelia nods, and says "yes, yummy, it was blue!"

Miss Kirsten says, "Oh it was blue all right, stick out your tongue!"

Amelia smiles and sticks out her tongue. Another child notices Amelia's face, "It's blue!" Eric says. Seeing that her tongue has turned blue, Miss Kirsten asks Amelia to come over to the mirror in the Housekeeping area. She asks Amelia to look in the mirror, and stick out her tongue.

Amelia, seeing herself in the mirror, first smiles at her image and studies her face. Looking in the mirror, just a couple inches from her face, Amelia sticks out her tongue and giggles. She quickly covers her mouth with her hands, and laughs as she says, "I'm blue!" Miss Kirsten, affirms, "Yes, Amelia your popsicle made your mouth blue!" Amelia looks around at other children who also have different colors on their faces.

Two other children are now sticking out their tongues, too. But not all children are at the mirror to see their image. One child, with his

tongue out, lowers his chin and turns his head, trying to "see" his own tongue without looking in the mirror. Miss Kirsten asks other children about the colors on their faces

When Amelia sees herself in the mirror and then shares her facial expression with another important child or adult, she understands her sense of self. When she turns and shares her laughter and facial expression with others, she engages with others. Recognizing others' feelings shows understanding of self and others.



❖ COMMON CORE STATE STANDARD: NONE

❖ ISTAR-KR: Manages Emotions

Early in life, the baby relies on adults to provide the behavioral and emotional supports needed for physiological regulation to develop. Problems in regulation are shown in infancy through difficulties in sleep, feeding, and calming. Over time, young children gradually become more consistent in sleep and feeding schedules, showing the increasing skill in self-regulation that comes with maturity. For preschool children, problems in self-regulation are classically displayed as aggression. By the latter part of the second year of life, more sophisticated regulation skills, such as impulse control and frustration tolerance begin to emerge.

To demonstrate skills in managing emotions, the developmental steps are: expresses a variety of emotions; responds to a variety of emotions; manages emotions with adult assistance; independently uses strategies to manage emotions.

Young Children are Learning When They:

- SE.2.1 Show affection to a caregiver, character, or plaything.
- SE.2.2 Actively attend to things that an adult is showing.
- SE.2.3 Show affection for an imaginary character or plaything.
- SE.2.4 Respond to arrival of a familiar person.
- SE.2.5 Smile or laugh when looked at or spoken to.
- SE.2.6 Respond to own name, words, or short phrases (e.g., “Stop!” “Where’s Mommy?”).
- SE.2.7 Follow simple directions with prompts
- SE.2.8 Use language instead of physical force to resolve conflicts, with assistance.
- SE.2.9 Share a set of 2 items with a friend.
- SE.2.10 Claim objects as “mine.”
- SE.2.11 Hide face in play.
- SE.2.12 Communicate when something does not belong or should not happen.

A child can be supported by an adult who:

- Asks the child to follow simple requests while looking at a book (e.g., point to the cow).
- Attends to and encourage young child vocalizations and communicative gestures.
- Is responsive to children who seek help in their attempt to write and draw.
- Maintains eye contact.
- Imitates child’s sounds and gestures.
- Interprets and gives names to child’s emotions.
- Makes time every day to stop and listen to the child without interruptions.
- Provides opportunities for the child to interact and communicate with other children.
- Asks questions that require thinking.
- Plays and talks to the child.
- Allows children to explore and pace themselves when playing with toys and learning a new skill. Allows child to find own sequence and rate of learning.
- Sets simple time limits (e.g., three more swings and we are done. Verbally counts 1, 2, 3.

How it looks in everyday activities:

The infant teacher, Miss Isabelle, awaits the arrival of a new 8-month old, Brad. Soon, there he is in the doorway, Grandma holding him as they enter the classroom. Miss Isabelle walks over to greet them and says, “Hello, Brad! I am your new teacher!” Grandma tries to give Brad over to the teacher, but Brad grabs tightly to her shirt, not wanting to leave her arms just yet. Miss Isabelle says, “Grandma, how would you like to see Brad’s new classroom?” Grandma says, “Oh yes! Right Brad?” They all take a short walk around the room, learning where Brad’s crib, changing table and eating area are located. Grandma says, “Brad, this is such a nice room! Wouldn’t you like to play with some toys?” Grandma is able to sit Brad down on the carpet near some toys. She tells the teacher, “I’m sorry, but I have to go!” Miss Isabelle says to Brad, “Brad, Grandma has to go, say ‘Bye bye!’” Grandma waves and says, “Bye bye!” and leaves the room. Brad looks after her, and then starts to cry.

Miss Isabelle sits down on the carpet next to Brad. She explains that Grandma has to leave, but she will be back to get him later. Telling him, “I know you are sad because your Grandma had to leave. Oh, I know, I feel sad too, when someone has to say goodbye for a time. Don’t worry, Brad, it is OK to feel sad. But Grandma wants you to be here having fun with your toys and meeting new friends!” After talking and trying to play with Brad, he still does not stop crying. Miss Isabelle picks Brad up, grabs a book and sits in the rocking chair with the child on her lap. They begin reading “Goodnight Gorilla”. Miss Isabelle rocks back and forth and her calm voice reads through the story. By the time she is done,

Brad is calm too, but sniffing a little. Miss Isabelle asks “Do you want me to read it again?” Brad shakes his head “yes”. Miss Isabelle says, “Great! After we finish this book, then we need to have our morning snack, ok?” Miss Isabelle begins the story again.

Infants and toddlers learn to manage their emotions when they are supported while experiencing feelings, whether they are angry, excited or sad. Keeping a child on a routine helps a child feel safe by providing predictability, helps support the child during difficult feelings of sadness or anger and teaches coping skills. Talking clearly and calmly with the child about what they are feeling allows a child to know that feelings are recognized and accepted; this also helps children understand and eventually manage their own feelings. Responding sensitively and saying goodbye rather than sneaking out models respect and trust. Helping a child learn to wave appropriately encourages growth and independence.

Young Children are Learning When They:

- SE.2.13 Cooperate with a routine.
- SE.2.14 Indicate a need.
- SE.2.15 Communicate discomfort.
- SE.2.16 Show pleasure or displeasure at an effect.
- SE.2.17 Communicate disappointment.
- SE.2.18 Communicate when something does not belong or should not happen.
- SE.2.19 Show curiosity in objects and sounds.
- SE.2.20 Experiment with likes and dislikes of caregivers and other children (e.g., pulling hair).
- SE.2.21 Predict reactions from others (e.g., pulling hair).
- SE.2.22 Show fear of falling off of a high place.
- SE.2.23 Resist separation and seek reassurance from trusted caregiver when encountering an unfamiliar person or object.
- SE.2.24 Get into everything and require constant supervision.
- SE.2.25 Resist adult's direction or agenda by testing limits.
- SE.2.26 Move from primarily reflex actions to doing things on purpose.
- SE.2.27 Cry to express displeasure.
- SE.2.28 Cooperate with a routine.

A child can be supported by an adult who:

- Responds to needs of the infant.
- Puts safe objects in path of crawler to present problem-solving opportunity for child to obtain or move around the object.
- Helps the child understand that many problems can be solved in more than one way.
- Allows the child to explore, manipulate, and problem solve with ample time for practice and repetition.
- Promotes exploration by being available, aware of safety issues, and responsive.
- Asks questions that stimulate thinking and problem-solving (e.g., What if?).
- Offers choices (“which shirt will you wear today?”) to support growing need for independence.
- Helps infant develop a sense of trust and security by sensitive responding.
- Scaffolds the child's learning by breaking down tasks into steps and reminding of the next step by giving indirect suggestions rather than giving the answer.
- Talks clearly and calmly with the child about what they are doing.
- Establishes a routine and discusses ideas with child.

Young Children are Learning When They:

- SE.2.29 Communicates “no.”
- SE.2.30 Around two, show self as “doer” (e.g., explore everything, be assertive in preferences, and increase range of self-help skills).
- SE.2.31 Push away something not wanted.
- SE.2.32 Talk about the importance and reason for rules.
- SE.2.33 Tell the consequences of not following rules.
- SE.2.34 Participate in games and follow the rules.
- SE.2.35 Remind other children about the rules and things children shouldn’t do to others and why (one should not bite because it hurts).
- SE.2.36 Tell the consequences of behaviors and choices.
- SE.2.37 Set own consequences for some behaviors.
- SE.2.38 Identify and follow different rules in different places (e.g., school rules may be different from home).
- SE.2.39 Show self-control by following rules in different places.
- SE.2.40 Start sharing some objects with others.
- SE.2.41 By age four, compromise, share, and take turns.
- SE.2.42 Show greater ability to control intense feelings (e.g., anger, frustration).
- SE.2.43 Make choices after considering alternatives.
- SE.2.44 Show fear of falling off high places such as stairs.
- SE.2.45 Demonstrate fear, caution, or curiosity with new people depending on age and temperament style.
- SE.2.46 Protest separation from primary caregiver between age 12 and 18 months.

