

IDAHO EARLY LEARNING eGUIDELINES



DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT



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DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT

INTRODUCTION

By nature, humans are social creatures. Children learn to be around others as they construct knowledge about the world through social interaction. Healthy children in all cultures form early attachments with significant adults. These relationships form the foundation for later emotional, social, language, and cognitive development. Throughout all phases of life, people interact with one another.

Even though emotions are a universal human phenomenon and social behavior is observed constantly in the world around us, social development and its embedded emotional development are challenging to define and measure. The challenges stem from:

- The broad range of behaviors and concepts included within social and emotional development
- The difficulty of assessing processes that are primarily internal, and therefore, not always visible processes
- Social and emotional variability among cultures and situations

Social development and emotional development serve as the foundation for relationships and interactions that give meaning to a child's experiences in the family, at school, and in the larger community. Researchers consistently find that critical brain development in the first five years is foundational for competence in social and emotional skills.

RATIONALE

Social development and emotional development are predictors of a child's overall success in school and in life. Relationships play a central role in:

- Fostering a child's social and emotional well-being
- Providing a sense of stability and belonging
- Supporting a child to make the most of learning opportunities

Successful social development and emotional development require secure, consistent, responsive, and physically and emotionally nurturing relationships. With guidance and through playful interactions, children develop skills to cooperate, negotiate, lead and follow, be a friend, and express feelings in socially and culturally acceptable ways. These skills include the ability to read body language, communicate non-verbally, and show sensitivity to others' feelings.

Forming warm, responsive bonds and intimacy with others offers security to children, as well as protecting them emotionally from negative effects associated with poverty, violence in the home or community, parental depression, and other stressors that endanger mental health and social adjustment.

GENERAL DEFINITION

Together social development and emotional development encompass a child's ability to interact effectively with adults and children. They represent closely interrelated skills in that each is acquired in a relatively predictable sequence. For example, a child who establishes warm responsive interactions from adults (social development) is also developing emotional skills for self-regulation and control. These skills typically precede the development of relationships with peers and groups.

SOCIAL DEVELOPMENT

Young children's ability to form and sustain social relationships with adults and other children is at the heart of their social development. A child's social relationships with adults can be understood in terms of the child's sense of trust and opportunity to interact easily with adults, and to recognize adults as safety nets for their behavior and feeling. A child looks to adults for guidance, cues, and information on how to act, think, and feel.

As children develop, the ability to establish relationships with peers influences how they view themselves and the world. Building friendships assists a child to cooperate, form and maintain relationships, and negotiate. Meaningful play experiences offer the child key opportunities to practice cooperation, compromise, and turn-taking. Such interactions with peers imply an understanding of others' rights and the ability to balance one's own needs with those of others.

A child can develop successful social relationships while recognizing and appreciating similarities and differences in other people, as well as knowing how to interact comfortably with children and adults who may have different characteristics, cultures, and life experiences. Positive social relationships are formed and maintained when a child develops adaptive social behavior. The effects of different behaviors are understood as a child adapts to diverse settings and participates positively in group activities. Finally, social competence is demonstrated when a child shows empathy when understanding, respecting, and showing sensitivity toward other children.

EMOTIONAL DEVELOPMENT

A child's ability to recognize and express feelings and to understand and respond to the emotions of others are foundational emotional skills. Central to the understanding of emotional development is the overall perception of self; including traits, feelings, abilities, motives, and social roles. Self-efficacy is an aspect of emotional development where a child develops a belief that one can succeed in accomplishing what one sets out to do. Self-efficacy creates feelings of self-confidence, competence, and positive emotions that a child must have to be successful in learning tasks at home and at school.

As a young child grows toward emotional competence, the self-concept evolves, where one begins to answer the question: "Who am I?" and, then, "Who am I in relation to others?" This set of skills helps a child to successfully and sensitively interact with others.

Emotional development includes acknowledging emotions and the ability to manage or regulate them in both personal and social contexts. A child's ability to successfully identify and label emotions and effectively express the range of feelings is a healthy aspect of emotional well-being. Emotional expression includes expressing primary emotions (joy, anger, fear, disappointment), emotions linked to sensory stimulation (disgust, delight, horror), and self-appraisal emotions (pride, satisfaction, shame, guilt).

SUPPORTING INDIVIDUAL DIFFERENCES, LANGUAGE, AND DIVERSITY

Children's social identity is shaped by many factors including gender, race, cultural and family background and values, language, religion, abilities, life experiences and circumstances, and temperamental qualities and personality. Family and cultural stories help children build identities. The values and practices of each child's family, peers, community, and culture shape the feelings, knowledge, and expectations that influence social and emotional development.

IDAHO EARLY LEARNING EGUIDELINES

GOAL 27: CHILDREN TRUST, INTERACT WITH, AND SEEK ASSISTANCE FROM ADULTS.

Domain 3: Social and Emotional Development

Sub-Domain: Social Development

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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
Birth through 8 Months	Shows secure primary attachments.	<ul style="list-style-type: none"> ▪ Responds to the caregiver’s attempts to interact. ▪ Cries, makes sounds, or uses body movements to signal caregiver for assistance, attention, or the need for comfort. ▪ Shows preference and/or turns toward sight, sound, and smell of mother or father, or primary caregiver as opposed to an unfamiliar adult. ▪ Establishes an attachment with the primary caregiver and other consistent adults in the child’s life. ▪ Is quieted by or seeks comfort by an attachment figure when crying. ▪ Lifts arms to be picked up by an adult. ▪ Establishes and maintains interactions with caregivers. ▪ Shows preference for familiar adults through smiling, gesturing, and babbling back and forth. ▪ Uses body movements to initiate social interactions (e.g. pats adult’s face). ▪ Looks for caregivers’ response in uncertain situations. ▪ Follows caregiver’s gaze to look at toy. ▪ Offers verbal and non-verbal cues to initiate and maintain interaction with the caregiver. 	<ul style="list-style-type: none"> ▪ Respond consistently and promptly to child’s cries and needs for comfort, reassurance, and to celebrate accomplishments. ▪ Develop consistent daily routines that follow the child’s lead for care giving needs (e.g. when the child is hungry, tired, and alert). ▪ Provide a child-safe environment (e.g. free of hazards associated with dangerous toys or materials, free of violence, and assures adequate shelter/housing, food, clothing). ▪ Show respect for child and everyone in his/her environment. ▪ Talk to, smile at, holds and cuddle with the baby. ▪ When you ask a question, make a comment, or use a gesture with the baby, allow plenty of time for the child to respond with gestures, body language, smiles, eye contact, and babbling. ▪ Provide words to the infant’s expression of emotion (e.g. hungry, peaceful, happy, sad, unsure, and sleepy). ▪ Provide opportunities for face to face play with the baby, being sure to respond to the child’s stimulation level (e.g. if the child looks away during the interaction, the child may need to calm down from the interaction. The caregiver can look away from the child on this cue. Then, when the baby cues readiness to resume, come back to gaze with the child). ▪ Hold infant close for short peaceful periods throughout the day.

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
6 to 18 Months	Shows sense of self in relation to familiar adults.	<ul style="list-style-type: none"> ▪ Gives cues to initiate and maintain interaction with the caregiver. ▪ Explores environment, with support. ▪ Engages in brief solitary play (playing alone with books or toys) with adult oversight. ▪ Distinguishes between familiar and unfamiliar adults. ▪ Seeks support and security with familiar adults. ▪ May exhibit separation reactions of crying, clinging, or searching for or running after the caregiver when the caregiver is not in sight or leaves the room (in this age range, separation issues and anxiety may increase over time and then diminish). ▪ May seek comfort from a favorite blanket or toy especially when a favored caregiver is absent. ▪ Upon reunion with familiar adult, turns excitedly, lifts arms and/or calms quickly. ▪ Maintains connection with and reconnects with caregiver by making eye contact from time to time. ▪ Begins to recognize and respond to the emotional cues of self and others. ▪ Seeks caregiver assistance and attention 	<ul style="list-style-type: none"> ▪ Respond consistently and promptly to child's cries and needs for comfort and reassurance. ▪ Prepare child for transitions (e.g. Child care provider says, "I'll be right back," when taking a break. "I'm going to fix lunch. What do you want to play with while I make your lunch?" "It's almost time to pick up."). ▪ Provide indoor and outdoor space and materials for child to engage in play on their own, with adults in sight. ▪ Maintain consistent and responsive caregiving for the child especially keeping minimum transitions between teachers at child care settings. ▪ Describe experiences and environments with children to help children make memories that can become self-narratives. ▪ Create and keep alive good, warm, and joyful memories by talking about what happened during the day. ▪ Establish predictable family traditions. ▪ Celebrate children's accomplishments immediately after the child shows success. Celebrate using smiles, clapping hands, using supportive phrases (e.g. "You did it."), and pointing out the accomplishment to others). ▪ Provide opportunities for child to engage in games where the child interacts with others, such as "Patty-Cake" "I See You" "Peek-a-Boo" "Show me your...(nose, eye, ear)." ▪ Be patient as children explore and practice self-help skills such as hand washing, tooth brushing, brushing hair, and taking socks off.)

		<p>using verbal cues, words, sounds, or body movements.</p> <ul style="list-style-type: none"> ▪ Shows awareness of feelings displayed by others by matching the person's facial expressions and emotions. ▪ Smiles responsively when others offer a smile. ▪ Looks for caregiver's response in uncertain situations. ▪ Looks for caregiver's response when engaged in inappropriate behavior. ▪ Cooperates with caregivers in dressing, eating, and playing. ▪ Takes care of simple self-care needs such as feeding self or taking off shoes. ▪ Toward the end of this age range, tests abilities and boundaries with familiar adults. 	<ul style="list-style-type: none"> ▪ Provide opportunities for self-talk and parallel talk when dressing, eating, and playing with the child (e.g. "Let's put on your shoe. I'm going to help you. We need to un-tie it, then pull out the tongue."). ▪ Provide opportunities for children to explore different types of clothing, dress-up, hats, shoes, and eating utensils and foods.
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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Shows a desire for autonomy and self-action when with familiar adults.	<ul style="list-style-type: none"> ▪ Calls to caregiver from across the room to make sure he/she is paying attention. ▪ Checks periodically with caregiver for help or reassurance when playing by self or with peers. ▪ Feels comfortable when playing away from primary caregiver, but cries out or seeks familiar adult when injured or frustrated. ▪ Uses strategies to keep parent/caregiver near (e.g. gestures for one more hug when parent is leaving for work, or asks parent for one more drink of water at bedtime). ▪ Resists transitions. ▪ Uses strategies to delay or evade transitions (e.g. requests a favorite book for bedtime reading, or chooses more toys for bathtub play). ▪ Uses self-talk and conversation to cope with transitions (e.g. "Mama goes to work." "It's time for snack time, right?"). ▪ Imitates adult activities (e.g. pretends to cook or pretends to read next to an adult who is reading). ▪ Initiates and takes charge of play with familiar adults, often being quite directive. ▪ Responds appropriately to adults' verbal greetings. ▪ Attempts to do activities and tasks without 	<ul style="list-style-type: none"> ▪ Listen with interest to what child says and elaborate and expand on their thoughts or ideas. ▪ Offer choices within appropriate limits so that children get to take self-action (e.g. "You can choose your shoes for today. Do you want the black ones or the pink ones?" or "We have two kinds of fruit for breakfast. You can choose bananas or strawberries."). ▪ Recognize child's emotions during separation and reunion times with parents and caregivers. These may range from sadness, to anger, to fear. Choose your words of comfort and the strategies you use to match the child's emotions. ▪ In child care settings, providers can help with separation issues by helping parents and grandparents say good bye to the children, and to assure the child that they will return. This strategy helps build trust and knowledge for the child about what happened as the loved one disappeared and returns. No sneaking out of the room. ▪ Respond with words and expressions to children's emotional and physical needs. ▪ Acknowledge children's attempts at self-action, describing their efforts (e.g. "You put your shoe on all by yourself." "You carried your book bag from the car to your cubby and you even remembered your sweater."). ▪ Show empathy and understanding to child, and help child identify feelings and situations ("You are really angry with Robert! Let's find a way for you to have a turn with the ball."). ▪ Take opportunities to help child distinguish from self and other

		<p>assistance.</p> <ul style="list-style-type: none"> ▪ Insists on dressing, eating, or manipulating an object without help, even when struggling with that task. ▪ Resists adult assistance, but seeks adult assistance when challenged or frustrated. ▪ Sustains play independently for a few minutes. ▪ Knows some rules and limits, but will test them. ▪ Starts activity after a caregiver makes suggestions (e.g. uses adult's suggestions to find missing pieces to a toy, or items needed for an art activity). ▪ Begins to follow and tell basic safety guidelines and requirements (e.g. danger zone, hot!, or don't touch). 	<p>(e.g. "Here is my nose." "Where is your nose?").</p> <ul style="list-style-type: none"> ▪ Provide opportunities for child to engage in brief independent play and activities without adult or peer interference (e.g. puzzles, lacing boards, blocks, sand/water play). ▪ Prepare child for transitions with cues ("It is almost time to go inside." "We have just enough time to finish this puzzle before it's time to clean up."). ▪ Allow time and patience for child to dress self. Provide easy-to-put-on clothing (e.g. elastic waist band, larger sized shirts, and socks without heels). Wait for the child to ask for help. ▪ Offer opportunities for child to pass bowls to other children and adults at mealtime, with adult assistance. ▪ In child care settings, when appropriate, set up the environment with open materials for children to explore and to use as they practice self-help skills (e.g. provide stools, low chairs, tables, big utensils, and loose clothing).
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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
36 to 60 Months	Shows confidence in seeking assistance from familiar adults.	<ul style="list-style-type: none"> ▪ Separates without undue anxiety in familiar settings with assistance from significant adults (younger children in this age range may need extra support). ▪ Expresses affection for significant adults. ▪ Approaches adults for assistance and offers to assist adults. ▪ Carries out actions to please adults. ▪ Expresses feelings verbally and non-verbally about adults (e.g. "I love Grandpa!" "My teacher is Miss Kathy. I like her. She likes me."). ▪ Plays independently, but seeks comfort from familiar adults when distressed. ▪ Asks questions of adults to obtain information. ▪ Follows caregiver's guidance for appropriate behavior in different environments. ▪ Identifies known safety rules. ▪ Distinguishes roles among trusted and unknown adults (police officers, fire fighters). ▪ Brings simple problem situations to adult's attention. ▪ Works alone at a task, but asks for help when needed. ▪ Works cooperatively with an adult to plan and organize activities and solve problems. 	<ul style="list-style-type: none"> ▪ Model, explain, and provide opportunities for child to interact appropriately with and show respect to adults. ▪ Communicate expectations clearly by modeling and showing the child ways to respond. ▪ Show respect for child's choices and attempts at solving problems (e.g. when children are both wanting a toy, help them work out a way to each get a turn). ▪ Offer support and social cues for child who is working to establish peer relationships. ▪ Daily, provide one-on-one time when a child can confide in a parent, child care provider, or school staff. ▪ Provide opportunities for a child to help an adult with home routines such as raking leaves, folding laundry, or setting the table; or child care setting routines such as carrying balls outside or helping a teacher sweep up after inside sand or water play. ▪ Offer increasing choices within safe boundaries, such as "You can choose which coat to wear to school today. Look in the closet and see which one is right for today? Do you need one for really cold weather, or one for rainy weather?"

