

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><b>First, Second, and Third Grades</b></p>	<p>Interacts with familiar and less familiar adults across a variety of settings.</p>	<ul style="list-style-type: none"> <li>▪ Gives eye contact to, attends to facial cues and tone of voice, and responds to adults.</li> <li>▪ Uses situational and past experiences to determine how to interact with or ask assistance from adults.</li> <li>▪ Seeks help, when needed, before, during, and after attempting a new or difficult task.</li> <li>▪ 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).</li> <li>▪ Distinguishes ability, effort, and luck as attributes for success and failure.</li> <li>▪ Waits without undue anxiety for adult’s attention.</li> <li>▪ Seeks out help from teachers and adults outside of family as trusted resources.</li> <li>▪ Sometimes deliberately seeks adult approval.</li> <li>▪ Seeks adults for arbitration.</li> <li>▪ Evaluates own achievements against other’s achievement, in terms of perceived teachers’ and other adults expectations.</li> <li>▪ Initiates independent social interactions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide a consistent environment, expectations, and routines throughout the day.</li> <li>▪ Wait for children to solve social conflicts without direct adult support. Step in when children can no longer offer viable solutions for the conflict.</li> <li>▪ 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).</li> <li>▪ 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).</li> <li>▪ Acknowledge personal cultural values and beliefs of children and offer learning opportunities and guidance that is in tune with those values and beliefs.</li> <li>▪ 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.</li> <li>▪ 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.</li> </ul>