A child can be supported by an adult who:

- Supports individuality by providing choices whenever possible (e.g., “You have to change your shirt, but you can choose the red one or the green one”).
- Asks for the child’s help with daily tasks, and accepts their offer of help.
- Establishes limits for child’s behavior to provide a physically and emotionally safe environment.
- Develops positive rules with the child for understanding and ownership.
- States rules in a positive manner to promote positive thinking instead of negative thinking (e.g., instead of “No running.” say “We use walking feet.”).
- Reviews positive rules daily with the child.
- Gives the child options rather than commands.
- Offers easy-to-follow directions.
- Allows time for the child to discuss behavior and consequences.
- Helps the child verbalize thoughts.
- Demonstrates how the child can use words instead of force to obtain something.
- Models sharing.
- Reads and discusses stories, songs, and poems that reinforce cooperation and sharing between peers.
- Provides opportunities for the child to make choices.
- Takes photos of the child helping others, caring for her room, or taking care of daily needs and displays them around the room.
- Says good-bye when leaving the child rather than sneaking out.

Young Children are Learning When They:

- SE.2.47 Value the importance of caring for others.
- SE.2.48 Work and play cooperatively with others.
- SE.2.49 Use words to express feelings.
- SE.2.50 Use thinking skills to resolve conflicts.
- SE.2.51 Learn social skills.
- SE.2.52 Use interpersonal skills of sharing and taking turns in interactions with others.
- SE.2.53 Imitate, follow, and enjoy adult interactions during games (e.g., peek-a-boo, pat-a-cake, moving to music/dancing).
- SE.2.54 Imitate other's expressions and actions.
- SE.2.55 Use adults as resources.
- SE.2.56 Show pride in physical/personal accomplishments.
- SE.2.57 Follow rules for simple games and activities.
- SE.2.58 Exhibit self-confidence while participating in movement activities.
- SE.2.59 Talk about enjoying movement activities.
- SE.2.60 Express both positive and negative feelings about participating in physical activities.
- SE.2.61 Demonstrate a determination to develop skills through repetitive practice.

A child can be supported by an adult who:

- Gives the child opportunities to be with many other children.
- Rewards positive behaviors.
- Listens to expressions of feelings.
- Gives opportunities to make appropriate choices.
- Models respect and interest in other cultures.
- Talks about differences and similarities between people, cultures, and countries in positive ways.
- Helps the child to learn to wave and clap appropriately.
- Provides support and guidance as children learn to resolve differences.
- Provides activities that assist the child in learning to follow simple rules and successfully participating in the group by listening to directions and waiting for a turn.
- Provides the child with age-appropriate gross/fine motor and sensory activities that are fun, yet challenging.
- Provides positive feedback when the child tries a novel gross/fine motor and/or sensory activity.
- Provides positive feedback as the child continues to attempt an activity that may not yet be easy.

Young Children are Learning When They:

- SE.2.62 Take turns during physical activities.
- SE.2.63 Help others during physical activities.
- SE.2.64 Work together as a team toward a common goal.
- SE.2.65 Play cooperatively with others during physical activities.
- SE.2.66 Treat others with respect during physical activities.
- SE.2.67 Resolve conflicts in socially accepted ways during physical activities.
- SE.2.68 Smile and coo to sounds the child likes.
- SE.2.69 Behave differently depending on the types of music (e.g., calm down to lullabies; respond by moving arms and legs).
- SE.2.70 Sing a song as a means of comfort.
- SE.2.71 Smile or laugh when music is played.
- SE.2.72 Verbally express enjoyment.
- SE.2.73 Express self through dramatic play.
- SE.2.74 Use dance and visual art as a vehicle for self-expression.
- SE.2.75 Show individuality in artwork.
- SE.2.76 Express feelings about art work.
- SE.2.77 Select different art media to express emotions or feelings. (e.g., painting with bright colors to match a playful mood)
- SE.2.78 Use art media to channel frustration and anger in a socially acceptable way. (e.g., punching and pounding clay)
- SE.2.79 Learn to enjoy and respect the art work of others.

A child can be supported by an adult who:

- Provides opportunities for the child to practice taking turns during physical activities.
- Provides opportunities for the child to serve as a peer buddy for another child during physical activities.
- Provides opportunities for the child to work with others toward a common goal.
- Follows the mood of the child (e.g., if fussy, then sing lullabies or if alert, sing play songs).
- Uses music as a part of daily routine
- Provides experiences that help the child release feelings constructively, whether the feelings are of anger or hostility or joy and excitement.
- Displays child's art within child's eye-level.
- Uses child's art as part of daily routine (e.g., decorating cookies).
- Recognizes variations in children's physical, emotional, and intellectual development, and uses art materials and plans experiences accordingly.
- Talks about how the work is done and leaves it to the child to talk about what it stands for and what it means to the child.
- Encourages appreciation of art.

How it looks in everyday activities:

Mom and 4-year old Christian have just finished breakfast. As they walk upstairs to get dressed, they talk about their day. “What are you going to do in school today?” mom asks Christian. “I don’t know.” Christian says. Mom states, “Well, yesterday, you were working on the letter ‘R’, so maybe you will do that again.” Christian starts practicing R-words, “Ronald the rabbit wore a red raincoat in a racecar to Roseville...”

When they reach Christian’s bedroom, he begins to pull shirts out of his drawer and throw them on the floor. “What are you doing?” Mom asks angrily. “I don’t know what I want to wear!” Mom starts to pick up the shirts one by one asking, “How about this one?” Christian says, “NO!” Getting angrier and angrier and Mom tries to offer him shirt after shirt. Finally, Christian yells, “Just forget it!” and sits on the bed. Trying to remain calm, Mom walks across the room, looking into Christian’s closet. But she does this intentionally, to allow her son some time to manage his anger. Finding another shirt in the closet, hanging next to a red vest, Mom turns around and cheerfully asks, “How about this? The vest is red just like Ronald’s raincoat!” Christian looks, but just says, “Huh!” and turns away.

Mom comes over to sit next to Christian on the bed. “We have a problem.” Mom says thoughtfully. “We still have to brush our teeth and get our library books together before we leave. But we need to get dressed first! How we going to solve this?” Mom taps Christian, “Hey! Why don’t YOU pick a shirt and I will get the vest for you!”

Christian looks around, shrugs, but stands up looking for a shirt. By the time Mom is back with the vest, Christian is taking off his pajama top. “OH! What a nice shirt you have laying there.” Pointing to a shirt on the bed, “Is THIS the one YOU picked out to wear?” Christian says, “Yes, it has red stripes in it, see?”

“Terrific!” says Mom. “I will go look for those library books while you finish getting dressed. Mom supports individuality and independence by providing choices whenever possible. Waiting, giving children time to calm themselves establishes the development of managing their own emotions. Providing positive feedback reinforces this skill.

Helping children to problem solve teaches them that with ample time, they understand and solve their own problems. Talking clearly about when you do together and discussing ideas and solutions lets children know that they can be part of that solution.

❖ COMMON CORE STATE STANDARD: NONE

❖ ISTAR-KR: Interpersonal Skills

Starting in infancy, supportive interactions with caring adults not only build a baby’s ability to regulate her emotions, but also help the baby learn how to have good relationships with others. Simple, everyday caregiving actions are what are needed to help babies attain both social and emotional competence. The parent who talks and plays with their baby in a sensitive way helps the baby’s brain continue to grow and develop well into the second year of life. Teachers, early interventionists, and child care professionals who are sensitive and responsive to the child’s experiences and needs also play a role in the development of social competence. Through responsive and nurturing caregiving, every adult can make a significant difference in the lives of babies the grownups they will become.

The developmental progressive steps to mastering interpersonal skills are: interacts with caregiver; engages in parallel play; interacts with others; engages in cooperative interactions.