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>60 Months through Kindergarten</p>	<p>Uses strategies to interact with familiar adults across a variety of situations.</p>	<ul style="list-style-type: none"> ▪ 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. ▪ Plays independently seeking solutions to problems, but seeks comfort or additional information or help from adults when problem solving solutions do not work. ▪ Uses words to express needs and to negotiate with adults. ▪ Seeks adult assistance to resolve conflict and safety concerns. ▪ Asks questions and checks with an adult before deviating from rules and routines. ▪ Uses familiar and culturally-specific communication style and their appropriate uses. 	<ul style="list-style-type: none"> ▪ Help children brainstorm solutions for overcoming challenges when they ask for assistance. ▪ When a child faces dilemmas (when two equally good solutions are possible), help children identify and clarify options and choose from those options. ▪ When a situation where bias arises, use the experience to discuss solutions and alternatives. ▪ Offer time and space for a child to talk individually with trusted adults concerning emotional issues. ▪ Model acceptance of individual differences. ▪ 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. ▪ Support child's social negotiations with other adults and children. ▪ When talking with children, have real conversations, asking real questions, and listening to and responding genuinely to the child's responses and cues. ▪ 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.

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>First, Second, and Third Grades</p>	<p>Interacts with familiar and less familiar adults across a variety of settings.</p>	<ul style="list-style-type: none"> ▪ Gives eye contact to, attends to facial cues and tone of voice, and responds to adults. ▪ Uses situational and past experiences to determine how to interact with or ask assistance from adults. ▪ Seeks help, when needed, before, during, and after attempting a new or difficult task. ▪ Carries out self-help skills for most basic needs, without adult assistance (e.g. toileting and bathing, expressing hunger or need for rest, dressing self, or making basic food items such as a sandwich or pour a glass of milk). ▪ Distinguishes ability, effort, and luck as attributes for success and failure. ▪ Waits without undue anxiety for adult's attention. ▪ Seeks out help from teachers and adults outside of family as trusted resources. ▪ Sometimes deliberately seeks adult approval. ▪ Seeks adults for arbitration. ▪ Evaluates own achievements against other's achievement, in terms of perceived teachers' and other adults expectations. ▪ Initiates independent social interactions. 	<ul style="list-style-type: none"> ▪ Provide a consistent environment, expectations, and routines throughout the day. ▪ Wait for children to solve social conflicts without direct adult support. Step in when children can no longer offer viable solutions for the conflict. ▪ Acknowledge a child's pain, fear, and anxiety if the child is having difficult times with trusted adults (e.g. family health issues, incarceration, divorcing parents, economic trauma, or a loss). ▪ Support child's ability to explore new concepts, accept different expectations, and view self as a learner (offer open-ended problem solving with alternative solutions and let children try out ideas with adults nearby for support). ▪ Acknowledge personal cultural values and beliefs of children and offer learning opportunities and guidance that is in tune with those values and beliefs. ▪ Plan time for child care providers, teachers, family members, and other significant adults in a child's life to communicate frequently about a child's growing social abilities and independence in self-help skills. ▪ Support various learning styles and rates of learning by finding out what children already know and can do in their social skills, and where the next level of social learning should begin for that child.

IDAHO EARLY LEARNING EGUIDELINES

GOAL 28: CHILDREN DEVELOP FRIENDSHIPS WITH PEERS.

Domain 3: Social and Emotional Development
Sub-Domain: Social Development

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

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INTERACTIONS WITH PEERS			
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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Shows interest in other babies and children.	<ul style="list-style-type: none"> ▪ Initially responds and prefers caregiver’s face and voice. ▪ Shows enjoyment in interactions with other children by turning toward other children, kicking and reaching, and using gestures, facial expressions, and vocalizations. ▪ Gazes at and smiles spontaneously at other children. ▪ Responds verbally when interacting with peers (e.g. cooing, laughing, or babbling). ▪ Shows interest in other children, visually tracking their actions. ▪ Imitates other children’s sounds, actions, and motions. ▪ Shows awareness that other children are crying or showing distress (e.g. turns toward or away from that child, stares at the child, or cries in unison with the child). ▪ Begins to show awareness of feelings displayed by others by matching facial expressions and smiling responsively. 	<ul style="list-style-type: none"> ▪ Provide opportunities for child to be around other children, including making it likely that the child will see the other child face to face, and be in close proximity. ▪ Model positive response to both the child’s and other children’s sounds, cries, and moods with verbal and facial expressions. ▪ Acknowledge the cries, coos, and babbles of all of the children in a group, verbally describing what babies are doing. ▪ Respectfully imitate child while playing in give and take interactions and describe the interactions to other children in the setting. ▪ Make a variety of facial expressions and allow time for the child to mimic or respond to the expression (e.g. happy, sad, excited, and surprised). ▪ As you provide care, talk about the child’s expression of emotion (e.g. happy, interested, hungry, sad, sleepy). ▪ Point out features and behaviors of babies and older children as the infant looks at or hears them. ▪ Post pictures of babies and their families in the childcare program classroom. Talk about the children in the pictures. ▪ In child care settings, verbally acknowledge when children arrive and depart, saying their names and the names of the people bringing them or picking them up.

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INTERACTIONS WITH PEERS			
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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
6 to 18 Months	Shows interest in interacting with peers.	<ul style="list-style-type: none"> ▪ Initially shows awareness of other children though interacts with brief gazes only. ▪ Initially engages in self-play. ▪ Early in this age range, child moves in space without regard for the space and bodies of other children. ▪ Reaches out to and engages momentarily with other children. ▪ Pats/touches child nearby. ▪ Pokes or reaches at other children to explore (may unintentionally knock the child over). ▪ Pushes toys toward another child. ▪ Hands toys to other children. ▪ Takes objects from other children. ▪ Observes other children and mimics their behavior (sees another child banging a toy and begins to bang a toy). ▪ Babbles, make sounds toward, and respond to other babies and older children (talking, smiling, babbling). ▪ Shows interest when other children are crying, and tries to help (brings child a toy), or begins to cry. ▪ Engages in parallel play or briefly plays beside other children. 	<ul style="list-style-type: none"> ▪ Provide supported opportunities for child to play and interact with other children (keep close proximity to children at play to help with language, sharing, and playing together). ▪ Play turn-taking games with child (Peek-a-Boo). ▪ For all children in this age range, set up mealtimes (either family table or child care mealtime), where children are seated in face to face arrangements with adults and other children. The goal is for children to see how and what each other eat and to hear each other's sounds. Mealtimes offer a group time that is inherently made for social interactions and communication. ▪ In group settings, take advantage of spontaneous gatherings where two or more children come together as a group. Sing active songs and finger plays (Three Little Monkeys, Three Little Ducks). Expect these to be brief. ▪ Provide opportunities for interactions near other children (e.g. rolling the ball or joyfully running together across an open space). ▪ Verbally acknowledge a child's feelings so that peers are aware of each other's feelings (e.g. "Sam looks sad. Let's go help him.").

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Engages in play with peers.	<ul style="list-style-type: none"> ▪ Plays side-by-side with another child. ▪ Observes and imitates another child's behavior or activity. ▪ Initiates social interaction with peers (e.g. brings toys to child or takes toys away, moves closer to child, or stares at the child). ▪ Shows enthusiasm about the company of other children by touching or hugging a child, offering toys, giving eye contact, or by addressing the other child using words or sounds. ▪ Shows preference for familiar playmates. ▪ Responds verbally when interacting with peers (talking or signing). ▪ Inquires about other children (e.g. "Where's Rafael?" or "Why is Crystal crying?"). ▪ Takes turns during play with peers, with considerable adult assistance. ▪ Gives and takes back objects during playful interactions with peers, with assistance. ▪ Mimics other children's behaviors or movements. ▪ May access an imaginary friend for playing or explaining actions. ▪ Engages in brief social games (e.g. rolling the ball, Ring Around the Rosy, chase). 	<ul style="list-style-type: none"> ▪ Help children communicate with others when negotiating toys, space, and feelings by providing words and explanations and expressing empathy for both children. ▪ Be sure there is plenty of room for multiple children to walk, run, bend, stoop, and play on the floor without having to compete too much for space. ▪ Schedule time and space for, and then enthusiastically support children as they engage in open-ended play with each other (e.g. dramatic play and free play). ▪ In group settings, offer multiples of new and desired toys/props. ▪ Offer a few toys that can be played with by two or more children at one time, being sure to be close by to help children negotiate conflicts and turn taking. ▪ Support a child's discussions and explanation about an imaginary friend by acknowledging the child's thoughts and comments. ▪ Provide books, toys, and materials that show children from many settings, genders, cultures, and races. ▪ Facilitate play and communication among children of different ability levels, and linguistic and cultural backgrounds. ▪ Provide opportunity for children to engage in interactive games (rolling the ball, give-and-take, follow the leader).

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
36 to 60 Months	Engages in mutual social play that involves cooperation and shared purpose.	<ul style="list-style-type: none"> ▪ Plays beside peers, though not engaging in common roles or sharing materials. ▪ Interacts with peers in play, playing common themes and taking turns using the same materials and activities. ▪ Interacts with peers in play, sometimes with cooperative play themes where materials and activities are shared. ▪ Smiles, gives eye contact, and communicates verbally and non-verbally while playing with other children. ▪ Shows preference for particular playmates. ▪ Tries a variety of strategies to engage a peer. ▪ Separates willingly from adults to play with friends. ▪ Has at least one friend. ▪ Initiates conversations with other children. ▪ Asks questions and responds when children approach or seek conversation. ▪ Makes decisions with other children, with adult prompts as needed (making rules). ▪ Briefly waits for a turn when playing with other children. ▪ Leads or participates in planning cooperative play with others. 	<ul style="list-style-type: none"> ▪ Provide opportunities for child to engage in a variety of play activities with other children (e.g. dramatic play, art projects, block building, free active physical play inside and outside, or dance class). ▪ Read books, flannel stories, or poetry about children in cooperative situations and successful conflict resolution. ▪ Teach children strategies that children can use when they want to join others in play (e.g. watching other children to see what they are playing and how they are playing; offering a prop that would add something to the play; playing beside the children they want to join; or making a comment about the play). ▪ If a child is just learning how to join play, support that child as they learn new strategies. Help that child accept and move on to another play setting if rejected for that particular activity. ▪ Offer many and varied situations and activities where children engage child in conversations with another child. Use mealtimes, group times, outdoor seating areas, sandboxes, and dramatic play settings to support children's conversations. ▪ Support the child who is nonverbal by teaching other children to use basic signs, body language, and other visual supports for communication. ▪ In school or child care settings, provide opportunities as appropriate for a child and family members to explain to the other children, what that child with special learning needs might do or need in the classroom (e.g. what hearing aids are or why the child uses oxygen, or why a child uses a wheelchair and how other children can play with that child).

			<ul style="list-style-type: none">▪ Routinely model cooperation for children, and give words to describe cooperation among children and adults.▪ Demonstrate and explain how to be inclusive based on gender, culture, language, and abilities.▪ Provide opportunities for children to solve problems and resolve conflicts with adult help/facilitation.
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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
60 Months through Kindergarten	Engages in cooperative interactions with peers.	<ul style="list-style-type: none"> ▪ Gives social support to others (e.g. offers to help a peer who cannot find his/her toy). ▪ Have friends in various settings (neighborhood, school, extended family). ▪ Maintains ongoing friendship with at least one peer. ▪ Initiates and responds in conversations with peers. ▪ Sustains interactions by cooperating, helping, sharing, and suggesting new ideas for play. ▪ Completes simple projects with other children. ▪ Sets goals with other children for play and projects. 	<ul style="list-style-type: none"> ▪ Provide opportunities for child to initiate play in small groups in which each child has a specific role and responsibility. ▪ Actively address bullying behavior or child's attempt to exclude others. ▪ Support conflict resolution and rule negotiation when children run out of ideas or patience to solve the conflict alone. ▪ 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. ▪ Model and comment on positive, social, problem-solving skills. ▪ Offer activities where children build, draw, and write cooperatively conceived projects. ▪ 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. ▪ Promote acceptance of linguistic, cultural, individual differences, and other forms of respect.

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
<p>First, Second, and Third Grades</p>	<p>Initiates and sustains relationships with other children/peers.</p>	<ul style="list-style-type: none"> ▪ Develops social structure with peers on the basis of proximity (e.g. neighborhood, classroom, family friends, and relatives). ▪ Shows awareness of others children’s needs. ▪ Responds when other children display a need. ▪ Shows social awareness of peer gender, ethnicity, and commonalities. ▪ Shows a desire to belong to a peer group. ▪ Shows awareness of peer leaders and followers. ▪ Follows social codes to identify informal groups (e.g. dress, vocabulary, activities, and interests). ▪ Displays and seeks validation and understanding of aggressive and hostile traits within informal peer groups and outside of the informal groups. ▪ Shows awareness that acceptance from peers may be related to likability and skills (e.g. viewed by peers as a worthy social partner). ▪ Uses positive interactions with peers that match perceived peer needs (e.g. based on reading that peer’s perspective). 	<ul style="list-style-type: none"> ▪ Intervene non-judgmentally and early when negative behaviors are developing. ▪ Give children time and space to solve social dilemmas among themselves. Offer help when children run out of ideas or become impatient. ▪ Provide safe, structured opportunities for each child, sometimes both to lead and to follow. ▪ Seize opportunities in daily living when children can join together to solve a problem, play together, meet together, talk together, work together. ▪ Coach, model, and reinforce positive social skills that can improve peer relations. ▪ Provide time and opportunities for children to form relationships with others, even though they may be quite different in basic characteristics. Watch for commonalities among two or more children and plan activities that build on that commonality. ▪ Provide opportunities for children to talk about and solve conflicts and issues among groups or about specific situations (e.g. social cliques, exclusive behavior, bullying, playground equipment, cafeteria behavior, bus incidents, or choosing teams for games).

