

IDAHO EARLY LEARNING EGUIDELINES

DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT

SUB-DOMAIN: SOCIAL DEVELOPMENT

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

SUB-DOMAIN: EMOTIONAL DEVELOPMENT

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

DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT			
SUB-DOMAIN: SOCIAL DEVELOPMENT			
INTERACTION WITH ADULTS			
GOAL 27: CHILDREN TRUST, INTERACT WITH, AND SEEK ASSISTANCE FROM ADULTS.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>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.

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).

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.

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
First, Second, and Third Grades	Uses self actions that are adaptable across most social settings and relationships.	<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.

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.

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
First, Second, and Third Grades	Shows sympathy and empathy for children and adults across settings.	<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.

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.

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
First, Second, and Third Grades	Uses a variety of strategies for addressing diverse and unexpected experiences and activities.	<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.

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
First, Second, and Third Grades	Respects similarities and differences among people’s characteristics, and creates simple solutions for addressing issues of bias that arise in their daily lives.	<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.

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.

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.

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.