Young Children are Learning When They:

- SE.3.1 React to a story or event.
- SE.3.2 React to new situations based on the memory of a previous event.
- SE.3.3 Recognize when a caregiver is not present.
- SE.3.4 Actively attend to things that an adult is showing.
- SE.3.5 Recognize pictures of family members.
- SE.3.6 Watch and listen to a story to completion or for ten or more minutes.
- SE.3.7 Recognize own name in isolated print.
- SE.3.8 Pretend to do something or be someone.
- SE.3.9 Act out familiar, scripted events and routines.
- SE.3.10 Identify a favorite story.
- SE.3.11 Actively look for or keep attending to things that an adult points to, shows, or talks about.
- SE.3.12 Watch and listen to a story to completion or for ten minutes or more.
- SE.3.13 Identify a favorite story.

A child can be supported by an adult who:

- Attends to and encourage young child vocalizations and communicative gestures.
- Take turns “talking” with the child.
- Sets aside a regular talk time to have a conversation about the child’s life.
- Encourages and models verbal interaction with other children and adults. (EL)

How it looks in everyday activities.

Ms. Gracie works in the Infant room of a community child care center. Maddie, 10 months old, has just awakened from a morning nap in the room and sees Ms. Gracie who is her primary caregiver at the center. Maddie smiles brightly and reaches her arms expectantly toward Ms. Gracie who smiles in return and lifts Maddie from her crib. Ms. Gracie gives her a warm hug as Maddie snuggles on Ms. Gracie's shoulder enjoying the feeling of closeness with her.

Ms. Gracie walks over to the changing table and lays Maddie down. Maddie smiles and wiggles in anticipation as she knows that Ms. Gracie will sing to her while changing her diaper and play their special game of peek-a-boo. Ms. Gracie smiles and talks to Maddie and then begins singing Itsy Bitsy Spider. They both enjoy this special time together.



Development of a skill in one area is related to and influences other developmental areas:

Communication

- Imitates actions of others
- Shows object to another
- Responds to adult guidance in turn-taking
- Greets others
- Begins conversation

Cognitive

- Participates in circle games
- Engages in simple pretend play
- Maintains conversations exchange

Physical

- Takes turns with games and materials when prompted

Young Children are Learning When They:

- SE.3.14 Act out familiar, scripted events and routines.
- SE.3.15 Use eye gaze to communicate.
- SE.3.16 Use proximity to communicate.
- SE.3.17 Show affection for an imaginary character or plaything.
- SE.3.18 Use eye gaze, proximity, and gestures to communicate.
- SE.3.19 Respond to arrival of a familiar person.
- SE.3.20 Smile or laugh when looked at or spoken to.
- SE.3.21 Respond to own name, words, or short phrases.
- SE.3.22 Jointly attend to object of interest to self.
- SE.3.23 Jointly attend to pictures and books for several minutes
- SE.3.24 Actively attend to things an adult is showing.
- SE.3.25 Stay with an adult-directed activity or story for 10-15 minutes.
- SE.3.26 Use trial and error to solve a simple problem.
- SE.3.27 Generalize a solution to a new situation.
- SE.3.28 Initiate turn taking in play.
- SE.3.29 Select the preferred item when given two choices.
- SE.3.30 Trade several smaller items for a larger item.
- SE.3.31 Follow a daily schedule.
- SE.3.32 Follow steps in a simple routine.

A child can be supported by an adult who:

- Reads and responds to the child's cues.
- Maintains eye contact.
- Imitates child's sounds and gestures.
- Utilizes routines such as diapering, feeding, etc., to talk to the child about what is being done.
- Makes time every day to stop and listen to the child without interruptions.
- Encourages the use of words with other children and with adults to express ideas, desires, feelings, and to resolve conflicts.
- Provides opportunities for the child to interact and communicate with other children.
- Plays peek-a-boo with child to help her understand that objects continue to exist even when out of her sight (teaches object permanence).
- Plays and talks to the child.
- Offers opportunities for waiting (e.g., your turn is next).

Young Children are Learning When They:

- SE.3.33 Use a learned behavior in a new way.
- SE.3.34 Repeat a behavior that had previously caused a desired effect.
- SE.3.35 Use active exploration to solve a problem.
- SE.3.36 See a simple task through to completion.
- SE.3.37 Show pleasure or displeasure at an effect.
- SE.3.38 Make simple cause/effect predictions.
- SE.3.39 Use trial and error to solve problems.
- SE.3.40 See a simple task through to completion.
- SE.3.41 Recognize and discriminate the sight, smell, and sound of the principal caregiver.
- SE.3.42 Show curiosity in objects and sounds.
- SE.3.43 Repeat a behavior that had previously caused a desired effect.
- SE.3.44 Experiment with likes and dislikes of caregivers and other children.
- SE.3.45 Predict reactions from others.
- SE.3.46 Engage in a scientific experiment with a peer or with small groups of children using sharing/turn taking skills.
- SE.3.47 Apply previously learned information to new situations.
- SE.3.48 Seek interaction and enjoy social play.
- SE.3.49 Resist separation and seek reassurance from trusted caregiver when encountering an unfamiliar person or object.
- SE.3.50 Get into everything and require constant supervision.
- SE.3.51 Repeat a behavior that had previously caused a desired effect.
- SE.3.52 Resist adult's direction or agenda by testing limits.
- SE.3.53 Show an interest in interacting with pets and participate in their care with assistance from caregiver.

A child can be supported by an adult who:

- Responds to needs of the infant.
- Supports the child's beginning friendships by providing opportunities for the child to learn and explore with peers and adults.
- Plays patty cake, peek-a-boo, and hide and seek.
- Helps infant develop a sense of trust and security by sensitive responding.



Young Children are Learning When They:

- SE.3.54 Move from primarily reflex actions to doing things on purpose.
- SE.3.55 Enjoy simple pretend play.
- SE.3.56 React to new situations based on memory of a previous event.
- SE.3.57 Recognize when caregiver is not present.
- SE.3.58 Identify other people and their roles.
- SE.3.59 Show interest in other children.
- SE.3.60 Around two, show self as “doer” (e.g., explore everything, be assertive in preferences, and increase range of self-help skills).
- SE.3.61 Participate in games and follow the rules.
- SE.3.62 Remind other children about the rules and things children shouldn’t do to others and why (one should not bite because it hurts).
- SE.3.63 Tell the consequences of behaviors and choices.
- SE.3.64 Set own consequences for some behaviors.
- SE.3.65 Recognize the faces and voices of the key people (e.g., parents, grandparents, brothers and sisters, child care givers) in their lives.
- SE.3.66 Prefer to look at faces of key people.
- SE.3.67 Pretend to take care of a doll by feeding and other activities.
- SE.3.68 Draw pictures of their family.

A child can be supported by an adult who:

- Allows the child to experience the consequences of actions (when safe). Then talk about what happened and why.
- Reacts to child’s actions and understands a young child’s cues (communication).
- Encourages family members to talk with the child about family history and culture.
- Demonstrates how the child can use words instead of force to obtain something.
- Models sharing and modeling the behaviors you want to encourage (e.g., say please or lend a helping hand).
- Asks for the child’s help with daily tasks, and accepts their offer of help.
- Develops positive rules with the child for understanding and ownership.
- States rules in a positive manner to promote positive thinking instead of negative thinking (e.g., instead of “No running.” say “We use walking feet.”).
- Allows time for the child to discuss behavior and consequences.
- Demonstrates how the child can use words instead of force to obtain something.
- Models sharing.
- Reads and discusses stories, songs, and poems that reinforce cooperation and sharing between peers.
- Provides opportunities for the child to make choices.
- Says good-bye when leaving the child rather than sneaking out.
- Points family members out from photos.

Young Children are Learning When They:

- SE.3.69 Pretend to take care of a doll by feeding and other activities.
- SE.3.70 Play the role of different family members through dramatic play.
- SE.3.71 Draw pictures of their family.
- SE.3.72 Ask questions about families.
- SE.3.73 Talk about how he is the same and/or different from other children.
- SE.3.74 Choose between two or more alternatives.
- SE.3.75 Demonstrate awareness of activities that can satisfy people's wants.
- SE.3.76 Talk about what he wants to be when he grows up.
- SE.3.77 Recognize gender differences.
- SE.3.78 Ask questions about physical differences.
- SE.3.79 Take turns in interactions with others.
- SE.3.80 Share belongings with others.
- SE.3.81 Work and play cooperatively with others.
- SE.3.82 Demonstrate early pretending with objects.
- SE.3.83 Use words to express family relationships, such as mother or grandpa.
- SE.3.84 Recognize differences between people of different cultures and abilities.
- SE.3.85 Realize that other children are more alike than different.
- SE.3.86 Comment on or ask questions about physical differences.
- SE.3.87 Identify differences between people of different cultures, backgrounds, and abilities.
- SE.3.88 Attend to and comment on gender differences.
- SE.3.89 Use interpersonal skills of sharing and taking turns in interactions with others.