IDAHO EARLY LEARNING EGUIDELINES

GOAL 29: CHILDREN DEMONSTRATE POSITIVE NEGOTIATION SKILLS.

Domain 3: Social and Emotional Development
Sub-Domain: Social Development

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

[First, Second, and Third Grades](#)

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
Birth through 8 Months	Initiates interactions with caregivers and responds to caregiver’s interactions.	<ul style="list-style-type: none"> ▪ Communicates needs through crying, vocalizations, and movements. ▪ Uses sounds to interact with caregiver in a conversational way (e.g. baby says, “Ooh” and caregiver says, “Ooh”). ▪ Gazes at others, maintains brief eye contact, and follows movement in the room. ▪ Reaches out toward adults, other children, or objects. ▪ Expresses self through differing vocalizations (e.g. differentiated cries of hunger, pain, anger, or protest). ▪ Mimics facial expressions and simple movements. ▪ Gives or takes toys from a familiar adult, in the latter months of this stage. ▪ Gives cues to initiate interaction with caregiver, by the end of the period. 	<ul style="list-style-type: none"> ▪ Interact with child by holding, cuddling, hugging, smiling, and laughing with child; appropriate to the child’s responses. ▪ Nurture child during stressful times by using touch, verbal responses, or gestures. ▪ Learn to recognize child’s intent and various vocalizations, facial expressions, gestures, and body language. ▪ Use words to label or narrate daily routines or child’s expressions. ▪ Give child time to respond to interaction and then describe their response (e.g. “You are so excited about this rattle! Do you want to hold it?”). ▪ Make time for give and take when interacting with a baby. Be patient to wait for a response from the baby after you offer a sound or a facial expression. ▪ Follow the child’s lead for when to gaze at each other and when to look away, when to laugh and be silly, and when to be less stimulating.

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
6 to 18 Months	Gives cues to initiate interactions with caregiver and peers.	<ul style="list-style-type: none"> ▪ Uses others' facial expressions, gestures, or voices to guide behavior. ▪ Repeats actions and verbalizations to let others know what is wanted, or just for fun. ▪ Looks to adult for help to settle disputes over toys or activities. ▪ Initiates interactions by pointing. ▪ Gives and takes toys from other children or adults. ▪ Asks for help through sign language, crying, or simple speech. ▪ Calls out to caregiver from across the room. ▪ Looks at caregiver to check-in or when distressed. ▪ Takes or leads others toward desired activity or object (e.g. takes caregiver's hand and leads them to a toy, or to the door, or to the kitchen). ▪ Shares food or desirable objects with significant caregiver. ▪ Performs a series of sequences of actions with caregiver and peers by the end of the period. 	<ul style="list-style-type: none"> ▪ Respond promptly physically and verbally to child's cues (e.g. "I'm warming up your bottle Jayden . . . here I come."). ▪ Model appropriate negotiation and conflict resolution skills with children (e.g. "You both want this ball. Let's get this other ball so you both have one."). ▪ Engage child in play and social interactions with other children (e.g. dancing, movement, talking at meal time, Peek-a-Boo). ▪ Provide child with opportunities to make some choices. ▪ Verbally describe child's emotions and actions (e.g. "Look at you reaching." "Do you want me to pick you up?"). ▪ Expand on child's language (e.g. "You told Jacob 'No' when you did not want him to take your toy. You can say, 'I want the ball.'").

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
16 to 38 Months	Engages with caregivers and peers to solve problems or communicate solutions.	<ul style="list-style-type: none"> ▪ Brings toys or objects to others as a gesture of play. ▪ Spontaneously gives hugs to others. ▪ Uses give and take to play brief social games such as rolling the ball, chasing, or playing “Ring Around the Rosie.” ▪ Responds with intent and a physical or verbal reaction when someone takes away an object (e.g. says “No,” cries, yells, pushes, or grabs an item). ▪ Practices taking turns with activities and objects with adults (e.g. gives an object to an adult, then immediately takes it back). ▪ Seeks adult help to take turns with others, including giving up and keeping toys and objects. ▪ Follows simple two to three part directions. ▪ Tests limits. ▪ Asserts ownership by saying “mine.” ▪ With assistance, pays attention to when solving conflicts with other children, including eye contact, staying in proximity to other children when conflicts arise, and using simple words and phrases to solve the conflict. ▪ Indicates preferences and intentions by responding to yes/no questions (e.g. “Are you done with that?” “Are you still using it?” “Can Javier use it now?” “Do you want to keep it?”). 	<ul style="list-style-type: none"> ▪ Provide opportunities for child to play in simple social games such as “Follow the Leader,” rolling the ball, dramatic play, pushing and riding in a wagon, or simple chase episodes. ▪ Model, show, and talk with child about rules, limits, and options and explain how they help people get along and keep people safe. ▪ Explain that you are near the child to keep them safe (“I am here to keep you safe.” “I am here to make sure you do not get hurt.” “I am here to help you play with your friends.”). ▪ Model ways to communicate to solve problems or conflicts and provide child with words to use (e.g. “Tell him he can have it when you’re done. You can say, ‘May I have that when you’re done?’”). ▪ Help children assert their needs and wants without using aggressive behaviors (biting, pulling hair, pinching) and explain how these actions hurt others (e.g. “It’s not O.K. to bite, but you can tell Johnny that you are angry.”). ▪ Demonstrate and explain positive effects of taking turns (e.g. “Wow, look at Emma! When you gave her a turn on the swing, she was so happy because she didn’t have to wait anymore.”). ▪ Build problem solving skills by engaging children in conversations to make decisions and find solutions (e.g. “What can we do? You both want the ball?”).

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
36 to 60 Months	Solves problems and communicate ideas with a peer, with adult supervision.	<ul style="list-style-type: none"> ▪ Understands the concept of “mine,” “yours,” and “ours.” ▪ Initiates play and other activities with children using positive approaches. ▪ Uses simple strategies to solve problems, either individually or in a group (with assistance from an adult). ▪ Uses several turn-taking strategies (e.g. bartering, trading, and beginning to share). ▪ Without using physical aggression negotiates with other children to solve a problem, with some adult assistance. ▪ States a position with reasons (e.g. “I do not want to play right now. I am tired.”). ▪ Seeks out adult help when conflict solutions are not working. ▪ Considers the need or interest of another child and accepts or suggests mutually acceptable solutions. 	<ul style="list-style-type: none"> ▪ Provide activities that allow child to negotiate social conflicts (e.g. dramatic play, blocks, and a variety of multicultural dress-up clothes). ▪ Give child ample time to solve own problems before intervening. ▪ Model appropriate strategies for conflict resolution and use questions to stimulate thinking (e.g. “What’s happening here?” “What are you going to try next?”). ▪ Read stories, use flannel board, or invent puppet plays in which characters solve conflicts in socially appropriate ways. ▪ Build problem solving skills by engaging children in multi-faceted decisions and solutions (e.g. “What can you two work out? You both want to take pictures with the digital camera and you both want to use the keyboard on the computer. There is one camera and one computer. So how might you two work out some sharing plan?”). ▪ Model increasingly sophisticated vocabulary for negotiations and communicating ideas (e.g. trade, solve, plan, options, choices). ▪ Remind and help children follow through on solutions they come up with to negotiate with peers. ▪ Model and provide child with words to use when in a conflict (e.g. “Tell him he can have it when you’re done.” “May I have that when you’re done?”).

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
60 Months through Kindergarten	Communicates with peers to solve conflicts, negotiate solutions, and share ideas.	<ul style="list-style-type: none"> ▪ 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.>"). ▪ Acknowledges that play and learning includes issues of fairness, rules, intentions, or motives. ▪ Verbally asserts needs when disagreeing with friends, without aggression. ▪ Offers solutions for solving conflicts and problems. ▪ Responds to suggestions when solving problems with others (e.g. "You can have it now, if I can have it later.>"). ▪ May spend more time negotiating the rules of the game than playing the game. 	<ul style="list-style-type: none"> ▪ 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?"). ▪ Break down options for solving conflicts and negotiations into small steps (e.g. "What do you want to try first?"). ▪ Model increasingly sophisticated vocabulary for negotiations (e.g. negotiate, alternatives, goals, costs and benefits, risks, outcomes, consequences). ▪ Support trying more than one solution (e.g. "What are some things you could try? What are you going to try first? What next?").

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
<p>First, Second, and Third Grades</p>	<p>Negotiates and solves conflicts using reasoning, judgment, critical thinking, and a wide-ranging vocabulary.</p>	<ul style="list-style-type: none"> ▪ Applies awareness of others' emotions to negotiate conflicts. ▪ Uses rules as the foundation for negotiations in games. ▪ May spend more time negotiating the rules of the game than playing the game. ▪ Uses cues to interpret others' feelings. ▪ Understands, anticipates, and considers others' perspectives during negotiations. ▪ Uses problem-solving strategies to find solutions to solve disputes. ▪ Tries various strategies before seeking adult help. ▪ Uses a wide-ranging vocabulary of negotiation concepts to help solve problems. 	<ul style="list-style-type: none"> ▪ Use pictures, news events, magazines, newspapers, and current events as springboards for examining people's faces and body language for signs of emotional states. ▪ Tell stories, read books, make up poetry about people who are negotiating. Guide children to predict solutions and outcomes. ▪ Explain daily events where adults make simple mediation and negotiations. Model how you handle those. ▪ Foster development of mediation and negotiation skills according to child's developmental abilities and cultural beliefs. ▪ Model and teach increasingly sophisticated vocabulary for negotiations (e.g. negotiate, alternatives, goals, costs and benefits, risks, outcomes, consequences). ▪ Monitor children's negotiations and step in when children reach stalemates that may lead to aggression. Otherwise help children develop and use strategies for overcoming stalemates such as giving time for the situation to deescalate, walking away to calm down, asking for help from others, or role playing where each child takes on the role of the other person. ▪ Support child as they select phrases and vocabulary to resolve conflicts.

IDAHO EARLY LEARNING EGUIDELINES

GOAL 30: CHILDREN DEMONSTRATE AWARENESS OF BEHAVIOR AND ITS EFFECTS ON OTHERS.

Domain 3: Social and Emotional Development

Sub-Domain: Social Development

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

[First, Second, and Third Grades](#)

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
<p>Birth through 8 Months</p>	<p>Becomes aware that their actions may be linked to another's response.</p>	<ul style="list-style-type: none"> ▪ Repeats actions to cause a desired effect (e.g. cries and caregivers supply food). ▪ Recognizes that certain adult actions are associated with expected behavior (e.g. when my caregiver puts me in crib, I go to sleep). ▪ Makes a variety of sounds to gain caregiver's attention and response. ▪ Pushes or drops items off highchair and looks for reaction from others. ▪ Repeatedly bangs or waves object and looks to others for response. ▪ Near the end of this age range, anticipates specific reactions to self-actions. 	<ul style="list-style-type: none"> ▪ Respond consistently to child's behaviors with similar actions, tone, and words. ▪ Play turn-taking games with child where there are actions and reactions. ▪ Respond to child's needs and wants and comment on the relationship between what the child needed and what happened in relation to what the child did. ▪ Expand on child's vocalization or actions (e.g. "Da, da, da – that sound is fun to make!" "Look at you sitting up all by yourself!"). ▪ Provide opportunities for child to explore your face and to lead the interaction (e.g. "You are looking at my eyes, what do you see?"). ▪ While sitting with the child during floor time, acknowledge how the child moves, or what the child gazes at (e.g. "You are looking at that block. Let me move it closer to you."). ▪ During care giving routines, give babies cues to what will happen next, and allow time for them to respond. ▪ Respond to child's cues and expand on their response (e.g. "I can hear you are hungry. I will warm your bottle.").

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
6 to 18 Months	Anticipates reactions to their actions.	<ul style="list-style-type: none"> ▪ Respond to words and tone of voice from others for redirection. ▪ Uses others' facial expressions or gestures to guide own behavior (e.g. looks toward adult when reaching for a forbidden item, such as an electric outlet). ▪ Sometimes repeats behaviors despite negative consequences. ▪ Shakes head "no" or "yes" in response to questions. (Sometimes uses head shakes for "no," even when child means "yes"). ▪ Uses simple gestures or signs to indicate needs or wants. ▪ Shows understanding that characters from books, movies, and songs are associated with certain actions or behaviors (e.g. animal picture and animal sounds, or motor sounds for transportation vehicles). ▪ Brings or gives objects to others to connect or initiate play. ▪ Moves towards or reaches for caregiver to be held. ▪ Uses repeated sounds or words to gain caregivers attention or reaction (e.g. child says, "ba, ba, ba," and caregiver responds, with "ba, ba, ba."). ▪ Near the end of this period, modifies behavior in an effort to solicit others' actions or responses. 	<ul style="list-style-type: none"> ▪ Anticipate the actions of child to prevent them from hurting self or others. ▪ During care giving routines, give child cues about what will happen next (e.g. "I'm going to wipe your bottom. Oh . . . is that a little cold?"). ▪ Be intentional about your responses to a child's behavior, matching your behavior to the child's intent (e.g. child throws food item on the floor after eating most of the food, then you assume child is full, and is now experimenting with dropping items, rather than still eating. The strategy you use for how you respond is different if you think the child is still eating, or if the child is thinking scientifically.). ▪ Talk with child about what they see or what they are doing. ▪ Respond to child's cues and expand on their responses (e.g. "Do you want me to hold you while Mom says goodbye?"). ▪ Be aware of the child's preferences and accommodate those as appropriate. ▪ Offer opportunities for child to make simple choices (e.g. offer two toys at the same time and let the child choose). ▪ Use words to describe the emotion or action the child uses. ▪ Respond to child's cues lovingly and consistently.

