

## ***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><b>16 to 38 Months</b></p>	<p>Shows a desire for autonomy and self-action when with familiar adults.</p>	<ul style="list-style-type: none"> <li>▪ Calls to caregiver from across the room to make sure he/she is paying attention.</li> <li>▪ Checks periodically with caregiver for help or reassurance when playing by self or with peers.</li> <li>▪ Feels comfortable when playing away from primary caregiver, but cries out or seeks familiar adult when injured or frustrated.</li> <li>▪ Uses strategies to keep parent/caregiver near (e.g. gestures for one more hug when parent is leaving for work, or asks parent for one more drink of water at bedtime).</li> <li>▪ Resists transitions.</li> <li>▪ Uses strategies to delay or evade transitions (e.g. requests a favorite book for bedtime reading, or chooses more toys for bathtub play).</li> <li>▪ Uses self-talk and conversation to cope with transitions (e.g. "Mama goes to work." "It's time for snack time, right?").</li> <li>▪ Imitates adult activities (e.g. pretends to cook or pretends to read next to an adult who is reading).</li> <li>▪ Initiates and takes charge of play with familiar adults, often being quite directive.</li> <li>▪ Responds appropriately to adults' verbal greetings.</li> <li>▪ Attempts to do activities and tasks without</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listen with interest to what child says and elaborate and expand on their thoughts or ideas.</li> <li>▪ Offer choices within appropriate limits so that children get to take self-action (e.g. "You can choose your shoes for today. Do you want the black ones or the pink ones?" or "We have two kinds of fruit for breakfast. You can choose bananas or strawberries.").</li> <li>▪ Recognize child's emotions during separation and reunion times with parents and caregivers. These may range from sadness, to anger, to fear. Choose your words of comfort and the strategies you use to match the child's emotions.</li> <li>▪ In child care settings, providers can help with separation issues by helping parents and grandparents say good bye to the children, and to assure the child that they will return. This strategy helps build trust and knowledge for the child about what happened as the loved one disappeared and returns. No sneaking out of the room.</li> <li>▪ Respond with words and expressions to children's emotional and physical needs.</li> <li>▪ Acknowledge children's attempts at self-action, describing their efforts (e.g. "You put your shoe on all by yourself." "You carried your book bag from the car to your cubby and you even remembered your sweater.").</li> <li>▪ Show empathy and understanding to child, and help child identify feelings and situations ("You are really angry with Robert! Let's find a way for you to have a turn with the ball.").</li> <li>▪ Take opportunities to help child distinguish from self and other</li> </ul>

		<p>assistance.</p> <ul style="list-style-type: none"> <li>▪ Insists on dressing, eating, or manipulating an object without help, even when struggling with that task.</li> <li>▪ Resists adult assistance, but seeks adult assistance when challenged or frustrated.</li> <li>▪ Sustains play independently for a few minutes.</li> <li>▪ Knows some rules and limits, but will test them.</li> <li>▪ Starts activity after a caregiver makes suggestions (e.g. uses adult's suggestions to find missing pieces to a toy, or items needed for an art activity).</li> <li>▪ Begins to follow and tell basic safety guidelines and requirements (e.g. danger zone, hot!, or don't touch).</li> </ul>	<p>(e.g. "Here is my nose." "Where is your nose?").</p> <ul style="list-style-type: none"> <li>▪ Provide opportunities for child to engage in brief independent play and activities without adult or peer interference (e.g. puzzles, lacing boards, blocks, sand/water play).</li> <li>▪ Prepare child for transitions with cues ("It is almost time to go inside." "We have just enough time to finish this puzzle before it's time to clean up.").</li> <li>▪ Allow time and patience for child to dress self. Provide easy-to-put-on clothing (e.g. elastic waist band, larger sized shirts, and socks without heels). Wait for the child to ask for help.</li> <li>▪ Offer opportunities for child to pass bowls to other children and adults at mealtime, with adult assistance.</li> <li>▪ In child care settings, when appropriate, set up the environment with open materials for children to explore and to use as they practice self-help skills (e.g. provide stools, low chairs, tables, big utensils, and loose clothing).</li> </ul>
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**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><b>16 to 38 Months</b></p>	<p>Engages in play with peers.</p>	<ul style="list-style-type: none"> <li>▪ Plays side-by-side with another child.</li> <li>▪ Observes and imitates another child's behavior or activity.</li> <li>▪ Initiates social interaction with peers (e.g. brings toys to child or takes toys away, moves closer to child, or stares at the child).</li> <li>▪ 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.</li> <li>▪ Shows preference for familiar playmates.</li> <li>▪ Responds verbally when interacting with peers (talking or signing).</li> <li>▪ Inquires about other children (e.g. "Where's Rafael?" or "Why is Crystal crying?").</li> <li>▪ Takes turns during play with peers, with considerable adult assistance.</li> <li>▪ Gives and takes back objects during playful interactions with peers, with assistance.</li> <li>▪ Mimics other children's behaviors or movements.</li> <li>▪ May access an imaginary friend for playing or explaining actions.</li> <li>▪ Engages in brief social games (e.g. rolling the ball, Ring Around the Rosy, chase).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Help children communicate with others when negotiating toys, space, and feelings by providing words and explanations and expressing empathy for both children.</li> <li>▪ 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.</li> <li>▪ 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).</li> <li>▪ In group settings, offer multiples of new and desired toys/props.</li> <li>▪ 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.</li> <li>▪ Support a child's discussions and explanation about an imaginary friend by acknowledging the child's thoughts and comments.</li> <li>▪ Provide books, toys, and materials that show children from many settings, genders, cultures, and races.</li> <li>▪ Facilitate play and communication among children of different ability levels, and linguistic and cultural backgrounds.</li> <li>▪ Provide opportunity for children to engage in interactive games (rolling the ball, give-and-take, follow the leader).</li> </ul>