A child can be supported by an adult who:

- Provides many opportunities for the child to explore family relationships through dramatic play and conversation.
- Helps the child identify and name family members and their relationships and roles.
- Talks about the child's unique qualities and those qualities that make him similar to other children.
- Assists the child in making a family book with pictures and drawings of members.
- Gives the child opportunities to be with many other children.
- Models treating others with respect and fairness.
- Discusses with the child physical characteristics and how they can be similar and different.
- Sets and enforces limits and boundaries.
- Rewards positive behaviors.
- Provides opportunities to be with extended family members.
- Listens to expressions of feelings.
- Gives the child opportunities to be with many other children to build interpersonal skills (e.g., sharing, taking turns, treating others equally).
- Models caring and kindness for all people.
- Models treating others with respect and fairness.
- Shares stories, songs, and poems about different cultures.
- Discusses with the child physical characteristics and how they can be similar and different (e.g., many people have hair, but different color, length, texture).
- Offers play experiences for the child to move and talk with others to establish friendships.
- Provides the child with accurate and compassionate answers to help the child develop a sense of respect for the physical differences of others.

Young Children are Learning When They:

- SE.3.90 Imitate, follow, and enjoy adult interactions during games (e.g., peek-a-boo, pat-a-cake, moving to music/dancing).
- SE.3.91 Show understanding of cause and effect.
- SE.3.92 Show interest in cause and effect.
- SE.3.93 Imitate other's expressions and actions.
- SE.3.94 Identify and solve problems through active explorations.
- SE.3.95 Talk about enjoying movement activities.
- SE.3.96 Express both positive and negative feelings about participating in physical activities.
- SE.3.97 Demonstrate a determination to develop skills through repetitive practice.
- SE.3.98 Help others during physical activities.
- SE.3.99 Work together as a team toward a common goal.
- SE.3.100 Play cooperatively with others during physical activities.

A child can be supported by an adult who:

- Helps the child to learn to wave and clap appropriately.
- Provides support and guidance as children learn to resolve differences.
- Provides opportunities for the child to participate in cooperative games without rules with peers.
- Provides activities that assist the child in learning to follow simple rules and successfully participating in the group by listening to directions and waiting for a turn.
- Provides opportunities for the child to practice taking turns during physical activities.
- Provides opportunities for the child to serve as a peer buddy for another child during physical activities.
- Provides opportunities for the child to work with others toward a common goal.

Young Children are Learning When They:

- SE.3.101 Respond to familiar voices, songs, and sounds.
- SE.3.102 Smile and coo to sounds the child likes.
- SE.3.103 Behave differently depending on the types of music.
- SE.3.104 Move to the music on own and with others.
- SE.3.105 Imitate pat-a-cake or other familiar games.
- SE.3.106 Make up songs and dances by themselves and along with others.
- SE.3.107 Sing a song as a means of comfort.
- SE.3.108 Smile or laugh when music is played.
- SE.3.109 Verbally express enjoyment.
- SE.3.110 Watch an activity before getting involved.
- SE.3.111 Express self through dramatic play.
- SE.3.112 Use dance and visual art as a vehicle for self-expression.
- SE.3.113 Show individuality in artwork.
- SE.3.114 Pretend through role play.
- SE.3.115 Express self in dramatic play through storytelling, puppetry, and other language development activities.
- SE.3.116 Select different art media to express emotions or feelings.
- SE.3.117 Use art media to channel frustration and anger in a socially acceptable way.
- SE.3.118 Engage in cooperative pretend play with another child.
- SE.3.119 Watch an activity before joining.
- SE.3.120 Develop growing ability to plan, work independently, and demonstrate care and persistence in a variety of art projects.

A child can be supported by an adult who:

- Sings a familiar song to help the baby feel safe and secure in an unfamiliar setting.
- Plays sound games with infants (e.g., repeats sounds that the baby makes back to the adult).
- Uses music as a part of daily routine
- Encourages children to do art in their own way.
- Plans art experiences according to the physical, emotional, and intellectual development of the child.

How it looks in everyday activities.

It was two weeks until Christmas and four year old Elizabeth was so excited! Her mother, Mary, had invited Aunt Mollie and her cousins, 3 year old Martha and four year old Jack to help bake some Christmas cookies that afternoon. While Elizabeth helped her mother gather up the ingredients for the cookies including special colored sugars, candies and sprinkles, they talked about their upcoming family holiday plans that included a trip to Grandma's for Christmas dinner. They also gathered up the baking utensils, cookie cutters and rolling pin.

Elizabeth helped her mother measure the ingredients and mix the dough for the cookies. She also sorted and counted the cookie cutters noting there were 13 cookie cutters in all.

After their guests had arrived, Mary began using the rolling pin on the dough to make the sugar cookies. Elizabeth, Jack and Martha took turns using the cookie cutters on the dough and Aunt Mollie placed the cut cookies on the baking sheets for decorating. Elizabeth, Jack and Martha agreed that decorating the cookies was the most fun! They had to share the special sugars, candies and sprinkles and take turns using them on their cookies. As they worked together they listened to Christmas music and talked about how beautiful the cookies would be. Jack made a special one for his dad that had lots sprinkles and candies. He knew his dad would like it.

Development of a skill in one area is related to and influences other developmental areas:

Communication

- Makes needs known
- Engages in pretend play
- Listens to others
- Recognizes others' feelings

Cognitive

- Makes choices
- Responds to name
- Separates in familiar environments

❖ COMMON CORE STATE STANDARD: NONE

❖ ISTAR-KR: Responsibility

As in the other areas of social-emotional skill development, young children depend on caring adults to support them in understanding and gaining control in navigating routines, relationships and schedules. We live with and among others, so routines, relationships, rules and schedules govern how we need to function to succeed in those groups and environments. The young child's ability to anticipate simple daily routines leads to following routines, directions, rules, and interacting and working successfully with others. Complying with limits, boundaries, and social rules is how we would begin to see the development of responsibility in young children.

The developmental progressions of skills to mastering responsibility are: recognizes steps in familiar routines; follows familiar routines; follow rules; applies rules to situations.

Young Children are Learning When They:

- SE.4.1 Recognize when a caregiver is not present.
- SE.4.2 Show affection to a caregiver, character, or plaything.
- SE.4.3 Act out familiar, scripted events and routines.
- SE.4.4 Respond to arrival of a familiar person.
- SE.4.5 Smile or laugh when looked at or spoken to.
- SE.4.6 Respond to own name, words, or short phrases (e.g., "Stop!" "Where's Mommy?")
- SE.4.7 Engage in turn-taking vocalizations.
- SE.4.8 Follow simple directions with prompts.
- SE.4.9 Follow one-step spoken directions without prompts (e.g., Get your shoe).
- SE.4.10 Engage in reciprocal conversations for two to three exchanges.
- SE.4.11 Request permission.
- SE.4.12 Understand and follow a one-step direction.
- SE.4.13 Cooperate with a routine.
- SE.4.14 Anticipate an event.
- SE.4.15 Anticipates a sequence during daily activities.
- SE.4.16 Follow a daily schedule.
- SE.4.17 Follow steps in a simple routine.

A child can be supported by an adult who:

- Creates a daily reading routine, whether it is before bedtime, after lunch, or in the morning.
- Lets the child control the subject of the conversation and encourages efforts to use new words.
- Is responsive to children who seek help in their attempt to write and draw.
- Encourages the use of words with other children and with adults to express ideas, desires, feelings, and to resolve conflicts.
- Provides opportunities for the child to interact and communicate with other children.
- Offers opportunities for waiting (e.g., your turn is next).

How it looks in everyday activities:

Nathan and Travis, 20 month old twins, love their cats. While shopping for cat food and cat litter Brad, the father, talks to the boys about all of the things that the family must do to take care of their cats. He explains that the cats need to eat and drink just like people do. Nathan says “I like spaghetti-o’s”. Travis says “I like mac-n-cheese too”. Brad laughs and agrees that spaghetti-o’s and mac-n-cheese are some of their favorite foods but that food that people eat isn’t really good for the cats and that is why we have to buy the cat food. Nathan says “ok”.

When they arrive home Brad helps Nathan dish out some of the cat food into the cat bowl and helps Travis put water in the water dish near the bathroom where the litter box is at. Nathan says “cats potty too”. Brad responds “yes they do but they use the litter box and not the toilet like people do”. Nathan laughs and says “yes”. Travis laughs and says “I can potty in the potty so I don’t have to use the sand”.