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
16 to 38 Months	Modifies self behavior to solicit others' actions or responses.	<ul style="list-style-type: none"> ▪ Imitates peers' behaviors, including participating in group toddler "herding behavior" where groups of toddlers begin doing the same thing, without obvious purpose (e.g. everyone looks and points to the ceiling at nothing in particular). ▪ Experiments with effects of both positive and negative self actions on objects and people. ▪ Plays with certain objects or does certain actions that will get adult's attention. ▪ Responds to correction and consequences of a specific behavior but may not understand why the behavior warrants the consequence (e.g. "Why can't I bang on the pot?"). ▪ Recognizes that certain behaviors will elicit positive or negative responses from others. ▪ Anticipates the impact of some actions (e.g. squints eyes as they drop a spoon that will clang as it hits the floor.) ▪ Uses different actions to match other peoples' age, gender, role, or circumstances. ▪ Takes others' hands to lead them to play or other activities or asks for play. ▪ Tells others "no" or "yes" to simple questions. ▪ Begins to understand the concept of taking 	<ul style="list-style-type: none"> ▪ Play games with child that demonstrates how behavior and actions cause effects (e.g. hat on the head, hat off the head, dump and fill games, songs such "Wheels on the Bus"). ▪ Model and explain waiting situations (e.g. waiting your turn in grocery checkout line). Demonstrate strategies to pass the time while actually waiting during daily routines. ▪ Respond positively and with support to child's cues (e.g. "I can see you would like my help with your shoes. Can you say, 'Help please?' "). ▪ Model words to describe your own and children's emotions. ("I am happy to see your smiling face at child care today." "You miss your mommy and your face is showing me you are thinking of her."). ▪ Provide opportunities for children to play group games that include actions (e.g. Find Me, Ring Around the Rosie, Hokey Pokey, and I'm a Little Teapot). ▪ When a child initiates play or a modification for playing a game or using an object, comment positively on the modification. ▪ For children on the later months of this age range, explain that some rules keep children safe while other rules make life less troublesome for children and adults (e.g. Not touching electrical outlets is a safety rule. A rule about not writing with markers on the walls is important because marker ink makes it hard to clean the wall.). Some rules are about danger. Some are about inconvenience and extra work for the child. ▪ Provide opportunities for choices (e.g. "You can choose the red one or blue one.").

		<p>turns in a game.</p> <ul style="list-style-type: none">▪ Begins to anticipate the impact of their actions, by the end of the period.	<ul style="list-style-type: none">▪ Redirect child's negative behaviors into positive behaviors (e.g. "Your body wants to throw today. How about throwing these balls into the basket.").
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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
36 to 60 Months	Anticipates the impact of self actions on others.	<ul style="list-style-type: none"> ▪ Asks who, what, when, where, and how questions to understand effects of behavior (“If I do this, why does that happen?”). ▪ Identifies consequences of own actions on others (“If I share my toy, they will be happy.”). ▪ Recognizes other children’s kind or unkind behaviors. ▪ Shows sympathy and/or empathy for physically hurt or emotionally upset child. ▪ Waits for a short period of time for a fun game or activity. ▪ States reasons for rules and routines within the group, and mostly acts on those. ▪ Accepts consequences of behavior, with assistance. ▪ Verbally explains connection between actions and reactions though does not always resist carrying out a forbidden action. 	<ul style="list-style-type: none"> ▪ Provide opportunities for dramatic play so that children can practice taking others’ role or perspective. ▪ Have child create “if-then” scenarios (e.g. “If I pick up my toys, then we will go for a walk.”). ▪ When there is a conflict between two children, demonstrate empathy and understanding for both children, and clarify their feelings and the situation. ▪ Provide opportunities for children to participate in developing rules for the environment (e.g. “We walk inside.” “We keep our hands on our own bodies.”). Use “what” and “why” questions in this rules discussion. ▪ Puppet shows can be especially effective to help children predict social actions and consequences.

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
60 Months through Kindergarten	Recognizes certain behaviors bring positive consequences and others bring negative consequences.	<ul style="list-style-type: none"> ▪ Describes how own actions make others feel and behave. ▪ Cooperates with peers to complete a project or game, with little conflict. ▪ Engages in empathetic, caring behavior so others respond positively. ▪ Explains self actions in response to others' actions and feelings (e.g. "I gave her a hug because she was sad."). ▪ Engages in and can maintain conversations about social interactions. ▪ Differentiates interactions with family members, acquaintances, and friends depending on the settings and circumstances. 	<ul style="list-style-type: none"> ▪ 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?"). ▪ Engage children in discussions about how they like or dislike to be treated.

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
<p>First, Second, and Third Grades</p>	<p>Uses self actions that are adaptable across most social settings and relationships.</p>	<ul style="list-style-type: none"> ▪ Internalizes standards of the group; but may still need adult monitoring, modeling, and reinforcement. ▪ Engages in positive relationships with acquaintances and friends, including children and adults. ▪ Clarifies and creates links between moral rules and social norms. ▪ Interprets behaviors and words of others, including children, and adults. ▪ Refrains from saying something that might embarrass or hurt others. ▪ Imitates self-regulation traits within society or smaller groups based on actions and reactions of other children or adults. ▪ Creates rules for games and activities. ▪ Reads social cues and respond accurately with behavior modifications, most of the time. 	<ul style="list-style-type: none"> ▪ Promote and model moral sensitivity, judgment, motivation, and character for all children. ▪ Learn about varying cultural expressions in what is acceptable social behavior across cultures so you can offer support for children’s developing awareness of how to adapt. ▪ Acknowledge cultural variations in behavior. ▪ Provide opportunities for adult support and facilitation of rule development.

IDAHO EARLY LEARNING EGUIDELINES

GOAL 31: CHILDREN PARTICIPATE POSITIVELY IN GROUP ACTIVITIES.

Domain 3: Social and Emotional Development
Sub-Domain: Social Development

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

[First, Second, and Third Grades](#)

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
Birth through 8 Months	Shows awareness of self and others.	<ul style="list-style-type: none"> ▪ Orients toward familiar people. ▪ Visually tracks and reaches for familiar adults. ▪ Ceases to cry or changes intonation of cries when hears a familiar voice and sees a familiar face. ▪ Reaches toward other children. ▪ When other babies are in sight or within sound proximity, gazes at the babies, or turns toward the babies' sounds. ▪ Becomes agitated or shows looks of concern when other babies in a group show distress. ▪ Returns smiles to children and adults when they smile. ▪ Expresses contentment or joy when other children or familiar adult are present and relaxed. ▪ Participates in simple give-and-take with others (e.g. eye contact, smiles, facial expressions, and near the end of this period giving and receiving objects). 	<ul style="list-style-type: none"> ▪ Hold and position babies so they can have face to face contact with others, both children and adults. ▪ When babies are in groups with other babies, pay attention to each baby's emotional state, especially during times when another baby is distressed. ▪ Offer adult supported floor time for babies who are in group care, where children are placed on their stomachs for exploration and exercise, or for slightly older babies, where they are seated on the floor so they can see and enjoy other babies and their activity. ▪ Have family meals, where babies are welcomed as a part of the table talk and setting. ▪ Sing songs where two or more people sing along. This can occur at home where the family sings simple songs and makes music together, and at child care settings where babies hear two or more teachers and other children singing and making music and rhythmic movement. ▪ In group settings, take children on rides in wagons or strollers together, and talk about how the babies are "our group," and describe the special things we do together. ▪ Provide opportunities for children to be in a variety of environments where groups of people gather (e.g. family dinners and events, parks, markets, or community events).

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
6 to 18 Months	Makes connections and associations with people, places, and regular routines.	<ul style="list-style-type: none"> ▪ Responds to other children in their environment by looking at and reaching toward peers. ▪ Sustains observation of children as they play in groups. ▪ Plays beside children with similar toys, but without sharing those toys (Simple parallel play is where children play beside each other, though not together). ▪ Sits together with other children and supervising adults during some activities (e.g. mealtimes, short story times, or nap time). ▪ Imitates others' behaviors in a group (e.g. claps hands, waves). ▪ Shows empathy for a child who is crying or upset. ▪ Takes turns where the wait is short, with assistance. ▪ Establishes personal space among group of children, with adult assistance. ▪ Recognizes some children's and adult's names. ▪ Responds with anticipation to familiar routines and rituals in the child care setting or family. 	<ul style="list-style-type: none"> ▪ Provide opportunities for child to interact and play with a few children, with adult support. ▪ In group settings, be certain there is adequate space for babies and older babies to move among each other safely. For those who are walking, talk about and physically guide them to find space as they negotiate around and over each other. ▪ Plan regular group singing and rhythmic movement, and take spontaneous opportunities to sing and move in groups. ▪ Provide consistent daily care routine or schedule. ▪ Use names of children and adults in the group and the family. ▪ Verbally describe events in the child care group or family (e.g. tell child when there will be transitions, what is happening when another child or adult is distressed, or when celebrations are happening). ▪ Help older children in this range do simple tasks for the good of the group or family (e.g. pick up and put away some toys, put dirty shirt in the laundry hamper, push a chair in).

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
16 to 38 Months	Uses most behaviors that are socially acceptable within a defined social environment.	<ul style="list-style-type: none"> ▪ Spontaneously laughs and squeals in response to other children. ▪ Engages briefly with peers in structured play. ▪ Uses names of other children. ▪ Waits to take turns, with assistance. ▪ Occasionally shares some objects, people, and space with peers; with adult assistance. ▪ Shows enthusiasm about the company of others. ▪ Participates in loosely structured group play and activities, such as chasing each other or singing and moving to music together. ▪ Follows family and group routines (e.g. meal time events, nap or bedtime routines, car seat and travel, or book reading together). ▪ Shows awareness of self and others for ownership of space and objects. 	<ul style="list-style-type: none"> ▪ Identify with child the groups that he/she is a member of (family, school, community, cultural communities). ▪ Use the names of children and adults often, and help children use names. ▪ Encourage participation in simple classroom duties and household chores. ▪ Provide consistent schedules with ample warning of transitions. ▪ Provide opportunities for brief social games and group activities (e.g. "Head, Shoulders, Knees, and Toes," marching to music, or doing simple physical exercise together). ▪ Display photographs of children playing together and name children and events. ▪ During daily routines, look for spontaneous times for two or three children to do a task together (e.g. put the balls in the basket at pick-up time).

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
36 to 60 Months	Participate cooperatively in group activities.	<ul style="list-style-type: none"> ▪ Notices and comments on who is absent from routine group settings (play groups). ▪ Notices and comments if routines for the group are changed. ▪ Identifies self as a member of a group (refers to our family, our school, our team, our tribe). ▪ Observes and imitates behaviors of others in the group or family. ▪ Displays increased level of independent exploration. ▪ Uses play to explore, practice, and understand social roles. ▪ Joins a group of other children playing, with adult prompts, as needed. ▪ Maintains simple give and take interactions with peers and adults. ▪ Most of the time, complies with group rules. 	<ul style="list-style-type: none"> ▪ Promote a sense of community and interdependence within groups during daily activities and routines such as cleanup time, meal preparation, or reading, singing, or doing chores together. ▪ Offer props and materials that promote turn taking and sharing, such as table activities in child care groups, and passing food at the table in families. ▪ Expose children to groups of children across many settings, such as play groups, child care or early childhood programs, church groups, family groups, or friend groups, sporting events, or informal playground groups. ▪ When children see people in a role throughout the community from those working in stores, movies, restaurants, businesses, health care, law enforcement, or education, comment on those social roles. ▪ Talk about family roles and social aspects of belonging to a family. Enrich each child's understanding of their family group heritage and culture with everyday rituals and celebrations acknowledged and discussed. These might include simple and more complex actions such as how birthdays are celebrated, what the family does when grandpa comes to visit, what happens when someone gets married, or what the family does when they wake up and eat breakfast. ▪ Model teamwork with others to accomplish a task (e.g. have children watch adults prepare a meal together and ask them to contribute simple tasks to the team effort).

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
60 Months through Kindergarten	Invents, leads, and follows in group activities, games, and cooperative play with peers.	<ul style="list-style-type: none"> ▪ Invents and sets up activities that include more than one child. ▪ Follows simple rules of participation in group activities. ▪ Makes up simple rules for playing group games and activities. ▪ Participates cooperatively in large and small group activities (e.g. sometimes a leader and sometimes a follower). ▪ 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). ▪ Willing to join in the middle of an on-going group activity with friends. ▪ Sometimes is part of the audience and other times takes an active part in group events. 	<ul style="list-style-type: none"> ▪ 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. ▪ Teach children how to contribute their ideas and listen to others. ▪ 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). ▪ Encourage participation in group games, allowing children to make up or modify rules. ▪ Model positive negotiation and problem-solving skills. ▪ Assist child who needs extra help in sustaining group participation, by suggesting tasks for that child within the group.

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
<p>First, Second, and Third Grades</p>	<p>Sustains group participation and works toward common goals with informal and formal peer groups.</p>	<ul style="list-style-type: none"> ▪ Follows rules of participation in complex group activities. ▪ Participates cooperatively in large and small group activities. ▪ Easily transitions from leadership to following in group activities, as appropriate. ▪ Routinely participates in and follows through in assigned and informal classroom groups. ▪ Invents and sets up activities that include more than one child. ▪ Assigns roles to other children and accepts roles from other children during group play. ▪ Participates in play with informal peer groups during unstructured activities. ▪ Chooses friends and play activities based on skills and interests. 	<ul style="list-style-type: none"> ▪ Offer time for children to discuss how to work in groups and how to work as a team. ▪ Help children identify the value of leading and following, and why both are important. ▪ Offer scenarios where following rules are necessary and scenarios where inventing rules is necessary. ▪ Discuss the importance of teamwork when working with others to accomplish a task. ▪ Clarify purpose of group activities and support follow-through to completion of task. ▪ Offer opportunities for both formal group times, and for participation in groups that form spontaneously and informally.

IDAHO EARLY LEARNING EGUIDELINES

GOAL 32: CHILDREN DEMONSTRATE SYMPATHY AND EMPATHY.

Domain 3: Social and Emotional Development
Sub-Domain: Social Development

[Birth through 8 Months](#)

[6 to 18 Months](#)

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[First, Second, and Third Grades](#)

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
Birth through 8 Months	Gazes at others and responds to variation in non-verbal and verbal sounds of others.	<ul style="list-style-type: none"> ▪ Reacts to human face more than to objects. ▪ Gazes at other people. ▪ Smiles when seeing a smiling face. ▪ Watches and observes adults and other children's reactions and behaviors. ▪ Responds to others by vocalizing or cooing. ▪ Shows caution or distress when someone is crying or upset. ▪ Searches for eye contact and sounds from humans, both other children and adults. ▪ Responds to changes in intonation of voices. ▪ Responds to another's cry or laughter. 	<ul style="list-style-type: none"> ▪ Respond quickly to baby's sounds, cries, and moods in a gentle and reassuring way. ▪ Support and stay near baby during stressful situations. ▪ Name emotions expressed by the baby and respond empathetically. ▪ Model empathetic behavior with adults, children, and animals. ▪ Explain what is happening with others (e.g. "Enrico wants his bottle. He is crying hard because it's not quite ready."). ▪ During care giving routines, provide opportunities for baby to observe and respond to caregiver's face up close. ▪ Provide opportunities for baby to watch and interact with other babies.

