

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.").

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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.”).

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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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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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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.

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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.