Development of a skill in one area is related to and influences other developmental areas:

Cognitive

- Responds to familiar routines
- Demonstrates understanding of expectations by assisting adult
- Reminds others about rules

Self-Help

- Puts belongings in proper place

Communication

- Communicates when something does not belong or should not happen

Physical

- Complete tasks independently
- Cleans up area when finished

Young Children are Learning When They:

- SE.4.18 Communicate when something does not belong or should not happen.
- SE.4.19 Predict reactions from others (e.g., pulling hair).
- SE.4.20 Resist adult's direction or agenda by testing limits.
- SE.4.21 Anticipate a sequence during daily activities.
- SE.4.22 React to new situations based on memory of a previous event.
- SE.4.23 Sequence recurring events (e.g., "After I eat lunch, I take a rest.").
- SE.4.24 Show anticipation for regularly scheduled events.
- SE.4.25 Describe daily routine (e.g., home and/or school).
- SE.4.26 Follow simple directions.
- SE.4.27 Complete basic responsibilities related to daily needs.
- SE.4.28 Respond positively to options rather than commands.
- SE.4.29 Talk about the importance and reason for rules.
- SE.4.30 Tell the consequences of not following rules.
- SE.4.31 Participate in games and follow the rules.
- SE.4.32 Remind other children about the rules and things children shouldn't do to others and why (one should not bite because it hurts).
- SE.4.33 Tell the consequences of behaviors and choices.
- SE.4.34 Set own consequences for some behaviors.
- SE.4.35 Identify and follow different rules in different places (e.g., school rules may be different from home).

A child can be supported by an adult who:

- Encourages child to experiment with many different ways to solve problems.
- Helps the child understand that many problems can be solved in more than one way.
- Allows the child to explore, manipulate, and problem solve with ample time for practice and repetition.
- Provides reassurances and serves as a positive, exploring role model.
- Asks questions that stimulate thinking and problem-solving (e.g., What if?).
- Provides a routine for the child.
- Does for, does with, and watches as the child learns to do things independently.
- Talks about the reason for rules.
- Develops positive rules with the child for understanding and ownership.
- Gives the child options rather than commands.
- Offers easy-to-follow directions.
- Provides opportunities for the child to make choices.
- Takes photos of the child helping others, caring for her room, or taking care of daily needs and displays them around the room.

Young Children are Learning When They:

- SE.4.36 Show self-control by following rules in different places.
- SE.4.37 Start sharing some objects with others.
- SE.4.38 By age four, compromise, share, and take turns.
- SE.4.39 Help with routines that keep the house neat.
- SE.4.40 Choose between two or more alternatives.
- SE.4.41 Value the importance of caring for others.
- SE.4.42 Work and play cooperatively with others.
- SE.4.43 Use words to express feelings.
- SE.4.44 Use thinking skills to resolve conflicts.
- SE.4.45 Say please and thank you.
- SE.4.46 Follow rules for simple games and activities.
- SE.4.47 Identify and solve problems through active explorations.
- SE.4.48 Follow basic safety rules (e.g., fire and traffic/pedestrian safety).
- SE.4.49 Avoid potentially harmful objects, substances, and activities.

A child can be supported by an adult who:

- Gives the child responsibility for keeping a room or space clean or tidy.
- Creates opportunity for the child to choose and discusses consequences of choices.
- Models treating others with respect and fairness
- Gives opportunities to make appropriate choices.
- Models caring and kindness for all people.
- Provides activities that assist the child in learning to follow simple rules and successfully participating in the group by listening to directions and waiting for a turn.
- Provides positive feedback when the child tries a novel gross/fine motor and/or sensory activity.
- Encourages the child to be responsible for personal belongings (e.g., hanging up jackets, back packs).
- Uses teachable moments to instruct the child about pedestrian/traffic safety (e.g., drop-off/pick-up times, while walking, field trips, use of proper restraints).
- Provides opportunities for the child to practice taking turns during physical activities.
- Provides opportunities for the child to serve as a peer buddy for another child during physical activities.

How it looks in everyday activities:

Three children arrive in the 3 yr old classroom at child care at the very same time. Each one tells their parent good bye while greeting Miss Lucy. Miss Lucy asks the children “Does anyone need help hanging up their coats?” Eli responds “No, I can do it” Olivia says “I did it all by myself yesterday” and Cogan asks “Miss Lucy can you help me?” Miss Lucy stands next to Cogan as he tries to hang his coat on his hook. She encourages Cogan by saying “You worked really hard that time and almost had it. You can do it, what if I move the step stool over for you? Do you think that it would be helpful?” Cogan shakes his head. Miss Lucy moved the step stool in front of Cogan’s cubby as he stepped up on it to attempt it again. Miss Lucy praises Cogan “Yaay Cogan! You did it! I am so proud of you!” She held her hand up for a gentle high five as Cogan smiles and jumps down from the step stool. From across the room Olivia announces that she is the work zone cleaner for the day, and she gets to wear the cleaning work hat. Cogan immediately shuffles to the daily job chart, with Miss Lucy following. Miss Lucy bends down and uses her finger to identify Cogan’s picture and printed name. “Oh man Cogan it looks like you have a very important job today. See here, it looks like you are responsible to help me count how many children are here, pass out napkins, silverware, cups and plates.” Cogan smiles and says “Olivia, I am the restaurant manager! Can I wear the apron right now? I need gloves please.” Miss Lucy reminds Cogan that he will need his clip board with the checklist to make sure that everything is ready for snack. Cogan walked to the larger group announcing that there are 47 children here today. Miss Lucy sits down and asks Cogan to count with her. Cogan tells Miss Lucy “we will need 8 cups, 8 plates, 8 napkins, 8 chairs and 1 table cloth.”

Miss Lucy knows that it is important to help the children understand the details of their daily jobs, and it is her goal that they can use these planning skills in other situations. Miss Lucy supports the children with props so that it is fun for the children. Little do they know how much they are learning during these daily routine tasks.

❖ COMMON CORE STATE STANDARD: NONE

❖ ISTAR-KR: Problem Solving

When caring adults provide infants, toddlers, and preschool aged children with developmentally appropriate learning environments and sensitive respectful relationships, their innate motivation to explore and discover the “world” around them is stimulated. The older infant and toddler use their whole bodies to experiment with concrete objects, they learn by seeing, hearing, feeling, and tasting to know what it is, what it does, how can I manipulate it. These early sensory experiences give way to expanded thinking as they are given increasingly complex “problems” or toys/activities to explore. Thoughtful and accessible learning environments and trusting relationships with adults will provide young children what they need to find pleasure in learning and develop confidence from their success in navigating and exploring their environments and relationships. It is these early play experiences that become the precursors to language, early literacy, early math skills, and social skills.

The developmental progression of skills to demonstrate mastery of problem-solving is: initiates an action to get a desired effect; uses trial and error to manipulate objects; searches for possible solutions; finds alternative strategies and solutions.

Young Children are Learning When They:

- SE.5.1 React to a story or event.
- SE.5.2 React to new situations based on the memory of a previous event.
- SE.5.3 Recognize when a caregiver is not present.
- SE.5.4 Actively attend to things that an adult is showing.
- SE.5.5 Recognize pictures of family members.
- SE.5.6 Watch and listen to a story to completion or for ten or more minutes.
- SE.5.7 Recognize own name in isolated print.
- SE.5.8 Pretend to do something or be someone.
- SE.5.9 Act out familiar, scripted events and routines.
- SE.5.10 Identify a favorite story.
- SE.5.11 Actively look for or keep attending to things that an adult points to, shows, or talks about.

A child can be supported by an adult who:

- Creates a daily reading routine, whether it is before bedtime, after lunch, or in the morning.
- Asks the child to follow simple requests while looking at a book (e.g., point to the cow).
- Attends to and encourage young child vocalizations and communicative gestures.
- Take turns “talking” with the child.
- Demonstrates the written form of the child’s name throughout the environment.
- Sets aside a regular talk time to have a conversation about the child’s life.
- Lets the child control the subject of the conversation and encourages efforts to use new words.
- Encourages and models verbal interaction with other children and adults. (EL)
- Is responsive to children who seek help in their attempt to write and draw.

How it looks in everyday activities.

7-month old Renee is in her high chair snacking on cheerios. Renee's mom, Alma, is near, picking up small toys around the kitchen. Soon Alma has an armful of toys she puts in the sink to be washed. A small plastic cup falls on the floor, and she says "uh oh!" Renee repeats her phrase, "uh oh!" Alma smiles at her daughter for responding to her comment. Picking up the cup, she rinses it off and comes over to and sits with Renee. Mom sets the cup on the table in front of her, covering up all the cheerios, and says, "Oh no! Where did they go?" Renee repeats, "oh no!" as she looks around for the cheerios. Mom uncovers the cup to reveal the cereal saying, "Here they are!" Renee grabs a few pieces and puts them in her mouth smiling and giggling. Mom smiles back, eyes big on her daughter, as she covers them up again. After two more tries, the baby picks up the cup herself to reveal the cereal.