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
6 to 18 Months	Reacts to emotions and actions of familiar children and adults.	<ul style="list-style-type: none"> ▪ Recognizes and reacts to strong emotion in caregiver or other children. ▪ Uses social referencing (others' reaction) and displays of emotions when watching behaviors of others. ▪ Shows interest in and excitement about animals and other living things. ▪ Uses multiple senses to explore plants, flowers, and other living things. ▪ Responds differentially to friendly and unfriendly faces. ▪ Offers objects, food, and hugs to others. ▪ Sometimes offers an object, a hug, or pat to comfort another person who is upset. ▪ Shows concern when others are hurt. ▪ Matches emotional expression or state to that of others. 	<ul style="list-style-type: none"> ▪ Be aware and respectful of cultural differences in the expression of emotions. ▪ Provide mirrors and opportunities for child to see faces and emotions, including their own. ▪ Recognize when baby moves away and looks for the response of a caregiver. ▪ Provide child with regular opportunities for big, exciting play outdoors, face to face with children and adults. ▪ Provide opportunities for child to observe and play with animals, as appropriate and safe. ▪ Provide opportunities for children to play together using social games and songs such as rolling a ball, or singing songs that are joyful, such as "When You're Happy and You Know It." ▪ Follow child's lead when child is hurt or moving away from the caregiver (e.g. allow child to react first, then support with appropriate response). ▪ Name emotions expressed by others (e.g. "She's happy because she just got her favorite food, yogurt!").

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
16 to 38 Months	Gains simple vocabulary to accurately describe own and others' emotions.	<ul style="list-style-type: none"> ▪ Uses social referencing to gauge how to respond to another person's emotion (e.g. looks toward caregiver to see how he responds when a child is hurt). ▪ With adult assistance, offers age appropriate comforting strategies to comfort peers or adults when they are hurt or upset. ▪ Demonstrates awareness of feelings during pretend play (e.g. soothes a crying baby doll). ▪ Identifies expressions in pictures when asked to match the word to the facial expression. ▪ In the latter half of the stage, uses words to identify emotional expressions and states of self and others. ▪ Realizes and expresses how another child might feel (e.g. "Louisa is crying. I think she is sad."). ▪ Treats animals kindly and gently with adult assistance. ▪ Takes turns, with assistance. ▪ Sometimes waits to get own needs met when other people are distressed. ▪ Shows concern about objects related to social behavior (e.g. broken toys, torn clothing, spilled milk, or missing puzzle piece). 	<ul style="list-style-type: none"> ▪ Provide opportunities to identify emotions by the use of pictures, posters, and mirrors. ▪ Provide opportunities for social and dramatic play with simple themes and props, including those from own and different cultures. ▪ Share the wonders of the natural world with child (e.g. playing outside together; reading books and telling stories about the natural world; handling natural objects such as shells, rocks, plants). ▪ Demonstrate and explain responses to loss, injury, and pain (e.g. "JuHee fell down. Let's go see if she needs our help."). ▪ Acknowledge child's strong emotions as stepping stones toward coping with the strong emotions.

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
36 to 60 Months	Recognizes and responds to another's emotions and situation.	<ul style="list-style-type: none"> ▪ Notices and shows concern for peers' feelings. ▪ Observes other's reactions to self-actions, sometimes adjusting to other's reactions. ▪ Adopts a variety of roles and feelings during pretend play. ▪ Identifies feelings of characters in stories. ▪ Shows emotional states consistent with events and actions of others. ▪ Asks questions about what is alive or not alive. ▪ Shows awareness of what others get to do or to have, in relation to self. ▪ Uses descriptive words to show a range of emotional states (e.g. Antony is so angry that his face turned red" or "That man in the picture is happy because he is laughing so hard."). 	<ul style="list-style-type: none"> ▪ Model a friendly, positive, and respectful manner when listening and responding to child's comments and suggestions. ▪ Name and discuss feelings (e.g. "I see that you're disappointed because..."). ▪ Provide opportunities for child to play with friendly and gentle animals, with close supervision. ▪ Schedule time for children to engage in sustained, uninterrupted play together, so that they can work out ways to communicate their intentions and feelings. ▪ Offer opportunities for child to take care of living things (e.g. plants, pets, and butterflies). ▪ In play groups, offer group activities such as washing baby dolls in tubs full of water when new siblings are expected in families. Offer conversation starters about what a new baby might need and let the conversation move from there. ▪ Acknowledge a child's interest in things that live and die (e.g. plants, pets, and butterflies). ▪ When significant people in the child's environment die or leave, teachers and families can talk together about sensitive issues of death and loss, and plan strategies for helping the child. ▪ Learn about the many variations in how children cope with loss and grief. Stay attuned to the child's play themes of loss and grief.

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
60 Months through Kindergarten	Adjusts plans in consideration of others' emotions and needs.	<ul style="list-style-type: none"> ▪ Communicates others' feelings. ▪ 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). ▪ Expresses excitement about special events, accomplishments of others, and community events in the near environment, and in family and cultural contexts. ▪ Volunteers to assist and comfort peers, using words and actions. ▪ 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. ▪ Asks questions and comments about the impact of self and others on the earth and living things. ▪ Explores ideas of what is fair and unfair for self and others. 	<ul style="list-style-type: none"> ▪ Help child to assist others and take others' perspectives into consideration. ▪ 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). ▪ Provide opportunities for children to care for classroom pets or plants. ▪ Discuss how and why a character acts and reacts in a story. ▪ Offer stories that show different ways of celebrating, or carrying out typical activities of life.

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
<p>First, Second, and Third Grades</p>	<p>Shows sympathy and empathy for children and adults across settings.</p>	<ul style="list-style-type: none"> ▪ Identifies and communicates a wide range of emotional states and feelings for self and others. ▪ Considers that people may have more than one emotion at a time (e.g. smiling at a memory at a funeral, though feeling sad). ▪ Asks questions about and makes comments about situations where mixed emotions are displayed. ▪ Uses a variety of strategies to comfort family members or friends matching what the child thinks might fit that person. ▪ Refines cognitive de-centering skills to take another person's point of view. ▪ Takes care of living things, with minimal adult assistance. ▪ Has a sense of justice and fairness, standing up for self and others. 	<ul style="list-style-type: none"> ▪ Provide opportunities for child to share and discuss feelings. ▪ Help child to assist others and take others' perspectives into consideration. ▪ Implement classroom routines that show attention to protect the classroom community and the environment in the community (e.g. conserve natural resources through recycling, address issues of public awareness with campaigns, perform neighborhood cleanups, or write letters of concern or comment to elected officials and business leaders). ▪ Support conflict negotiation skills, using the child's ability to think of own and other's needs and perspective. ▪ Read poems and books and offer creative art opportunities for a child to express loss and grief.

IDAHO EARLY LEARNING EGUIDELINES

GOAL 33: CHILDREN DEVELOP A SENSE OF HUMOR.

Domain 3: Social and Emotional Development
Sub-Domain: Social Development

[Birth through 8 Months](#)

[6 to 18 Months](#)

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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
Birth through 8 Months	Smiles and laughs with pleasure, often in response to primary caregiver.	<ul style="list-style-type: none"> ▪ Reacts with calm demeanor to physical sensations (rocking, lifting). ▪ Shows differential reactions to familiar and unfamiliar. ▪ Smiles, and later laughs, in response to environment, animals, and people. ▪ Reacts positively to small surprises such as sounds, faces, and Peek-a-Boo. ▪ Begins to initiate interactions with caregivers or other children. ▪ Watches and observes the environment and the people and animals in it. ▪ Recognizes and takes interest in new experiences and objects. ▪ Engages in reciprocal interactions with others (e.g. gazing, smiling, and making sounds). 	<ul style="list-style-type: none"> ▪ Develop secure relationship where child can trust caregiver responses and routines. ▪ Hold infants about 10 inches from your face so the baby can see your smile and your eyes. Smile often. ▪ Become familiar with child's temperament and approach to learning, so you can choose the ways that bring pleasure to the child's life. ▪ Use surprise faces/expressions to amuse and bring interest to the child's day. ▪ Play Peek-a-Boo and other games where fun is a part of the interactions. ▪ Make simple jokes and amusing actions, then laugh with the children. ▪ Offer reassurance if child withdraws when laughter or joy become overwhelming. Infants need time to calm when stimulated, so be sure to take cues from the child about ending interactions. ▪ Caregivers and families can talk often to communicate things that make a baby happy and peaceful. ▪ Communicate across caregivers to understand ways to offer culturally sensitive humor and actions.

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
6 to 18 Months	Initiates and responds to caregiver with smiles and laughter. Responds to absurdity.	<ul style="list-style-type: none"> ▪ Shows attraction to incongruity, such as novel sounds and funny faces from familiar people. ▪ Anticipates favorite routines. ▪ Begins to understand physical humor (e.g. falling down, laughing, and bending over to look between legs). ▪ With adult reassurance, recovers, accepts, and approaches surprises and changes. 	<ul style="list-style-type: none"> ▪ Develop secure relationships and trust by using consistent, responsive, gentle caregiving. ▪ Offer social referencing to babies with delight and smiles when pleasant changes and surprises occur (e.g. model delight and laughter, and a sense of humor as humorous events occur). ▪ Provide absurd situations and laugh as you do them (e.g. put a hat on upside down, put a dollop of soap on your nose, put a cup on your head). ▪ Playfully move, touch, and caress toes, fingers, arms, and legs, watching child's cues to know when to stop. Offer activities that become routines (e.g. putting on pants after diapering while singing a rhyme, "Diaper on your body, socks on your feet, pants on your legs." Later, change that around to an absurdity, "Diaper on, beans on, pants on."). ▪ Incorporate playfulness into fun routines (e.g. happy chase games, on-off, and dump-fill games). ▪ Respond when child initiates play and watches for your response. ▪ Watch and read baby's cues to know when to stop a stimulating activity. ▪ Use simple rhymes and songs that offer fun and humor. ▪ Initiate humorous play with silly gestures or novel sounds. ▪ Use surprising sounds or facial expressions in play to elicit laughter. ▪ Be aware of cultural differences in humor and touch.

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
16 to 38 Months	Uses language and body to initiate social humor.	<ul style="list-style-type: none"> ▪ Laughs at and initiates incongruities/ mismatches including visual and spoken situations (e.g. pants on head, cow says, "quack"). ▪ Uses knowledge to allow flexibility for humor. ▪ Uses social referencing to gauge reactions for absurd situations. ▪ Participates in group glee, where the glee is more about being a part of the group's pleasure than understanding an absurdity. ▪ Engages in give and take in creating humorous events (e.g. chase, absurd body movements, gestures, facial expressions). ▪ Exhibits physical humor (e.g. dancing, falling down, crawling, looking backward through legs). ▪ In the latter months of this age range uses word play (e.g. repetition, absurdity, opposites in meaning, mixed up syllables). ▪ Imitates humorous situations. ▪ Makes animal sounds. ▪ Mimics adults as they laugh, with or without knowing the reason for the laughter. 	<ul style="list-style-type: none"> ▪ Follow the child's cues for engaging in humor. ▪ Watch child's cues to know when to stop and protect child when body humor is being used (e.g. chasing, roughhousing). ▪ Acknowledge child's attempts to understand and participate in humorous situations. When a child laughs along with adults, whether the child understands the humor or not, smile with the child. Avoid shaming a child or demeaning a child's attempts at joining in the laughter. ▪ Recite and alter simple rhymes and songs, adding absurdities and inviting children to create absurdities. ▪ Use joint attention, social referencing, and reciprocation to know when child sees the humor in a situation. ▪ Use amused look to communicate humor. ▪ Use humor to extend interactions and glee. ▪ With children in the late stages of this age range, clarify social cues between peers when humor is misunderstood. ▪ Avoid tickling young children. Tickling is unpleasant and over stimulating, especially when the person tickling is in control of the start and stopping of the stimulation, and much stronger than the child.

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
36 to 60 Months	Uses novel language, sounds, and meanings to initiate interaction with adults and peers. Uses physical humor for social purposes.	<ul style="list-style-type: none"> ▪ Laughs with others. ▪ Mimics others actions and expressions, sometimes impersonating favorite amusing characters. ▪ Uses slapstick, physical humor. ▪ Laughs for the delight of laughing. ▪ Uses body function humor. ▪ Makes absurd, sometimes rude noises. ▪ Makes up sounds and rhymes without meaning. ▪ Combines nonsense syllables and real words. ▪ Uses distortions of familiar attributes/concepts (e.g. man's head/dog's body, oversized changes in size, shape). ▪ Laughs at and tells simple verbal jokes/riddles, although may not be able to replicate format or to tell the joke accurately. ▪ Shows concrete thinking when posing questions and answers in attempts to tell riddles, but typically misapplies the humorous intent of the riddle, offering a true answer to the question rather than a joke; pre-riddle stage. ▪ Laughs at gender reversals and incongruous actions (e.g. a cow on skates, a cat in a costume). 	<ul style="list-style-type: none"> ▪ Expect jokes and group silliness and respond with smiles. Intervene if the silliness becomes physically hazardous to the children. ▪ Monitor intensity of experiences, reading children's cues for when the child is overstimulated. ▪ Use humor to help children learn acceptable behavior (e.g. when child says, "No, I won't," try humorously singing, "No, no, no-no-n-no-no. No, no. no-no-n-no-no. Yes, yes, yes-yes and yes-yes!"). ▪ Read amusing books and sing funny songs that include absurdities, taking turns with the child to make up verses or create absurd stories. ▪ Use humor as a tool for language development. Offer children opportunities to use reversals of ideas and knowledge that result in absurdities (e.g. child knows the names and sounds that animals make, then make up songs and stories where sounds are combined and altered (e.g. Cows say, "cock-a-moodle-do"). ▪ Clarify social humor between children. ▪ Use joint attention, social referencing, and reciprocation with child when humor is tentative. ▪ Clarify and support joking/humor between peers. ▪ Understand cultural norms for humor for children in a group.

