

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
First, Second, and Third Grades	Initiates and sustains relationships with other children/peers.	<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).