Renee found a way to obtain the missing cheerios, after mom repeatedly picked up the cup to show her. But from the start, the baby was searching for the cheerios when they were out of sight. Renee shows interest in something out of place, and tries different ways to solve the problem, i.e. searches for something, shows interest in what mom is doing, imitates actions of others, and then moves to attain an object. Even at 7 months old, Renee solved the problem of the missing cereal!

Development of a skill in one area is related to and influences other developmental areas:

Physical

- Initiates an action to get a desired effect

Communication

- Asks for help
- Explains reasoning of why objects or pictures are used in a certain way

Cognitive

- Searches for something out of sight
- Uses tools to solve problems
- Discriminates an object that is pulled apart or one that is put together
- Considers alternatives

Young Children are Learning When They:

- SE.5.12 Act out familiar, scripted events and routines.
- SE.5.13 Use eye gaze to communicate.
- SE.5.14 Use proximity to communicate.
- SE.5.15 Use eye gaze, proximity, and gestures to communicate.
- SE.5.16 Respond to own name, words, or short phrases (e.g., “Stop!” “Where’s Mommy?”)
- SE.5.17 Jointly attend to pictures and books for several minutes.
- SE.5.18 Follow simple directions with prompts.
- SE.5.19 Stay with an adult-directed activity or story for 10-15 minutes.
- SE.5.20 Follow one-step spoken directions without prompts (e.g., Get your shoe).
- SE.5.21 Use trial and error to solve a simple problem.
- SE.5.22 Generalize a solution to a new situation.
- SE.5.23 Request permission.
- SE.5.24 Use language instead of physical force to resolve conflicts, with assistance.
- SE.5.25 Understand and follow a one-step direction.
- SE.5.26 Give name, age, and gender upon request.
- SE.5.27 Select the preferred item when given two choices.
- SE.5.28 Claim objects as “mine.”
- SE.5.29 Trade several smaller items for a larger item.
- SE.5.30 Clap hands and wave bye if prompted.

A child can be supported by an adult who:

- Reads and responds to the child’s cues.
- Maintains eye contact.
- Imitates child’s sounds and gestures.
- Utilizes routines such as diapering, feeding, etc., to talk to the child about what is being done.
- Interprets and gives names to child’s emotions.
- Makes time every day to stop and listen to the child without interruptions.
- Encourages the child to share ideas and experiences to expand understanding.
- Asks many open-ended questions.
- Engages the child in conversations about real experiences and events and responds to the child’s verbal cues
- Provides an environment that is familiar, comfortable, and stimulating.
- Encourages the use of words with other children and with adults to express ideas, desires, feelings, and to resolve conflicts.
- Provides opportunities for the child to interact and communicate with other children.
- Asks questions that require thinking
- Plays and talks to the child.
- Asks the child to pass out utensils, napkins, and cups for snack/meal time.
- Offers praise and encouragement that is focused on the activity in which the child is engaged (e.g., “That’s a nice boat you have drawn. Where is it going?” rather than “You’re so good at drawing”).

Young Children are Learning When They:

- SE.5.33 Cooperate with a routine.
- SE.5.32 Anticipate an event.
- SE.5.33 Anticipates a sequence during daily activities.
- SE.5.34 Follow a daily schedule.
- SE.5.35 Follow steps in a simple routine.
- SE.5.36 Indicate a need.
- SE.5.37 Use a learned behavior in a new way.
- SE.5.38 Repeat a behavior that had previously caused a desired effect.
- SE.5.39 Communicate discomfort.
- SE.5.40 Use active exploration to solve a problem.
- SE.5.41 See a simple task through to completion.
- SE.5.42 Show pleasure or displeasure at an effect.
- SE.5.43 Communicate disappointment.
- SE.5.44 Make simple cause/effect predictions.
- SE.5.45 Communicate when something does not belong or should not happen.
- SE.5.46 Use trial and error to solve problems.
- SE.5.47 Recognize and discriminate the sight, smell, and sound of the principal caregiver.
- SE.5.48 Show curiosity in objects and sounds.
- SE.5.49 Experiment with likes and dislikes of caregivers and other children (e.g., pulling hair).
- SE.5.50 Predict reactions from others (e.g., pulling hair).
- SE.5.51 Engage in a scientific experiment with a peer or with small groups of children using sharing/turn taking skills.

A child can be supported by an adult who:

- Sets simple time limits (e.g., three more swings and we are done. Verbally counts 1, 2, 3).
- Offers opportunities for waiting (e.g., your turn is next).
- Responds to needs of the infant.
- Plays guessing games about needs with older toddler to assist the child in gaining control over the environment.
- Puts safe objects in path of crawler to present problem-solving opportunity for child to obtain or move around the object.
- Encourages child to experiment with many different ways to solve problems.
- Helps the child understand that many problems can be solved in more than one way.
- Promotes exploration by being available, aware of safety issues, and responsive to their cues.
- Provides reassurances and serves as a positive, exploring role model.
- Scaffolds: Notices what the infant is doing and then provides just enough assistance to facilitate continued learning.
- Asks questions that stimulate thinking and problem-solving (e.g., What if?).
- Encourages exploration by imitating the infant's actions.
- Extends the toddler's thinking and learning by imposing problems, making suggestions, responding to and encouraging the toddler's questions.
- Supports the child's beginning friendships by providing opportunities for the child to learn and explore with peers and adults.

Young Children are Learning When They:

- SE.5.52 Seek interaction and enjoy social play (e.g., patty cake).
- SE.5.53 Show fear of falling off of a high place.
- SE.5.54 Resist separation and seek reassurance from trusted caregiver when encountering an unfamiliar person or object.
- SE.5.55 Get into everything and require constant supervision.
- SE.5.56 Resist adult's direction or agenda by testing limits.
- SE.5.57 Show an interest in interacting with pets and participate in their care with assistance from caregiver.
- SE.5.58 Move from primarily reflex actions to doing things on purpose.
- SE.5.59 Cry to express displeasure.
- SE.5.60 Enjoy simple pretend play.
- SE.5.61 Talk to self to solve problems.
- SE.5.62 Cooperate with a routine.
- SE.5.63 Anticipate a sequence during daily activities.
- SE.5.64 React to new situations based on memory of a previous event.
- SE.5.65 Identify other people and their roles.
- SE.5.66 Sequence recurring events (e.g., "After I eat lunch, I take a rest.").
- SE.5.67 Show anticipation for regularly scheduled events.
- SE.5.68 Describe daily routine (e.g., home and/or school).

A child can be supported by an adult who:

- Plays patty cake, peek-a-boo, and hide and seek.
- Offers choices ("which shirt will you wear today?") to support growing need for independence.
- Helps infant develop a sense of trust and security by sensitive responding.
- Has a regular, daily routine that builds the ability to predict events.
- Scaffolds the child's learning by breaking down tasks into steps and reminding of the next step by giving indirect suggestions rather than giving the answer.
- Allows lots of time to work on problems—doesn't offer help too soon (e.g., offer toys with moving parts).
- Allows the child to experience the consequences of actions (when safe).
Then talk about what happened and why.
- Talks clearly and calmly with the child about what they are doing.
- Establishes a routine and discusses ideas with child.
- Reacts to child's actions and understands a young child's cues (communication).
- Assists the child in periods of transition (e.g., bedtime, naptime, attending preschool or child care).
- Provides a routine for the child.
- Encourages family members to talk with the child about family history and culture.

Young Children are Learning When They:

- SE.5.69 Show interest in other children.
- SE.5.70 Communicates “no.”
- SE.5.71 Around two, show self as “doer” (e.g., explore everything, be assertive in preferences, and increase range of self-help skills).
- SE.5.72 Develop the process of “play” from playing alone to playing alongside, then playing with someone else around age three.
- SE.5.73 Follow simple directions.
- SE.5.74 Respond positively to options rather than commands.
- SE.5.75 Push away something not wanted.
- SE.5.76 Follow simple directions.
- SE.5.77 Complete basic responsibilities related to daily needs.
- SE.5.78 Respond positively to options rather than commands.
- SE.5.79 Talk about the importance and reason for rules.
- SE.5.80 Tell the consequences of not following rules.
- SE.5.81 Participate in games and follow the rules.
- SE.5.82 Remind other children about the rules and things children shouldn’t do to others and why (one should not bite because it hurts).
- SE.5.83 Tell the consequences of behaviors and choices.
- SE.5.84 Set own consequences for some behaviors.
- SE.5.85 Identify and follow different rules in different places (e.g., school rules may be different from home).
- SE.5.86 Show self-control by following rules in different places.
- SE.5.87 Start sharing some objects with others.
- SE.5.88 By age four, compromise, share, and take turns.