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
60 Months through Kindergarten	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"> ▪ Uses word play, rhymes, magic tricks, and jokes. ▪ Tells riddles and jokes with a format (Knock-Knock); riddle stage. ▪ Participates in social interaction with humorous situations (e.g. absurd, slapstick, pretend play). ▪ Uses deliberate, humorously provocative actions. ▪ Uses physical humor (jumping, silly walks). ▪ Uses humor for leadership and group acceptance. ▪ Likes stories with funny characters, expressions, outcomes. ▪ Uses humor to initiate and extend interactions with trusted adults. ▪ Uses humor with peers to initiate or extend social interactions. 	<ul style="list-style-type: none"> ▪ Respond to and create opportunities for humor. ▪ Recognize differences in expression of and responses to humor, and accept those variations. ▪ Provide books with word play and situational humor. ▪ 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. ▪ Use humor to extend child’s thinking and problem solving, using absurdities to help children explain reality. ▪ Clarify jokes and humor for child who is slightly younger to scaffold understanding. ▪ Recognize that children learn from repetition, retelling, and finding understanding in riddles and jokes. ▪ Read and reread riddle books, and routinely engage child in “riddle time.”

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
<p>First, Second, and Third Grades</p>	<p>Uses multiple meaning for words and situations. Follows sequences in stories to humorous conclusions.</p>	<ul style="list-style-type: none"> ▪ Likes cartoons/jokes and can follow sequences to punch line. ▪ Likes riddles and jokes and may memorize some favorites. ▪ Likes stories with combinations of word play and situations. ▪ Shows empathy; is not mean-spirited. ▪ Usually self-monitors and controls level of stimulation in participating in humorous situations. ▪ Recognizes that teasing and humor can be hurtful, as well as fun. ▪ Uses humor across the range of expression. ▪ Uses humor as a coping mechanism. ▪ Has a sense of appropriate timing for jokes. ▪ Starts to like practical jokes, sometimes on self. ▪ Can take another person's point of view about what is funny. ▪ Uses humor to demonstrate meaning and understanding. 	<ul style="list-style-type: none"> ▪ Acknowledge that school age children can usually choose between absurd and practical solutions with their increasing ability to see multiple perspectives. Brainstorming ideas, even the absurd ones, is a fun and stimulating way for children to create solutions. ▪ Plan activities where you and the children think of creative (and perhaps silly) ways to approach a situation, then enjoy and laugh at absurdities that are a part of the creation. ▪ Provide books with wordplay and humorous plots. ▪ Use humor to extend thinking and understanding. ▪ Monitor teasing, and guide children to think about how humor can be hurtful or helpful. ▪ Have children think about the intent of humor when it is directed at someone else. Discussing the why, "I was just teasing you," or "I was only kidding," might not make up for a child's hurt feelings when teasing is harsh. ▪ Place several riddle books in the book area, and read those books with individuals and at group times. ▪ Plan activities where you and the children think of creative ways to approach a situation, then enjoy and laugh at absurdities that are a part of the creation.

IDAHO EARLY LEARNING EGUIDELINES

GOAL 34: CHILDREN ADAPT TO DIVERSE SETTINGS.

Domain 3: Social and Emotional Development
Sub-Domain: Social Development

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

[First, Second, and Third Grades](#)

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
Birth through 8 Months	Reacts differentially to people, events, and settings.	<ul style="list-style-type: none"> ▪ Orients physically toward familiar people. ▪ Uses social smile with familiar people. ▪ Observes surroundings. ▪ Shows attachment to primary caregivers. ▪ Changes behaviors when a new setting is presented (e.g. looks to parent or caregiver for guidance). ▪ Near the end of this age range, shows concern when primary caregivers are not present. ▪ Near the end of this age range, chooses primary caregivers over others when distressed or uncomfortable. 	<ul style="list-style-type: none"> ▪ Establish predictable, consistent family rituals, routines, and activities. ▪ Provide adequate transition time and talk with child about upcoming changes to schedule or setting. ▪ Provide child with special blanket or other object for comfort during changes. ▪ Watch for child's cues of comfort or need for support and closeness. ▪ When leaving child in the care of others, assure the child that you will return, and show assurance on your face and in body language that you will be back.

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
6 to 18 Months	Shows awareness of safe relationships and environments.	<ul style="list-style-type: none"> ▪ Watches primary attachment figures' movements, calling to them and seeking proximity to them. ▪ Explores new settings with support from caregiver. ▪ Shows awareness of the possibility of hazards in different settings by clinging or staying close to caregiver. ▪ May use familiar item or behavior for comfort (e.g. sucking thumb, rubbing ear, holding a favored blanket or stuffed animal). ▪ Shows a range of levels of concern or anxiety when separated from primary caregiver. ▪ Reacts to strangers with initial caution, sometimes refusing to look at or respond to them. ▪ Warms up to unfamiliar people with time and support from familiar people. ▪ May show irritability when routines are disrupted. 	<ul style="list-style-type: none"> ▪ Provide child with opportunities to view and explore new environments, with patient and calm adult support. ▪ Reassure child and offer comfort in new setting by staying close. ▪ Read child's cues and body language when in new situations (e.g. when child shows distress, stay close, reassure, and limit exposure time). ▪ Provide child with items that feel and smell familiar when a child is going to experience separation for a time. ▪ In child care settings, learn at least a few words for soothing feelings and a few words for everyday routines from a child's home language. ▪ Provide child with consistent objects and routines to help adapt to changes in settings.

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
16 to 38 Months	Adapts to new settings and people with some assistance.	<ul style="list-style-type: none"> ▪ Uses a few strategies to ease separation from primary caregivers in familiar settings outside the home environment (e.g. waving bye-bye and watching them leave, sucking a thumb, sitting in a quiet place, finding a toy or book to look at, or sitting on another caregivers lap and crying softly). ▪ Depending on temperament explores and plays in a range of familiar settings. ▪ Displays ease and comfort when in a familiar place with familiar adults (e.g. home, relative's house, car, playground, or play group). ▪ Asks questions or acts in other uncertain ways in unfamiliar settings and environments. ▪ Resists leaving familiar settings, including child care, preschool, play group, or a friend's house. 	<ul style="list-style-type: none"> ▪ Acknowledge that that child may be uncomfortable when routines change and comfort him/her. Plan ahead to anticipate ways to help the child adjust. ▪ Consider child's culture and family patterns when entering new situations and groups. ▪ Introduce child to a variety of settings, including diverse cultural settings (e.g. libraries, grocery stores, restaurants, doctor's office, or community events). ▪ If child is uneasy or clingy in new environment, reassure the child and consider reducing the time you stay. ▪ Visit and revisit new environments and activities so the child becomes familiar with the settings (e.g. parks, stores, community events). ▪ Talk with child about how one setting is different from another setting.

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
36 to 60 Months	Adjusts to unfamiliar settings and people, with minimal adult assistance.	<ul style="list-style-type: none"> ▪ Explores objects and materials and interacts with others in unfamiliar settings, with adult reassurance. ▪ Sometimes clings and shows reluctance to separate in unfamiliar situations. ▪ May use “transitional object” to ease concerns when unsure in a setting. ▪ Uses environmental cues in unfamiliar settings to gauge how to behave and take action in that setting (e.g. looks for cues on what can be touched or not, what voice level is appropriate, or what is appropriate for children to play and what is to be used by adults). ▪ Usually follows routine transitions in family life and familiar settings, and can adjust to changes when assisted by primary caregivers. 	<ul style="list-style-type: none"> ▪ Provide child with reminders when changes in schedule are planned. ▪ Use a child’s prior experiences to talk with them about upcoming diverse experiences, and to talk about what happens in the new experience. ▪ When possible, limit the number and timing of unfamiliar transitions and events. ▪ Support routines for saying “hello” and “good-bye.” ▪ Demonstrate and explain appropriate behavior for different settings. ▪ Involve child in signaling transitions (e.g. ringing bell for transition, sing a song, say a poem, put on an article of clothing).

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
60 Months through Kindergarten	Anticipates what to expect in unfamiliar settings.	<ul style="list-style-type: none"> ▪ Expresses anticipation of special events in different settings by talking about upcoming events, asking questions and making comments. ▪ Looks for clarification from adults about new settings and what will occur there. ▪ In most familiar activities in daily settings, uses predictable and socially appropriate behaviors. ▪ Shows flexibility when events change from routine. ▪ 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."). 	<ul style="list-style-type: none"> ▪ 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. ▪ Encourage child to think about and be prepared for diverse cultural settings. ▪ Talk about what is new and different in the unfamiliar setting and what will be familiar. ▪ 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).

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
<p>First, Second, and Third Grades</p>	<p>Uses a variety of strategies for addressing diverse and unexpected experiences and activities.</p>	<ul style="list-style-type: none"> ▪ Anticipates a variety of real and imagined fears to approach experiences. ▪ Asks questions about what a new situation will be like, who will be there, and other anticipatory questions. ▪ Adjusts to events across settings, depending on prior experiences with similar situations and settings. ▪ Recognizes that other people have opinions about and experiences in unfamiliar settings, and compares self knowledge and experience in that same setting. 	<ul style="list-style-type: none"> ▪ Provide activities for child to express fears in a safe environment (e.g. time and privacy to discuss fears). ▪ Offer children opportunity to write, illustrate, and comment about new experiences prior to the experience (e.g. what do you already know about the upcoming experience), about what they predict might occur during the experience (what will it be like), and to document what happened (what did you learn?). ▪ Talk about what to expect and answer questions and worries. ▪ Make professional support available to parents and child when child's fears interfere with the ability to grow, develop, and learn. ▪ Create opportunities for child to develop and carry out activities associated with transitions and unfamiliar experiences.

IDAHO EARLY LEARNING EGUIDELINES

GOAL 35: CHILDREN RECOGNIZE, APPRECIATE, AND RESPECT SIMILARITIES AND DIFFERENCES IN PEOPLE.

Domain 3: Social and Emotional Development

Sub-Domain: Social Development

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

[First, Second, and Third Grades](#)

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
<p>Birth through 8 Months</p>	<p>Shows habituation to sameness in sounds, voices, and environmental conditions, and reacts to changes when differences occur.</p>	<ul style="list-style-type: none"> ▪ Focuses gaze and tracks people, sounds, and objects in the environment. ▪ Reacts reflexively when startled by change in sounds or movement. ▪ Calms to repetitious sound, voices, and movement. ▪ Notices others' physical characteristics (e.g. reaches toward people). ▪ Smiles in response to people's smiles, including familiar and unfamiliar people. ▪ Reacts calmly, most of the time, to primary caregivers' faces and voices. ▪ Reacts with curiosity to unfamiliar faces, voices, sounds, and tastes. ▪ Distinguishes primary caregivers from others (as the baby progresses through this this age range). 	<ul style="list-style-type: none"> ▪ Share and explore family and community culture with child. ▪ Model appreciation for diversity with family members, caregivers, and familiar adults in the child's environment. ▪ Use familiar voices and intonation, familiar ways of moving a baby from place to place, and familiar songs, music, and lighting. Be mindful when introducing differences in these and acknowledge the child's different sensory experience by soothing and modeling a calm reaction to the changes. ▪ Use sign language, gestures, words, varying tones of voice, various touches, and introduce various types of music and visual stimulation to expose the child to variety.

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
6 to 18 Months	Chooses primary caregivers and familiar people, but shows interest in unfamiliar people.	<ul style="list-style-type: none"> ▪ Recognizes self in mirror. ▪ Observes strangers from a distance. ▪ Seeks primary caregiver if stranger approaches too quickly. ▪ Approaches and is curious about other children. ▪ Plays in the presence of other children. ▪ As unfamiliar becomes more familiar, accepts novel people and situations. 	<ul style="list-style-type: none"> ▪ Use picture books that depict people with similar and different appearances, eating habits, clothes, and houses. ▪ Provide opportunities for child to interact with children and adults of similar and different gender, age, culture, and abilities. ▪ In child care settings, providers can learn and use a few soothing words and words from the child's home language in common everyday functions. ▪ Play music and sing songs in the languages of the children in a group. ▪ Use words, gestures, and sign language to model how people communicate in similar and different ways.

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
16 to 38 Months	Become aware of simple similarities and differences between self and others.	<ul style="list-style-type: none"> ▪ Shows awareness of differences in gender and minor gender roles. ▪ Shows awareness of similarities and differences in social norms for clothing and gender. ▪ May verbalize general differences in gender, clothing, skin color, or hair color or style. ▪ Show some awareness of the personal preferences of others (e.g. Daddy and I like to go to the Cracker Barrel). ▪ Stares at people with unfamiliar physical characteristics (e.g. person on crutches, person with very long beard, person with purple hair). 	<ul style="list-style-type: none"> ▪ In the group care setting, provide materials and activities that reflect cultures of the children and families in the center. ▪ Introduce child to people, experiences, interactions, and social settings that are similar and different from those they see in their daily lives. ▪ Infuse child's environment with music, art, and words, sign language and books, stories, and poetry that is familiar, then offer some that is slightly different. ▪ Talk to child about preferences, and ask questions or expand on their responses (e.g. "Which one do you like? Which one do you think Mommy would like?").

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
36 to 60 Months	Shows curiosity about differences and similarities between self and others.	<ul style="list-style-type: none"> ▪ Compares similarities or differences of others in his/her circle of contact (e.g. height, hair color, age, way of speaking, abilities). ▪ Develops awareness, knowledge, and appreciation of own gender and cultural identity. ▪ With guidance, includes other children in activities who are of a different gender, ethnic background, who speak other languages, or who have special needs. ▪ Asks questions about other's families, ethnicity, language, cultural heritage, and differences in physical characteristics. ▪ Demonstrates an understanding of inclusion or fairness through words and actions. 	<ul style="list-style-type: none"> ▪ Provide opportunities for child to describe own physical characteristics. ▪ Celebrate cultural, linguistic, and physical similarities and differences of all children and families. ▪ Demonstrate and explain that one person may play different roles (father and teacher). ▪ Invite parents and others from the community to tell stories and read books to children. ▪ Host volunteer visitor days where people of all abilities, age, race, and gender are included.

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"> ▪ 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."). ▪ Sees obvious ability in other children (e.g. "Jamie sings really well." "Maria is a fast runner."). ▪ Names and accepts differences and similarities in personal preferences (e.g. food preferences or favorite play activities). ▪ Notices that other children might use different words for the same object. ▪ Rarely examines a situation from another's perspective. ▪ Sometimes defends self and others' rights for equal or fair treatment. 	<ul style="list-style-type: none"> ▪ Discuss why it is positive to celebrate and learn about others' lives and experiences. ▪ 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."). ▪ Engage child in songs, rhymes, and counting games in a variety of languages. ▪ In classroom settings, staff can learn and use words for common daily events and actions from the home languages of children in the class. ▪ 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. ▪ Assist child in developing simple rules for fair play. ▪ Recognize that children may need help when negotiating fairness, and rules that are inclusive, and that children can follow.

