

DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT**SUB-DOMAIN: EMOTIONAL DEVELOPMENT****SELF-CONTROL****GOAL 38: CHILDREN REGULATE THEIR FEELINGS AND IMPULSES.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
First, Second, and Third Grades	Manages and expresses feelings appropriately, and inhibits inappropriate words, actions, and emotions most of the time, with little adult supervision.	<ul style="list-style-type: none"> ▪ Expresses self in safe and appropriate ways (e.g. expresses anger or sadness without aggression or fights). ▪ Controls destructive impulses, with guidance. ▪ Seeks peaceful resolution to conflict. ▪ Stops and listens to instructions before jumping into activity, with guidance. ▪ Participates in self-care routines when there is a special health care need. ▪ Follows rules in different settings (e.g. lowers voice when entering library, museums, grocery stores, theaters). ▪ Applies social rules in new but similar situations. ▪ Explains simple family or classroom rules to others. ▪ Expresses feelings through play. ▪ Shares own excitement with peers, caregivers, and adults. ▪ Acknowledges sadness about loss (e.g. changes in caregiver, divorce, or death). ▪ Displays emotional expression in socially and culturally acceptable ways (e.g. sadness, disappointment, joy, satisfaction). ▪ Labels and defines culturally normed expectations for varying levels of emotional behaviors and reactions (frustration or anger). 	<ul style="list-style-type: none"> ▪ Support and celebrate child's ability to show and understand their own behavior and emotions. ▪ Provide routines and structure in a child's day allowing the child to know what to expect so they do not fear the future to fear taking risks. ▪ Make daily plans with children, highlighting items when they are different from the usual routine. ▪ Support child's feelings, non-judgmentally. ▪ Guide child's ability to identify their own emotions and those of others. ▪ Provide opportunities for civic engagement in various settings where children see emotional regulation demonstrated. ▪ Provide opportunities for children to discuss feelings and self-regulation or emotional challenges and achievements. This is especially important for children who have emotional upheavals and trauma.