A child can be supported by an adult who:

- Demonstrates how the child can use words instead of force to obtain something.
- Models sharing and modeling the behaviors you want to encourage (e.g., say please or lend a helping hand).
- Supports individuality by providing choices whenever possible (e.g., “You have to change your shirt, but you can choose the red one or the green one”).
- Asks for the child’s help with daily tasks, and accepts their offer of help.
- Allows time for the child to discuss behavior and circumstances.
- Does for, does with, and watches as the child learns to do things independently.
- Establishes limits for child’s behavior to provide a physically and emotionally safe environment.
- Develops positive rules with the child for understanding and ownership.
- Talks about the reason for rules.
- Develops positive rules with the child for understanding and ownership.
- States rules in a positive manner to promote positive thinking instead of negative thinking (e.g., instead of “No running.” say “We use walking feet.”).
- Reviews positive rules daily with the child.
- Gives the child options rather than commands.
- Offers easy-to-follow directions.
- Allows time for the child to discuss behavior and consequences.
- Helps the child verbalize thoughts.
- Models sharing.
- Reads and discusses stories, songs, and poems that reinforce cooperation and sharing between peers.
- Provides opportunities for the child to make choices.

Young Children are Learning When They:

- SE.5.89 Show greater ability to control intense feelings (e.g., anger, frustration).
- SE.5.90 Make choices after considering alternatives.
- SE.5.91 Follow simple directions.
- SE.5.92 Recognize the faces and voices of the key people (e.g., parents, grandparents, brothers and sisters, child care givers) in their lives.
- SE.5.93 Prefer to look at faces of key people.
- SE.5.94 Demonstrate fear, caution, or curiosity with new people depending on age and temperament style.
- SE.5.95 Pretend to take care of a doll by feeding and other activities.
- SE.5.96 Draw pictures of their family.
- SE.5.97 Help with routines that keep the house neat.
- SE.5.98 Pretend to take care of a doll by feeding and other activities.
- SE.5.99 Discuss members of the family and their roles.
- SE.5.100 Draw pictures of their family.
- SE.5.101 Ask questions about families.
- SE.5.102 Talk about how he is the same and/or different from other children
- SE.5.103 Choose between two or more alternatives.
- SE.5.104 Demonstrate awareness of activities that can satisfy people's wants.
- SE.5.105 Talk about what he wants to be when he grows up.
- SE.5.106 Recognize gender differences.
- SE.5.107 Ask questions about physical differences.
- SE.5.108 Take turns in interactions with others.
- SE.5.109 Value the importance of caring for others.
- SE.5.110 Work and play cooperatively with others.

A child can be supported by an adult who:

- Says good-bye when leaving the child rather than sneaking out.
- Points family members out from photos.
- Provides many opportunities for the child to explore family relationships through dramatic play and conversation.
- Helps the child identify and name family members and their relationships and roles.
- Talks about the child's unique qualities and those qualities that make him similar to other children.
- Assists the child in making a family book with pictures and drawings of members.
- Gives the child responsibility for keeping a room or space clean or tidy.
- Creates opportunity for the child to choose and discusses consequences of choices.



Young Children are Learning When They:

- SE.5.111 Use words to express feelings.
- SE.5.112 Use thinking skills to resolve conflicts.
- SE.5.113 Demonstrate early pretending with objects.
- SE.5.114 Use words to express family relationships, such as mother or grandpa.
- SE.5.115 Recognize differences between people of different cultures and abilities.
- SE.5.116 Realize that other children are more alike than different.
- SE.5.117 Comment on or ask questions about physical differences.
- SE.5.118 Identify differences between people of different cultures, backgrounds, and abilities.
- SE.5.119 Attend to and comment on gender differences.
- SE.5.120 Use interpersonal skills of sharing and taking turns in interactions with others.
- SE.5.121 Become aware of themselves as separate from others.
- SE.5.122 Show understanding of cause and effect.
- SE.5.123 Show pride in physical/personal accomplishments.
- SE.5.124 Follow rules for simple games and activities.
- SE.5.125 Identify and solve problems through active explorations.
- SE.5.126 Demonstrate a determination to develop skills through repetitive practice.
- SE.5.127 Follow basic safety rules (e.g., fire and traffic/pedestrian safety).
- SE.5.128 Avoid potentially harmful objects, substances, and activities.
- SE.5.129 Show interest in cause and effect.
- SE.5.130 Imitate other's expressions and actions.
- SE.5.131 Use adults as resources.

A child can be supported by an adult who:

- Gives the child opportunities to be with many other children.
- Models treating others with respect and fairness.
- Discusses with the child physical characteristics and how they can be similar and different.
- Sets and enforces limits and boundaries.
- Rewards positive behaviors.
- Provides opportunities to be with extended family members.
- Listens to expressions of feelings.
- Gives opportunities to make appropriate choices.
- Models respect and interest in other cultures.
- Talks about differences and similarities between people, cultures, and countries in positive ways.
- Shares stories, songs, and poems about different cultures.
- Provides opportunities for discussing the child's physical changes (e.g., creates a height graph and compares sizes).
- Provides the child with accurate and compassionate answers to help the child develop a sense of respect for the physical differences of others.
- Provides art materials, books, photos, and dramatic-play props that celebrate the beauty of diverse cultures.
- Broadens the child's knowledge about children and families in other places and cultures through books, stories, pictures, and videos.
- Helps the child to learn to wave and clap appropriately.
- Provides support and guidance as children learn to resolve differences.
- Provides opportunities for the child to participate in cooperative games without rules with peers.

Young Children are Learning When They:

- SE.5.132 Work together as a team toward a common goal.
- SE.5.133 Play cooperatively with others during physical activities.
- SE.5.134 Resolve conflicts in socially accepted ways during physical activities.
- SE.5.135 Respond to familiar voices, songs, and sounds.
- SE.5.136 Smile and coo to sounds the child likes.
- SE.5.137 Behave differently depending on the types of music (e.g., calm down to lullabies; respond by moving arms and legs).
- SE.5.138 Move to the music on own and with others.
- SE.5.139 Imitate pat-a-cake or other familiar games.
- SE.5.140 Make up songs and dances by themselves and along with others.
- SE.5.141 Sing a song as a means of comfort.
- SE.5.142 Watch an activity before getting involved.
- SE.5.143 Express self through dramatic play.
- SE.5.144 Use dance and visual art as a vehicle for self-expression.
- SE.5.145 Show individuality in artwork.
- SE.5.146 Pretend through role play.
- SE.5.147 Express self in dramatic play through storytelling, puppetry, and other language development activities.
- SE.5.148 Select different art media to express emotions or feelings. (e.g., painting with bright colors to match a playful mood)
- SE.5.149 Use art media to channel frustration and anger in a socially acceptable way. (e.g., punching and pounding clay)
- SE.5.150 Engage in cooperative pretend play with another child.
- SE.5.151 Watch an activity before entering into it.

A child can be supported by an adult who:

- Provides activities that assist the child in learning to follow simple rules and successfully participating in the group by listening to directions and waiting for a turn.
- Provides the child with age-appropriate gross/fine motor and sensory activities that are fun, yet challenging.
- Talks with the child about feelings while participating in gross/fine motor and sensory activities.
- Encourages the child to act out various roles (e.g., people, animal movements) as a means of self-expression.
- Provides positive feedback when the child tries a novel gross/fine motor and/or sensory activity.
- Provides positive feedback as the child continues to attempt an activity that may not yet be easy.
- Encourages the child to be responsible for personal belongings (e.g., hanging up jackets, back packs).
- Uses teachable moments to instruct the child about pedestrian/traffic safety (e.g., drop-off/pick-up times, while walking, field trips, use of proper restraints).
- Provides opportunities for the child to practice taking turns during physical activities.
- Provides opportunities for the child to serve as a peer buddy for another child during physical activities.
- Provides opportunities for the child to work with others toward a common goal.
- Follows the mood of the child (e.g., if fussy, then sing lullabies or if alert, sing play songs).
- Sings a familiar song to help the baby feel safe and secure in an unfamiliar setting.

How it looks in everyday activities.

