

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

[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			
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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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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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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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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<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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<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.