

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](#)

[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 28: CHILDREN DEVELOP FRIENDSHIPS WITH PEERS.			
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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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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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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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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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.

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<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).