Lisa is an active four year old who enjoys playing in her neighborhood pool. Today, she is going with her mom and sister for a swim after dinner. Lisa has a little sister, Molly, who imitates everything Lisa does. As they arrive at the pool and settle in an area with two lounge chairs, they unload their toys and towels. Ready to jump in after walking in the hot afternoon sun, Lisa asks her mom if she can go ahead into the pool. Mom asks her to wait until they are ready to go with her. Unhappy and dejected, Lisa drops down onto the chair to wait. Molly sits next to her imitating Lisa in every way. Finally, mom is ready and says, “Let’s go swim!” All three waded into the water on the steps of the shallow end.

With Molly playing with Mom, Lisa reaches for her pool toy boat. Lisa splashes around, happily playing with her toy. Molly sees her and wants just what Lisa has. Molly, being just two years old, starts to fuss and whine that she wants Lisa’s toy. She grabs at the boat, taking it from her. Lisa screams and yells, “Mom! Molly took my boat!” Mom attempts to explain to Molly that she must give Lisa back the toy, saying “Molly, Lisa was playing with that. You must give it back!” Not feeling very patient with her sister at this point Lisa screams and splashes around creating an all-out tantrum. The splashing water in her face scares and upsets Molly even more, and she throws the boat out of the pool. Even angrier now, Lisa continues to thrash around, mom has to grab both girls and pull them out of the pool.

Back at the lounge chairs, she instructs Lisa to sit, “Lisa you need to sit down and calm down. We will talk about this in a minute.” Lisa yells, “But Mom! She threw my boat! We need to go find it!” Mom quietly tends to Molly, wiping the pool water off her face and gives her a sippy cup to help ease her fears. With Molly still clinging to her, she sits down to speak with Lisa. “Lisa, I know Molly shouldn’t have grabbed your boat, but splashing everyone can scare other kids! Boy, were you mad!”

Lisa cries, “I told you she took my boat, why didn’t she give it back!” Mom explained that she was working on it, trying to teach Molly to share. She continued to explain that if Lisa would have just waited a minute longer she would have had her toy boat back. “Do you think that next time you can give me a little time to teach Molly to share? I promise I will make sure that Molly doesn’t take your toys all the time, ok?” Lisa reluctantly agrees. Mom says, “Let’s go get your boat so we can get back in the pool!” Later that night, after Molly was asleep Mom sat to talk with Lisa alone. She asked Lisa if there were some toys she could share with her little sister. Lisa said, “But Mom, it makes me so mad when she follows me around ALL THE TIME!” She explained how tired she felt about Molly wanting everything she has and doing everything she does. Mom said, “I know that having a little sister isn’t always fun, but you had a good time playing dolls with her yesterday. There are some days that having a sister is fun! And she won’t follow you around forever.

❖ COMMON CORE STATE STANDARD: NONE

❖ ISTAR-KR: Approaches to Learning

In addition to social competence, “school readiness” starts in the cradle as early relationships have many consequences for later outcomes, both immediate and future. All aspects of social and emotional wellness are intertwined: A baby that has experienced positive relationships with caring adults is more alert, easier to calm, and sleeps and feeds well. Toddlers who have positive relationships are cooperative and can confidently explore and learn in many environments. As young children enter preschool and kindergarten, a base of positive relationships leads to better peer relationships, play skills, and ability to attend and benefit from classroom content. These benefits continue into later school years and adulthood, leading those who have experienced positive early relationships to have advantages including better social, cognitive, and academic skills and to avoid risky behavior, including drug use, early pregnancy, and dropping out.

The young child demonstrates this progression of skills in her approaches to learning: demonstrates curiosity; sustains attention to preferred activities; sustain attention to a challenging activity; applies creativity to activities.

Young Children are Learning When They:

- SE.6.1 React to a story or event.
- SE.6.2 React to new situations based on the memory of a previous event.
- SE.6.3 Recognize when a caregiver is not present.
- SE.6.4 Show affection to a caregiver, character, or plaything.
- SE.6.5 Actively attend to things that an adult is showing.
- SE.6.6 Recognize pictures of family members.
- SE.6.7 Watch and listen to a story to completion or for ten or more minutes.
- SE.6.8 Recognize own name in isolated print.
- SE.6.9 Pretend to do something or be someone.
- SE.6.10 Act out familiar, scripted events and routines.
- SE.6.11 Identify a favorite story.
- SE.6.12 Actively look for or keep attending to things that an adult points to, shows, or talks about.

A child can be supported by an adult who:

- Creates a daily reading routine, whether it is before bedtime, after lunch, or in the morning.
- Asks the child to follow simple requests while looking at a book (e.g., point to the cow).
- Attends to and encourage young child vocalizations and communicative gestures.
- Take turns “talking” with the child.
- Demonstrates the written form of the child’s name throughout the environment.
- Sets aside a regular talk time to have a conversation about the child’s life.
- Lets the child control the subject of the conversation and encourages efforts to use new words.
- Encourages and models verbal interaction with other children and adults. (EL)

Young Children are Learning When They:

- SE.6.13 Watch and listen to a story to completion or for ten minutes or more.
- SE.6.14 Identify a favorite story.
- SE.6.15 Act out familiar, scripted events and routines.
- SE.6.16 Use eye gaze to communicate.
- SE.6.17 Use proximity to communicate.
- SE.6.18 Show affection for an imaginary character or plaything.
- SE.6.19 Use eye gaze, proximity, and gestures to communicate.
- SE.6.20 Respond to arrival of a familiar person.
- SE.6.21 Respond to own name, words, or short phrases (e.g., “Stop!” “Where’s Mommy?”).
- SE.6.22 Jointly attend to object of interest to self.
- SE.6.23 Jointly attend to pictures and books for several minutes.
- SE.6.24 Actively attend to things an adult is showing.
- SE.6.25 Stay with an adult-directed activity or story for 10-15 minutes.
- SE.6.26 Use trial and error to solve a simple problem.
- SE.6.27 Generalize a solution to a new situation
- SE.6.28 Initiate turn taking in play
- SE.6.29 Select the preferred item when given two choices.
- SE.6.30 Follow a daily schedule.
- SE.6.31 Follow steps in a simple routine.
- SE.6.32 Use a learned behavior in a new way.
- SE.6.33 Repeat a behavior that had previously caused a desired effect.
- SE.6.34 Use active exploration to solve a problem.
- SE.6.35 See a simple task through to completion.

A child can be supported by an adult who:

- Is responsive to children who seek help in their attempt to write and draw.
- Reads and responds to the child’s cues.
- Maintains eye contact.
- Imitates child’s sounds and gestures.
- Utilizes routines such as diapering, feeding, etc., to talk to the child about what is being done.
- Interprets and gives names to child’s emotions.
- Makes time every day to stop and listen to the child without interruptions.
- Encourages the child to share ideas and experiences to expand understanding.
- Asks many open-ended questions.
- Engages the child in conversations about real experiences and events and responds to the child’s verbal cues
- Provides an environment that is familiar, comfortable, and stimulating.
- Encourages the use of words with other children and with adults to express ideas, desires, feelings, and to resolve conflicts.
- Sets simple time limits (e.g., three more swings and we are done. Verbally counts 1, 2, 3.
- Offers opportunities for waiting (e.g., your turn is next).

How it looks in everyday activities.

Scarlet takes her toddlers on a new adventure to the park down the street from her family child care home. While they walked to the park holding hands, Scarlet pointed out acorns, a line of ants, and encouraged the children to admire the clouds above them. Roman lets go of Scarlet's hand as well as Lilly's. "Bug!" Roman says with enthusiasm. Scarlet bent down to take a closer look at the bug. The children mimic Scarlet's behavior. Lilly stated "I don't yike it." Scarlet put her arm around Lilly pulling her closer to her, as she said "does the bug scare you Lilly?" Scarlet explained "this is a caterpillar, see the yellow and black on his back? Look at all of its legs! We should count his legs." Lilly shook her head. Lilly stuck her pointer finger out to touch it. Scarlet warned Lilly "it feels soft like a feather" to help Lilly anticipate the texture that she will feel. Lilly touched the caterpillar and smiled. The children sat and watched the caterpillar until it disappeared into the grass.

Scarlet knows the children well and knows when and how to provide them with the emotional support they might need in order to experience something new.

Development of a skill in one area is related to and influences other developmental areas:

Communication

- Exhibits positive attitude when approaching a new challenge

Cognitive

- Manipulates objects to cause an effect
- Attends to more than one thing at a time
- Demonstrates curiosity
- Asks why something is the same or different

Physical

- Interacts with materials using tactile sense