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
<p>First, Second, and Third Grades</p>	<p>Respects similarities and differences among people’s characteristics, and creates simple solutions for addressing issues of bias that arise in their daily lives.</p>	<ul style="list-style-type: none"> ▪ Acknowledge other’s strengths and abilities. ▪ Positively compare and contrast self abilities and abilities of others. ▪ Identify strengths and weaknesses of self and others and create ideas about how each can help the other. ▪ Names and acknowledges differences and similarities in preferences (food preferences or favorite play activities). ▪ Recognizes that different languages include different ways to say the same thing. ▪ Shows curiosity about obvious differences (e.g. gazes at others, inquires about differences from adults, other children, or from the child who is different). ▪ Examines a situation from others’ perspective. ▪ Comments about stereotypes and culturally or linguistically unfair or biased behavior. 	<ul style="list-style-type: none"> ▪ Demonstrate and explain why it is positive to celebrate and learn about others’ lives and experiences. ▪ Learn strategies for offering anti-bias responses, to be ready to give supportive advice when children bring up differences and bias behavior. ▪ Actively address bias behavior and teach anti-bias responses. ▪ Engage child in songs, rhymes, and counting games in a variety of languages. ▪ Plan activities where you and the children think of many creative ways to approach a situation, then, select those that are fair and kind. ▪ Assist children to discuss issues where similarities and differences cause conflict.

IDAHO EARLY LEARNING EGUIDELINES

GOAL 36: CHILDREN PERCEIVE THEMSELVES AS UNIQUE INDIVIDUALS.

Domain 3: Social and Emotional Development
Sub-Domain: Emotional Development

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

[First, Second, and Third Grades](#)

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
Birth through 8 Months	Shows attachment with primary caregivers.	<ul style="list-style-type: none"> ▪ Gazes at and tracks the human face. ▪ Explores own body (e.g. observes hands or reaches for toes). ▪ Visually tracks primary caregivers, reaches toward, and babbles in communication to primary caregivers. ▪ May increase agitation, then calm when hears attachment figures' voices or sees their faces. ▪ Explores the face and other body parts of others (e.g. touches caregivers' ears, hair, hands). ▪ Shows awareness of self in voice and body. ▪ Reacts more quickly with social response for known individuals than for unfamiliar adults. ▪ Responds with gestures or vocalization to sounds, movement, or the facial expressions of others. ▪ Shows interest in and may reach for other children. 	<ul style="list-style-type: none"> ▪ Hold, cuddle, physically nurture, and be responsive to child to foster trust and attachment. ▪ Help child learn to calm self (model calming behavior, offer soothing objects and touch). ▪ To address family values and policies and values of other care settings, providers and parents can discuss values about dependence and independence, adult responses and the type of response offered, and child's cues for gaining adult help. ▪ Recognize that many families value interdependence. Some children will show varying levels of independence, while others will show independence and stronger bonds with family and community. ▪ Through daily care routines, provide opportunities for child to explore your face and hands. ▪ When approaching a child, talk to them about what is going to happen next (e.g. "I'm coming with your bottle Jade." "How about we rock in the chair while you drink your milk?").

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
6 to 18 Months	Show awareness of self as separate from primary caregiver.	<ul style="list-style-type: none"> ▪ Signals caregivers for assistance, attention, or the need for comfort. ▪ Shows concern when separated from primary caregivers. ▪ Increases interest in others bodies especially faces and eyeglasses. ▪ Points to at least two body parts when asked. ▪ Responds with gestures or vocalizations when name is spoken. ▪ First recognizes, and then uses names for family members and key caregivers (Mama, Dada). ▪ Shows awareness of self in a mirror image. ▪ Protests when preferred activity is stopped. ▪ Grasps and bangs objects. Feels a sense of ability in one's own body to make something happen. ▪ May express curiosity about unfamiliar people. ▪ Sustains brief periods of self-play with toys and objects. 	<ul style="list-style-type: none"> ▪ Make time to play individually and fully engaged with child. ▪ Give child time to sustain engagement in activities. ▪ Tell stories and sing songs from child's home culture. ▪ Read books and stories with pictures of real children and faces. ▪ Post children's pictures, those of familiar caregivers, and pictures of family members at the child's level. ▪ Post pictures of the child alone and in groups with other people. ▪ Play on the floor with child and allow him/her to crawl over, climb, and pull up using you as a support. ▪ Talk and sing to child about body parts ("This Little Piggy Went to Market," "Head, Shoulders, Knees, and Toes"). ▪ Verbally describe the child's accomplishments (e.g. "Wow! You climbed all the way up the ramp.>"). ▪ Describe the child's efforts as they accomplish daily activities, encouraging that effort (e.g. "You worked hard to pick up that heavy box.>").

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
16 to 38 Months	Acts to show personal characteristics and preferences.	<ul style="list-style-type: none"> ▪ Protests against limits, both real and perceived. ▪ Attempts to take action on their own. ▪ Resists efforts by others to offer direction or help. ▪ Shows concern when separated from primary caregiver, and may cling upon reunion. ▪ Recognizes and may show embarrassment when looking in the mirror or at photographs. ▪ Identifies self by own name and gender (e.g. "I am Reuben. I am a boy.>"). ▪ Identifies objects as belonging to him or her (e.g. "Mine!"). ▪ Shows awareness that others are watching by exaggerating actions or repeating behaviors. ▪ Later in this age range, occupies self with play or other activity for ten to fifteen minutes. ▪ Attempts to complete basic daily living tasks (e.g. eating, getting dressed). ▪ Makes choices when given two to three options. ▪ Indicates preferences by answering yes/no questions with verbal or gestural responses. 	<ul style="list-style-type: none"> ▪ Provide opportunities for child to talk about self and others, including cultural and linguistic characteristics. ▪ Be aware and respectful of cultural differences in valuing independence. ▪ Expect child to protest as he/she expresses individuality. ▪ Read books and stories about different abilities and cultures. ▪ Talk to the child about their particular characteristics, making up songs, rhymes, and stories. ▪ Display pictures and collages of the child and family, post them at child level, and take opportunities to engage child with the pictures. ▪ Organize the learning environment so child can access toy and materials with little to no adult help. ▪ Describe and encourage the child's efforts and accomplishments in daily activities.

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
36 to 60 Months	Uses strategies to differentiate themselves from others, and to get their needs met.	<ul style="list-style-type: none"> ▪ Demonstrates awareness of their abilities, characteristics, and preferences. ▪ Refers to self by first and last name and uses appropriate pronouns (I, me) rather than referring to self in the third person. ▪ Chooses individual activities when practicing skills (e.g. doing puzzles, painting). ▪ Expresses self in different roles during pretend play, often in solitary play, and later in this age group, while associating with other children. ▪ Uses words to express feelings about separating from, and reuniting with primary caregiver. ▪ Compares self with others. ▪ Describes self as a person with a mind, a body, and feelings. ▪ Describes family members and begins to understand their relationship to one another. ▪ Attempts to exert will and preferences. 	<ul style="list-style-type: none"> ▪ Acknowledge child's accomplishments. ▪ Encourage child to experiment with growing competence and individuality by providing child opportunities to make choices or decisions. ▪ Offer many and varied opportunities for children to document their skills and abilities, including digital pictures, dictated stories, family photos, and charts and graphs of children's ideas and opinions.

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
60 Months through Kindergarten	Describes own personal characteristics, preferences, and abilities.	<ul style="list-style-type: none"> ▪ 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). ▪ Begins to show self-direction in actions. ▪ 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."). ▪ Tells others about own individual abilities. ▪ Identifies self roles and those of others in the family, school, and community. ▪ Asks for help, as needed. ▪ 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."). 	<ul style="list-style-type: none"> ▪ Provide opportunities for child to share information about self in multiple ways (e.g. storytelling, drama, drawing, and writing). ▪ Offer opportunities for the child to tell about the characteristics he/she has that represent his/her background and family. ▪ Provide culturally relevant materials that allow the child to see self in books, dolls, and dramatic play materials. ▪ Help children document their accomplishments on charts or in digital picture displays.

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
<p>First, Second, and Third Grades</p>	<p>Uses personal interests and skills, and family and cultural identity to successfully work alone, and with others.</p>	<ul style="list-style-type: none"> ▪ Shows self-direction in actions. ▪ Shares information about self with others. ▪ Plans and carries out activities and behavior that include doing things alone, with a group, or with the family. ▪ Works independently and inter-dependently. ▪ Takes care of most dressing and hygiene needs independently. ▪ Makes some successful social decisions with a minimum of assistance from adults. ▪ With support, identifies and accepts responsibilities and follows through on tasks (e.g. completes chores or finishes homework). ▪ Describes self using behavioral characteristics (e.g. "I am a soccer goalie." or "I am a cook like my grandma."). 	<ul style="list-style-type: none"> ▪ Provide opportunities for child to share information about self in multiple ways (e.g. storytelling, drama, drawing, and writing). ▪ Help child accurately describe personal characteristics, including what they can already do, what they would like to practice doing, and how they will know when they are satisfied with their accomplishments. ▪ Engage a child in discussions about unique characteristics of the family and culture in which they live. ▪ Provide culturally relevant materials that allow the child to see him/her in books, dolls, and dramatic play materials. ▪ Engage child in discussion about effort required for completing tasks, and what they will need to do to achieve the tasks. ▪ Ask child what they think about a topic or activity, if something is easy or hard, or what might they want to attempt next.

IDAHO EARLY LEARNING EGUIDELINES

GOAL 37: CHILDREN DEMONSTRATE BELIEF IN THEIR ABILITIES.

Domain 3: Social and Emotional Development
Sub-Domain: Emotional Development

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

[First, Second, and Third Grades](#)

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
Birth through 8 Months	Calms self for brief periods.	<ul style="list-style-type: none"> ▪ Uses basic self-calming strategies such as sucking or staring at an object. ▪ Sustains a sound or gesture that creates an effect (e.g. repeatedly shakes a rattle after discovering that it makes a sound). ▪ Recognizes adults who respond to cues and offer relief. ▪ Explores close environments using senses, in close contact with caregiver. ▪ Looks to caregiver when accomplishing new tasks such as rolling over, or sitting unaided). ▪ May sometimes show signs of “global empathy” and get upset when someone else is upset. 	<ul style="list-style-type: none"> ▪ Provide early face-to-face interactions so the child internalizes reciprocity, turn-taking in gazing, smiling, and making sounds. ▪ Stay near child to develop attachment and trust between primary caregivers and the baby, so the baby can have calm emotions that support healthy brain development. ▪ Provide a safe, consistent physical environment for child to explore. ▪ In child care settings, encourage children to bring items from home such as blankets or special toys, and pictures of family.

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
6 to 18 Months	Views self as capable of influencing the near environment.	<ul style="list-style-type: none"> ▪ Smiles when succeeding in a task/activity. ▪ Monitors caregiver’s emotional expressions in situations of uncertainty. ▪ Uses multiple strategies in different situations to calm self (e.g. cooing, rocking rhythmically, crying, finding comfortable sleeping positions, gazing to gain attention, or snuggling or resisting snuggling). ▪ Offers objects or toys to others, and may take back the object in the same exchange. ▪ Expresses desire to try things on their own. ▪ Says “no” and indicates “no” with body language, cries, and words. ▪ Resists help from caregivers in everyday activities such as dressing, or feeding, displaying verbal and physical resistance in an attempt to try things on their own. ▪ Shows concern for another’s distress. ▪ Responds to caregiver admonitions about danger. ▪ Shows concerns about broken toys or damaged goods that do not conform to an expected standard. ▪ Repeats activities and actions to see what happens. 	<ul style="list-style-type: none"> ▪ Describe and acknowledge child’s actions and accomplishments (e.g. “Look at you. You are sitting up all by yourself.” “You took off your socks.” or “You have your pants ready to pull up. That’s the first time you did that.”). ▪ Provide time, materials, and support so child can experience success. Taking cues from the child, offer help when the child shows readiness for help. Be patient, wait for child to be a bit frustrated with their attempts before offering assistance. ▪ Include children in everyday chores that they can help with (e.g. carry towels to the hamper, put paper towels in the trash can, carry a toy to another child, get shoes from cubby when it is time to go outside).

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
16 to 38 Months	Views self as capable of attempting everyday tasks.	<ul style="list-style-type: none"> ▪ Imitates everyday activities that adults and older children do. ▪ Shows recognition of own accomplishment, with smiles or comments. ▪ Shows completed projects (drawing, block structure) to caregiver. ▪ Takes on tasks to show capability, even though the task may be one never accomplished before (e.g. imitates use of adult tools, tries to sweep the floor with an adult-sized broom, or tries to use real tools). ▪ Seeks help after unsuccessful attempts at new or challenging activities. ▪ Sometimes initiates internalized rules for controlling self (e.g. puts self in timeout). ▪ Checks emotional responses of others to regulate behavior. ▪ Takes on roles that show authority and rules (e.g. discipline a doll during play or tell a “patient” what needs to be done by the doctor). ▪ Relies on caregiver’s support to follow rules and to contain impulses. ▪ Controls some actions with unfamiliar people, but may show less control with familiar caregivers. ▪ Takes turns with adult assistance. 	<ul style="list-style-type: none"> ▪ Encourage or provide opportunities for the child to engage in new tasks that they can accomplish successfully. ▪ Provide safe and consistent environments for active exploration. ▪ Celebrate with child over accomplishments and explorations. ▪ Monitor children’s activities, watching for when a child needs support to try and maintain effort to try new abilities (e.g. persists in trying to walk backwards on the balance beam or tries to completely peel a banana). ▪ Describe child’s actions as they try new skills rather than giving empty praise. ▪ Describe child’s efforts at attempting a skill, even if they do not succeed. ▪ Talk with child about all the things she can do on her own. ▪ Be mindful of child’s cultural influences. ▪ Provide materials that encourage exploration (e.g. water, sand, or blocks).

