

## ***IDAHO EARLY LEARNING EGUIDELINES***

### **DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT**

#### **SUB-DOMAIN: SOCIAL DEVELOPMENT**

- Goal 27: Children trust, interact with, and seek assistance from adults.
- Goal 28: Children develop friendships with peers.
- Goal 29: Children demonstrate positive negotiation skills.
- Goal 30: Children demonstrate awareness of behavior and its effects on others.
- Goal 31: Children participate positively in group activities.
- Goal 32: Children demonstrate sympathy and empathy.
- Goal 33: Children develop a sense of humor.
- Goal 34: Children adapt to diverse settings.
- Goal 35: Children recognize, appreciate, and respect similarities and differences in people.

#### **SUB-DOMAIN: EMOTIONAL DEVELOPMENT**

- Goal 36: Children perceive themselves as unique individuals.
- Goal 37: Children demonstrate belief in their abilities.
- Goal 38: Children regulate their feelings and impulses.

**DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT****SUB-DOMAIN: SOCIAL DEVELOPMENT****INTERACTION WITH ADULTS****GOAL 27: CHILDREN TRUST, INTERACT WITH, AND SEEK ASSISTANCE FROM ADULTS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p><b>60 Months through Kindergarten</b></p>	<p>Uses strategies to interact with familiar adults across a variety of situations.</p>	<ul style="list-style-type: none"> <li>▪ Shows confidence and positive feelings about relationships with primary caregiver and significant adults in the near environment (e.g. health care provider, teachers, next door neighbors, custodian, bus-driver), in addition to primary caregivers, confides in at least one adult.</li> <li>▪ Plays independently seeking solutions to problems, but seeks comfort or additional information or help from adults when problem solving solutions do not work.</li> <li>▪ Uses words to express needs and to negotiate with adults.</li> <li>▪ Seeks adult assistance to resolve conflict and safety concerns.</li> <li>▪ Asks questions and checks with an adult before deviating from rules and routines.</li> <li>▪ Uses familiar and culturally-specific communication style and their appropriate uses.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Help children brainstorm solutions for overcoming challenges when they ask for assistance.</li> <li>▪ When a child faces dilemmas (when two equally good solutions are possible), help children identify and clarify options and choose from those options.</li> <li>▪ When a situation where bias arises, use the experience to discuss solutions and alternatives.</li> <li>▪ Offer time and space for a child to talk individually with trusted adults concerning emotional issues.</li> <li>▪ Model acceptance of individual differences.</li> <li>▪ Specifically identify and bring trusted members of the community into the child's activities, and teach them about trusted community members and their roles as helpers.</li> <li>▪ Support child's social negotiations with other adults and children.</li> <li>▪ When talking with children, have real conversations, asking real questions, and listening to and responding genuinely to the child's responses and cues.</li> <li>▪ With adult input, help child identify a variety of options for taking action in both pleasant and distressing situations, and help the child choose the best choices among the options.</li> </ul>

**DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT****SUB-DOMAIN: SOCIAL DEVELOPMENT****INTERACTIONS WITH PEERS****GOAL 28: CHILDREN DEVELOP FRIENDSHIPS WITH PEERS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<b>60 Months through Kindergarten</b>	Engages in cooperative interactions with peers.	<ul style="list-style-type: none"> <li>▪ Gives social support to others (e.g. offers to help a peer who cannot find his/her toy).</li> <li>▪ Have friends in various settings (neighborhood, school, extended family).</li> <li>▪ Maintains ongoing friendship with at least one peer.</li> <li>▪ Initiates and responds in conversations with peers.</li> <li>▪ Sustains interactions by cooperating, helping, sharing, and suggesting new ideas for play.</li> <li>▪ Completes simple projects with other children.</li> <li>▪ Sets goals with other children for play and projects.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide opportunities for child to initiate play in small groups in which each child has a specific role and responsibility.</li> <li>▪ Actively address bullying behavior or child's attempt to exclude others.</li> <li>▪ Support conflict resolution and rule negotiation when children run out of ideas or patience to solve the conflict alone.</li> <li>▪ Support children as they create play themes and ideas by having nearby storage where you can bring out materials to help them expand their cooperative dreams.</li> <li>▪ Model and comment on positive, social, problem-solving skills.</li> <li>▪ Offer activities where children build, draw, and write cooperatively conceived projects.</li> <li>▪ Offer brainstorming sessions where each child gets to offer up an idea to answer a question or solve a puzzling situation. Vary such sessions by offering questions and puzzling situations in scientific thinking, mathematical thinking, and social/emotional thinking.</li> <li>▪ Promote acceptance of linguistic, cultural, individual differences, and other forms of respect.</li> </ul>

**DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT****SUB-DOMAIN: SOCIAL DEVELOPMENT****INTERACTIONS WITH PEERS****GOAL 29: CHILDREN DEMONSTRATE POSITIVE NEGOTIATION SKILLS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<b>60 Months through Kindergarten</b>	Communicates with peers to solve conflicts, negotiate solutions, and share ideas.	<ul style="list-style-type: none"> <li>▪ Attempts to settle disputes or solve problems with another child through negotiation, addressing own rights, and the other child's needs with assistance (e.g. "I'll use the paste for these two pieces of paper, and then give it to you.").</li> <li>▪ Acknowledges that play and learning includes issues of fairness, rules, intentions, or motives.</li> <li>▪ Verbally asserts needs when disagreeing with friends, without aggression.</li> <li>▪ Offers solutions for solving conflicts and problems.</li> <li>▪ Responds to suggestions when solving problems with others (e.g. "You can have it now, if I can have it later.").</li> <li>▪ May spend more time negotiating the rules of the game than playing the game.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Support child's attempts to problem-solve and manage conflicts, rather than solving it for them (e.g. "What should we do to solve this problem?").</li> <li>▪ Break down options for solving conflicts and negotiations into small steps (e.g. "What do you want to try first?").</li> <li>▪ Model increasingly sophisticated vocabulary for negotiations (e.g. negotiate, alternatives, goals, costs and benefits, risks, outcomes, consequences).</li> <li>▪ Support trying more than one solution (e.g. "What are some things you could try? What are you going to try first? What next?").</li> </ul>

**DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT****SUB-DOMAIN: SOCIAL DEVELOPMENT****PRAGMATIC BEHAVIOR****GOAL 30: CHILDREN DEMONSTRATE AWARENESS OF BEHAVIOR AND ITS EFFECTS ON OTHERS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<b>60 Months through Kindergarten</b>	Recognizes certain behaviors bring positive consequences and others bring negative consequences.	<ul style="list-style-type: none"> <li>▪ Describes how own actions make others feel and behave.</li> <li>▪ Cooperates with peers to complete a project or game, with little conflict.</li> <li>▪ Engages in empathetic, caring behavior so others respond positively.</li> <li>▪ Explains self actions in response to others' actions and feelings (e.g. "I gave her a hug because she was sad.").</li> <li>▪ Engages in and can maintain conversations about social interactions.</li> <li>▪ Differentiates interactions with family members, acquaintances, and friends depending on the settings and circumstances.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Model and provide opportunities for child to take others' perspective before making decisions (e.g. "What would Maria think or feel if you gave her your book?").</li> <li>▪ Engage children in discussions about how they like or dislike to be treated.</li> </ul>

**DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT****SUB-DOMAIN: SOCIAL DEVELOPMENT****PRAGMATIC BEHAVIOR****GOAL 31: CHILDREN PARTICIPATE POSITIVELY IN GROUP ACTIVITIES.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<b>60 Months through Kindergarten</b>	Invents, leads, and follows in group activities, games, and cooperative play with peers.	<ul style="list-style-type: none"> <li>▪ Invents and sets up activities that include more than one child.</li> <li>▪ Follows simple rules of participation in group activities.</li> <li>▪ Makes up simple rules for playing group games and activities.</li> <li>▪ Participates cooperatively in large and small group activities (e.g. sometimes a leader and sometimes a follower).</li> <li>▪ Describes and follows classroom and group routines (e.g. joins other children in building a structure or passing bowls and pitchers at the mealtime table).</li> <li>▪ Willing to join in the middle of an on-going group activity with friends.</li> <li>▪ Sometimes is part of the audience and other times takes an active part in group events.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engage each child in group discussions and decision-making about daily routine group activities and challenges, making certain each child gets to give ideas and thoughts.</li> <li>▪ Teach children how to contribute their ideas and listen to others.</li> <li>▪ Offer routines in daily activities where children are given simple ways to contribute to group conversations (e.g. at family mealtimes, ask each person to tell what they had the most fun doing that day, or in group settings, offer a ritual where each child tells what they plan to play when they go outside to the playground).</li> <li>▪ Encourage participation in group games, allowing children to make up or modify rules.</li> <li>▪ Model positive negotiation and problem-solving skills.</li> <li>▪ Assist child who needs extra help in sustaining group participation, by suggesting tasks for that child within the group.</li> </ul>

**DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT****SUB-DOMAIN: SOCIAL DEVELOPMENT****PRAGMATIC BEHAVIOR****GOAL 32: CHILDREN DEMONSTRATE SYMPATHY AND EMPATHY.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<b>60 Months through Kindergarten</b>	Adjusts plans in consideration of others' emotions and needs.	<ul style="list-style-type: none"> <li>▪ Communicates others' feelings.</li> <li>▪ Comforts family members or friends who are not feeling well or are upset, with comfort strategies that would comfort self (e.g. hands a teddy bear to a sad friend, or to an upset parent).</li> <li>▪ Expresses excitement about special events, accomplishments of others, and community events in the near environment, and in family and cultural contexts.</li> <li>▪ Volunteers to assist and comfort peers, using words and actions.</li> <li>▪ Stands up for self needs, but will sometimes adjust own needs when it is judged that someone else's need is greater than own need.</li> <li>▪ Asks questions and comments about the impact of self and others on the earth and living things.</li> <li>▪ Explores ideas of what is fair and unfair for self and others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Help child to assist others and take others' perspectives into consideration.</li> <li>▪ Set an example for child by respecting the natural world and discussing ways to take care of our natural world (e.g. not littering on the playground, or protecting a newly planted tree from balls).</li> <li>▪ Provide opportunities for children to care for classroom pets or plants.</li> <li>▪ Discuss how and why a character acts and reacts in a story.</li> <li>▪ Offer stories that show different ways of celebrating, or carrying out typical activities of life.</li> </ul>

**DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT****SUB-DOMAIN: SOCIAL DEVELOPMENT****PRAGMATIC BEHAVIOR****GOAL 33: CHILDREN DEVELOP A SENSE OF HUMOR.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<b>60 Months through Kindergarten</b>	Uses humor to consolidate understanding of concepts and language use. Uses some abstract thinking and humor as a social skill.	<ul style="list-style-type: none"> <li>▪ Uses word play, rhymes, magic tricks, and jokes.</li> <li>▪ Tells riddles and jokes with a format (Knock-Knock); riddle stage.</li> <li>▪ Participates in social interaction with humorous situations (e.g. absurd, slapstick, pretend play).</li> <li>▪ Uses deliberate, humorously provocative actions.</li> <li>▪ Uses physical humor (jumping, silly walks).</li> <li>▪ Uses humor for leadership and group acceptance.</li> <li>▪ Likes stories with funny characters, expressions, outcomes.</li> <li>▪ Uses humor to initiate and extend interactions with trusted adults.</li> <li>▪ Uses humor with peers to initiate or extend social interactions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respond to and create opportunities for humor.</li> <li>▪ Recognize differences in expression of and responses to humor, and accept those variations.</li> <li>▪ Provide books with word play and situational humor.</li> <li>▪ Recognize that children in this age group are in transition between concrete joke telling and humor and understanding more abstract absurdities. Acknowledge and expand humorous situations and word play to help children move to higher levels of thinking.</li> <li>▪ Use humor to extend child's thinking and problem solving, using absurdities to help children explain reality.</li> <li>▪ Clarify jokes and humor for child who is slightly younger to scaffold understanding.</li> <li>▪ Recognize that children learn from repetition, retelling, and finding understanding in riddles and jokes.</li> <li>▪ Read and reread riddle books, and routinely engage child in "riddle time."</li> </ul>

**DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT****SUB-DOMAIN: SOCIAL DEVELOPMENT****APPRECIATING DIVERSITY****GOAL 34: CHILDREN ADAPT TO DIVERSE SETTINGS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<b>60 Months through Kindergarten</b>	Anticipates what to expect in unfamiliar settings.	<ul style="list-style-type: none"> <li>▪ Expresses anticipation of special events in different settings by talking about upcoming events, asking questions and making comments.</li> <li>▪ Looks for clarification from adults about new settings and what will occur there.</li> <li>▪ In most familiar activities in daily settings, uses predictable and socially appropriate behaviors.</li> <li>▪ Shows flexibility when events change from routine.</li> <li>▪ Anticipates what will be needed when facing a novel or unfamiliar setting (e.g. "We're going to ski, so I better bring gloves." "I'm going to kindergarten. I might need some paper because I might have to write something.").</li> </ul>	<ul style="list-style-type: none"> <li>▪ Prepare child for transition to new classroom or kindergarten through a variety of activities such as visiting the classroom, practicing taking a bus, and finding where bathrooms are.</li> <li>▪ Encourage child to think about and be prepared for diverse cultural settings.</li> <li>▪ Talk about what is new and different in the unfamiliar setting and what will be familiar.</li> <li>▪ Include child in planning culminating or celebratory activities associated with transitions (going to ski hill for first time, going to kindergarten, visiting the dentist, or taking a first swimming lesson).</li> </ul>

DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT			
SUB-DOMAIN: SOCIAL DEVELOPMENT			
APPRECIATING DIVERSITY			
GOAL 35: CHILDREN RECOGNIZE, APPRECIATE, AND RESPECT SIMILARITIES AND DIFFERENCES IN PEOPLE.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Recognizes and is curious about differences and similarities in people.	<ul style="list-style-type: none"> <li>▪ Shows concern about personal fairness within a peer group (e.g. "I didn't get a turn. Everyone gets a turn. That's not fair.").</li> <li>▪ Sees obvious ability in other children (e.g. "Jamie sings really well." "Maria is a fast runner.").</li> <li>▪ Names and accepts differences and similarities in personal preferences (e.g. food preferences or favorite play activities).</li> <li>▪ Notices that other children might use different words for the same object.</li> <li>▪ Rarely examines a situation from another's perspective.</li> <li>▪ Sometimes defends self and others' rights for equal or fair treatment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discuss why it is positive to celebrate and learn about others' lives and experiences.</li> <li>▪ Actively address bias behavior and teach anti-bias responses ("Everyone gets to ride the trikes, both those who are fast riders and those who are slower.").</li> <li>▪ Engage child in songs, rhymes, and counting games in a variety of languages.</li> <li>▪ In classroom settings, staff can learn and use words for common daily events and actions from the home languages of children in the class.</li> <li>▪ Talk with parents of the children in group settings as menus are planned, to find out what foods are familiar and unfamiliar to each child in the class.</li> <li>▪ Assist child in developing simple rules for fair play.</li> <li>▪ Recognize that children may need help when negotiating fairness, and rules that are inclusive, and that children can follow.</li> </ul>

**DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT****SUB-DOMAIN: EMOTIONAL DEVELOPMENT****SELF-CONCEPT****GOAL 36: CHILDREN PERCEIVE THEMSELVES AS UNIQUE INDIVIDUALS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<b>60 Months through Kindergarten</b>	Describes own personal characteristics, preferences, and abilities.	<ul style="list-style-type: none"> <li>▪ Takes pride in responsibilities and follows through on them (e.g. helps with chores, takes care of simple tasks for a younger sibling, or helps out with activities in their classroom).</li> <li>▪ Begins to show self-direction in actions.</li> <li>▪ Differentiates preferences for self and others (e.g. "I like to play with the barn and fences." "She likes to play with the horses in the barn.").</li> <li>▪ Tells others about own individual abilities.</li> <li>▪ Identifies self roles and those of others in the family, school, and community.</li> <li>▪ Asks for help, as needed.</li> <li>▪ Recognizes own success in activities (e.g. "I made the pudding for dinner." "I chose my own clothes today." "I helped Caleb when he couldn't get the glue open.").</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide opportunities for child to share information about self in multiple ways (e.g. storytelling, drama, drawing, and writing).</li> <li>▪ Offer opportunities for the child to tell about the characteristics he/she has that represent his/her background and family.</li> <li>▪ Provide culturally relevant materials that allow the child to see self in books, dolls, and dramatic play materials.</li> <li>▪ Help children document their accomplishments on charts or in digital picture displays.</li> </ul>

**DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT****SUB-DOMAIN: EMOTIONAL DEVELOPMENT****SELF EFFICACY****GOAL 37: CHILDREN DEMONSTRATE BELIEF IN THEIR ABILITIES.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<b>60 Months through Kindergarten</b>	Views self as capable of influencing the nearby environment and people.	<ul style="list-style-type: none"> <li>▪ Takes on new tasks and improves skills with practice (wheeling self in wheelchair).</li> <li>▪ Initiates actions or activities with peers.</li> <li>▪ Views self as capable of starting and completing a task.</li> <li>▪ Expresses delight over a successful project and wants others to like it.</li> <li>▪ Persists with tasks until finished.</li> <li>▪ Initiates using new skills or uses existing skills to participate in events that impact family, peers, classmates, or other familiar groups (e.g. sings songs with a church choir, chooses clothes to pack for a camping trip, helps plan a grocery list, or runs in a short community race).</li> <li>▪ Initiates play with games and activities alone, and with others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engage child in attainable and challenging opportunities that will build on abilities.</li> <li>▪ Encourage child to take the next step in a challenge.</li> <li>▪ Plan with the child to do chores that use existing skills and offer opportunity to take those skills to a higher level.</li> <li>▪ Make time and opportunity for the child to make reasonable decisions and choices.</li> <li>▪ Take every opportunity to celebrate success.</li> <li>▪ Give genuine, specific praise that focuses on the task (e.g. "Not only did you just pick up all the toys, but you stacked them neatly on the shelves. Now they are ready for the other children who want to play with them. That's thoughtful of you to think of others.").</li> </ul>

**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
<p><b>60 Months through Kindergarten</b></p>	<p>Manages, regulates, and expresses feelings in social acceptable ways, most of the time.</p>	<ul style="list-style-type: none"> <li>▪ Expresses self in safe and appropriate ways (e.g. expresses anger or sadness without aggressive behaviors).</li> <li>▪ Shows ability to control destructive impulses, with guidance.</li> <li>▪ Seeks peaceful resolution to conflict.</li> <li>▪ Stops and listens to instructions before jumping into activity, with guidance.</li> <li>▪ Responds to adult guidance when there is a special health care need.</li> <li>▪ With frequent reminders, follows social rules that require self-monitoring (e.g. no running at Grandma's house, no talking in church, no kicking the seat in front of you on a plane).</li> <li>▪ Applies rules to new but similar situations.</li> <li>▪ Explains simple family or classroom rules to others.</li> <li>▪ Expresses feelings through dramatic play or active physical play.</li> <li>▪ Shares excitement with peers, caregivers, and adults.</li> <li>▪ Acknowledges sadness, fear, or disappointment about events (e.g. loss, changes in caregiver, cancellation of a trip, divorce, or death of a loved one or pet).</li> <li>▪ Displays emotional expression without undue inhibitions (e.g. cries when feeling sad).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Plan and give children plenty of time to talk in group discussions about problem solving and conflict management.</li> <li>▪ Help child understand and accept different ways of expressing emotion and communicating (e.g. brainstorm rules that prohibit children from making fun of each other's differences).</li> <li>▪ Provide opportunities for child to share and talk about feelings with adults and peers (e.g. active listening: getting down on the child level, making eye contact, naming feelings).</li> <li>▪ Positively acknowledge child for expressing emotions appropriately.</li> <li>▪ Help children express their feelings as they play with others, pretend with toys, express emotions using the arts, or listen and respond to stories, songs, and poetry.</li> <li>▪ Provide transition cues when moving to new activities, including schedule boards, count down cards, five minute reminders, and clocks and timers.</li> <li>▪ Respect individual differences between children's personalities and temperaments.</li> <li>▪ Use posters, pictures, and words that identify emotions at children's eye level to evoke conversations and develop vocabulary for expressing feelings.</li> </ul>

		<ul style="list-style-type: none"><li>▪ Names some types/levels of emotion (frustrated, angry).</li></ul>	
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