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
36 to 60 Months	Shows confidence and competence in managing simple, everyday skills for daily living, with and without assistance.	<ul style="list-style-type: none"> ▪ Expresses delight with mastery of a skill (e.g. “I did it myself!”). ▪ Asks others to view own creations (e.g. “Look at my picture!”). ▪ Shows confidence in achievement (e.g. “I can climb to the top of the big slide!” “I can walk all around the sidewalk on the playground with my walker.”). ▪ Expresses own ideas and opinions. ▪ Practices a skill repeatedly until achieved. ▪ Shows pride and pleasure when someone reacts to the child’s action or creation. ▪ May try to negotiate with caregiver about what they are supposed to do. ▪ Talks to self, using private or inner speech to help remember rules and standards for behavior. ▪ Shows self-awareness by complying with rules and expectations of adults much of the time. ▪ Shows remorse when fails to succeed in socially acceptable ways in social interactions with others. ▪ Shows some self-criticism, shame, and guilt if they do not succeed or make a mistake. ▪ Near the end of this age range, becomes consistent in sharing and sometimes views sharing as an obligation. ▪ May exaggerate own strength and abilities. 	<ul style="list-style-type: none"> ▪ In child care settings, make a checklist of everyday tasks that a child in this age range is learning. Plan environments so that children have many and varied activities where they can practice those tasks (e.g. dressing, self-feeding, writing, physical activities, and making music and art). Provide opportunities for child to try a task from the list, and offer assistance, as appropriate. ▪ Provide plenty of time and opportunities for child to play, explore, experiment, and accomplish tasks and develop a sense of competence. ▪ Invite child to share ideas, skills, or ways to solve a problem. ▪ Offer opportunities for children to watch each other trying new skills. ▪ Assist children as they are learning a skill by figuring out where they are starting with their learning, then provide encouragement for each little bit of the skill they achieve. (e.g. talk with child about all the things she can do on her own). ▪ Provide materials and time for exploration with art materials, sand and water, blocks, and construction toys. ▪ Recognize child’s desire to feel capable and strong, and to make progress toward getting better at a skill.

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
<p>60 Months through Kindergarten</p>	<p>Views self as capable of influencing the nearby environment and people.</p>	<ul style="list-style-type: none"> ▪ Takes on new tasks and improves skills with practice (wheeling self in wheelchair). ▪ Initiates actions or activities with peers. ▪ Views self as capable of starting and completing a task. ▪ Expresses delight over a successful project and wants others to like it. ▪ Persists with tasks until finished. ▪ 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). ▪ Initiates play with games and activities alone, and with others. 	<ul style="list-style-type: none"> ▪ Engage child in attainable and challenging opportunities that will build on abilities. ▪ Encourage child to take the next step in a challenge. ▪ Plan with the child to do chores that use existing skills and offer opportunity to take those skills to a higher level. ▪ Make time and opportunity for the child to make reasonable decisions and choices. ▪ Take every opportunity to celebrate success. ▪ 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.").

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
<p>First, Second, and Third Grades</p>	<p>Views self as capable in the society of family, peer, and school, and complies with most of the rules of these settings.</p>	<ul style="list-style-type: none"> ▪ Tries new tasks. ▪ Practices skills to mastery (e.g. kicking a soccer ball into a net, writing legibly, or playing a musical instrument). ▪ Expresses pride over a successful project. ▪ Describe steps or what didn't work and what did work, when talking about efforts in a project or game. ▪ Tries new things and takes some risks, especially in activities where child feels confident. ▪ Compares own skills with peer's skills, especially at school. ▪ Resolves some conflicts about rules and social issues with peers. ▪ Attempts to offer ideas, activities, or support for things that make a difference for self and others. ▪ Starts a task, can expand on it, and works on it until finished. 	<ul style="list-style-type: none"> ▪ Give child realistic chores and help them document steps they take or progress they make as they accomplish the task or become better at the task. ▪ Demonstrate confidence in child by offering time and opportunity for the child to make reasonable decisions and choices. ▪ Affirms child's abilities by asking questions and encouraging comments (e.g. "You are working very hard on this project! What are you going to do next?"). ▪ Refer a child with a question to the child's peer who can help solve the problem. ▪ Structure classroom learning activities so there are resources and time for the child to practice skills and activities to mastery. ▪ Ensure that environment is safe from cultural or other forms of bias. Review materials to ensure there are no stereotypical or racist images in books, dolls, or other objects in the environment.

IDAHO EARLY LEARNING EGUIDELINES

GOAL 38: CHILDREN REGULATE THEIR FEELINGS AND IMPULSES.

Domain 3: Social and Emotional Development
Sub-Domain: Emotional Development

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

[First, Second, and Third Grades](#)

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
Birth through 8 Months	Calms and soothes self for brief periods of time.	<ul style="list-style-type: none"> ▪ Signals needs with sounds or motions (cries when hungry or reaches for wanted object of comfort). ▪ At the beginning of this stage, reflexively responds to stimulation (e.g. reflexively turns toward breast and sucks for feeding, starting and pausing in eating as adults respond to those cues, or reflexively grasps objects or adult's fingers when touched against palm). ▪ Relaxes or stops crying when comforted (e.g. when swaddled or spoken to softly). ▪ Comforts self by clutching, sucking, or stroking when tired or stressed (e.g. calms while stroking or holding soft blanket; sucks on fist, fingers, or pacifier for self-soothing). ▪ Cries or uses other vocalizations, facial expressions, or body language to express emotions and to get needs met. ▪ Communicates need for support or help from adults (e.g. looks toward or holds out arms to familiar adult when frightened). ▪ Anticipates routine interactions (e.g. opens mouth when a spoon is offered). ▪ Develops increasing consistency in sleeping, waking, and eating patterns. ▪ Shows awareness of change and routine; may object to changes. ▪ Responds to emotional cues and social situations (crying when other babies cry). 	<ul style="list-style-type: none"> ▪ Hold, snuggle, cuddle, and physically nurture child in ways appropriate to their specific sensory needs. ▪ Respond to child's signals for attention. ▪ Check environment for comfortable levels of noise, temperature, light, and other stimuli. Be aware of environmental factors that might cause distress. ▪ Establish routines for eating, sleeping, diapering, and other regular activities while taking into account family's care practices and child's schedule. ▪ Be aware that babies cry to express a range of feelings, and respond appropriately. ▪ Comfort babies quickly when they cry to help them calm. ▪ Model and respond to child's displays of pleasure by matching child's emotions with facial expressions, tone, and words. ▪ Respond to child's displays of distress by staying with child and sensitively helping child with difficult feelings. ▪ Nurture child with kind words, hugs, and cuddles being sensitive to individual sensory needs. ▪ Label what feeling the child might be feeling (e.g. "John you look frustrated. Is that toy too far away? Let's move it.").

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
6 to 18 Months	Recognizes and responds to emotional cues of others.	<ul style="list-style-type: none"> ▪ Seeks caregiver’s support and attention when feeling strong emotions. ▪ Engages in some ritualistic behaviors (e.g. sings or babbles self to sleep, goes to high chair to be fed without resistance). ▪ Participates in routine interactions (e.g. quiets body when picked up; cooperates in dressing). ▪ Follows some consistently set rules and routines. ▪ Smiles, waves, or laughs in response to positive adult interaction. ▪ Shakes head or gestures to indicate wants and needs. ▪ Near end of this period, controls some impulses (e.g. says “No” when reaching for forbidden object; restrains self from stepping on a book on the floor). 	<ul style="list-style-type: none"> ▪ Stay near children during stressful situations to help them regulate emotions (e.g. hold and caress the child, give eye contact, move rhythmically, speak softly and calmly). ▪ Be certain you are consistent in modeling emotional reactions that are those you want the child to use. ▪ Identify and name emotional states when interacting with child, such as happy, joyful, sad, angry, disappointed, excited, or eager. ▪ Maintain and support child’s routine for eating, sleeping, and other daily care activities. ▪ Sing songs, read stories, look at illustrations and pictures that include emotions. ▪ Support and comfort child’s emotions by labeling and providing ideas to help (e.g. “You are really disappointed that Cade put on that hat you wanted. Let’s find another hat for you.”).

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
16 to 38 Months	Accepts some limits and boundaries, with adult support.	<ul style="list-style-type: none"> ▪ Matches emotions to environment and situations. ▪ Tests limits by insisting on trying activities without adult help, but will typically seek adult assistance after initial trials are unsuccessful. ▪ Recognizes and expresses emotions towards familiar persons, pets, or possessions with appropriate facial expressions, words, gestures, signs, or other means. ▪ Uses vocabulary to name own feelings. ▪ Seeks caregiver’s support when needing help. ▪ Shows anxiety over temporary separations from parent or significant adults such as primary teacher, but calms self. ▪ Plays near and is interested in other children. ▪ Offers children objects or materials, or take these from other children. ▪ In later months of this stage, in simple situations, accurately uses (“yours,” “ours,” “his,” and “mine”). ▪ Near end of this period, accurately matches some emotional states of self and others (e.g. silly, sad, angry, happy, and excited). ▪ Carries out simple one- or two-step directions from adults or children. 	<ul style="list-style-type: none"> ▪ Set a couple of simple rules and respond consistently to child’s behavior around these rules. ▪ Offer child real choices with real decisions between two desirable outcomes (e.g. “Do you want to wear a red or blue sweater?” “You can have noodles or potatoes. Which do you want?”). ▪ Maintain consistency when establishing limits (e.g. bedtime routines or safety hazards). ▪ Recognize that a child’s protests of limits are typical of this age group. ▪ Listen carefully and with interest to what child says, expanding on the message. ▪ Provide opportunities for child to experience a range of emotions. ▪ Model and teach words to help children express feelings. ▪ Support and comfort child when he/she develops fears or shows disappointment, or is especially angry. ▪ Model a range of appropriate ways to express different feelings including providing areas for the child to self-regulate, such as calm down spots or “be myself” areas to help children self-regulate. ▪ Talk with children as they calm about strategies for managing emotions (e.g. take deep breaths, seek help from an adult, sit in a quiet spot, or hold a comforting object). ▪ Offer words and examples as they occur about emotional

		<ul style="list-style-type: none"> ▪ Shows frustration when challenged (e.g. when a toy won't do what they want, or when they can't get their socks off). 	<p>expression and strategies for coping.</p> <ul style="list-style-type: none"> ▪ Recognize that some children may not have words for or experience in expressing or regulating emotions. Offer ways to help children cope with strong emotions such as using signs or gestures, using art media, or finding a calming place or going for a walk. ▪ Learn and be considerate of values of families and cultural groups regarding emotional expression.
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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
36 to 60 Months	With adult assistance and guidance, controls aggressive actions, words, and emotions.	<ul style="list-style-type: none"> ▪ Expresses strong emotions constructively, with assistance. ▪ Expresses ownership of feelings and desires to control self, with assistance. ▪ With assistance, calms self after having strong emotions (e.g. goes to quiet area or requests favorite book to be read when upset). ▪ Frequently waits a brief time for a turn. ▪ Shows patience as others speak or act in a group activity. ▪ With assistance, sticks with difficult tasks without becoming frustrated to the point of quitting or aggressive behavior. ▪ Participates in routine activities such as meal time, snack time, bathing, or bedtime. ▪ Follows simple rules without reminders (e.g. puts toys back on a shelf, puts lids back on markers). ▪ Uses most materials for intended purpose, and safely (e.g. uses paints or markers on paper, uses glue stick with attention to keeping other surfaces clear of the glue, avoids pushing toys into places where the toys might be damaged, or looks before throwing a ball toward someone). ▪ Adapts to changes in daily schedule. 	<ul style="list-style-type: none"> ▪ Anticipate and provide guidance when child needs assistance regulating emotions. ▪ Provide child with schedules and routines such as first/then charts, count down cares, or timers/clocks. ▪ Prepare child for changes in daily schedule by providing advance warning, talking with, and listening to child. ▪ Provide opportunities for child to understand and discuss own and others' feelings (e.g. use active listening; down on child level making eye contact and help with labeling of feelings). ▪ Model appropriate expression of emotions and talk about how you feel (e.g. singing when you are happy, sighing when you are frustrated, or pounding clay when angry). ▪ Discuss how the characters in a book might feel while reading books with child. ▪ Be aware of cultural and gender differences in expressing feelings. ▪ Avoid stereotyping a child's expression of emotion (e.g. validate both boys and girls when they cry or when they get angry). ▪ Incorporate books on feelings that reflect the language and cultural background of the child. ▪ Engage child in pretend play with other children using realistic props that encourage children to act out roles and feelings in response to situations. ▪ Acknowledge child for expressing and regulating feelings.

		<ul style="list-style-type: none"> ▪ Predicts what comes next in the day, according to an established and consistent schedule. ▪ Names and talks about own emotions and controlling those emotions (e.g. "I love water day at school." "I am going to read these books until it is time to get outside!"). ▪ Uses pretend play to understand and respond to emotions. ▪ Associates emotions with words, and facial and body expressions. ▪ Uses drawing, painting, and clay to express emotions. 	<ul style="list-style-type: none"> ▪ Use posters at child level with pictures of feelings and the names of each feeling for children to look at, describe, and mimic.
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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
60 Months through Kindergarten	Manages, regulates, and expresses feelings in social acceptable ways, most of the time.	<ul style="list-style-type: none"> ▪ Expresses self in safe and appropriate ways (e.g. expresses anger or sadness without aggressive behaviors). ▪ Shows ability to control destructive impulses, with guidance. ▪ Seeks peaceful resolution to conflict. ▪ Stops and listens to instructions before jumping into activity, with guidance. ▪ Responds to adult guidance when there is a special health care need. ▪ 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). ▪ Applies rules to new but similar situations. ▪ Explains simple family or classroom rules to others. ▪ Expresses feelings through dramatic play or active physical play. ▪ Shares excitement with peers, caregivers, and adults. ▪ 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). ▪ Displays emotional expression without undue inhibitions (e.g. cries when feeling sad). ▪ Names some types/levels of emotion (frustrated, angry). 	<ul style="list-style-type: none"> ▪ Plan and give children plenty of time to talk in group discussions about problem solving and conflict management. ▪ 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). ▪ 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). ▪ Positively acknowledge child for expressing emotions appropriately. ▪ 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. ▪ Provide transition cues when moving to new activities, including schedule boards, count down cards, five minute reminders, and clocks and timers. ▪ Respect individual differences between children's personalities and temperaments. ▪ Use posters, pictures, and words that identify emotions at children's eye level to evoke conversations and develop vocabulary for expressing feelings.

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>First, Second, and Third Grades</p>	<p>Manages and expresses feelings appropriately, and inhibits inappropriate words, actions, and emotions most of the time, with little adult supervision.</p>	<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.