**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><b>16 to 38 Months</b></p>	<p>Engages with caregivers and peers to solve problems or communicate solutions.</p>	<ul style="list-style-type: none"> <li>▪ Brings toys or objects to others as a gesture of play.</li> <li>▪ Spontaneously gives hugs to others.</li> <li>▪ Uses give and take to play brief social games such as rolling the ball, chasing, or playing "Ring Around the Rosie."</li> <li>▪ Responds with intent and a physical or verbal reaction when someone takes away an object (e.g. says "No," cries, yells, pushes, or grabs an item).</li> <li>▪ Practices taking turns with activities and objects with adults (e.g. gives an object to an adult, then immediately takes it back).</li> <li>▪ Seeks adult help to take turns with others, including giving up and keeping toys and objects.</li> <li>▪ Follows simple two to three part directions.</li> <li>▪ Tests limits.</li> <li>▪ Asserts ownership by saying "mine."</li> <li>▪ With assistance, pays attention to when solving conflicts with other children, including eye contact, staying in proximity to other children when conflicts arise, and using simple words and phrases to solve the conflict.</li> <li>▪ Indicates preferences and intentions by responding to yes/no questions (e.g. "Are you done with that?" "Are you still using it?" "Can Javier use it now?" "Do you want to keep it?").</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide opportunities for child to play in simple social games such as "Follow the Leader," rolling the ball, dramatic play, pushing and riding in a wagon, or simple chase episodes.</li> <li>▪ Model, show, and talk with child about rules, limits, and options and explain how they help people get along and keep people safe.</li> <li>▪ Explain that you are near the child to keep them safe ("I am here to keep you safe." "I am here to make sure you do not get hurt." "I am here to help you play with your friends.").</li> <li>▪ Model ways to communicate to solve problems or conflicts and provide child with words to use (e.g. "Tell him he can have it when you're done. You can say, 'May I have that when you're done?'").</li> <li>▪ Help children assert their needs and wants without using aggressive behaviors (biting, pulling hair, pinching) and explain how these actions hurt others (e.g. "It's not O.K. to bite, but you can tell Johnny that you are angry.").</li> <li>▪ Demonstrate and explain positive effects of taking turns (e.g. "Wow, look at Emma! When you gave her a turn on the swing, she was so happy because she didn't have to wait anymore.").</li> <li>▪ Build problem solving skills by engaging children in conversations to make decisions and find solutions (e.g. "What can we do? You both want the ball?").</li> </ul>

**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
16 to 38 Months	Modifies self behavior to solicit others' actions or responses.	<ul style="list-style-type: none"> <li>▪ Imitates peers' behaviors, including participating in group toddler "herding behavior" where groups of toddlers begin doing the same thing, without obvious purpose (e.g. everyone looks and points to the ceiling at nothing in particular).</li> <li>▪ Experiments with effects of both positive and negative self actions on objects and people.</li> <li>▪ Plays with certain objects or does certain actions that will get adult's attention.</li> <li>▪ Responds to correction and consequences of a specific behavior but may not understand why the behavior warrants the consequence (e.g. "Why can't I bang on the pot?").</li> <li>▪ Recognizes that certain behaviors will elicit positive or negative responses from others.</li> <li>▪ Anticipates the impact of some actions (e.g. squints eyes as they drop a spoon that will clang as it hits the floor.)</li> <li>▪ Uses different actions to match other peoples' age, gender, role, or circumstances.</li> <li>▪ Takes others' hands to lead them to play or other activities or asks for play.</li> <li>▪ Tells others "no" or "yes" to simple questions.</li> <li>▪ Begins to understand the concept of taking turns in a game.</li> <li>▪ Begins to anticipate the impact of their actions, by</li> </ul>	<ul style="list-style-type: none"> <li>▪ Play games with child that demonstrates how behavior and actions cause effects (e.g. hat on the head, hat off the head, dump and fill games, songs such "Wheels on the Bus").</li> <li>▪ Model and explain waiting situations (e.g. waiting your turn in grocery checkout line). Demonstrate strategies to pass the time while actually waiting during daily routines.</li> <li>▪ Respond positively and with support to child's cues (e.g. "I can see you would like my help with your shoes. Can you say, 'Help please?' ").</li> <li>▪ Model words to describe your own and children's emotions. ("I am happy to see your smiling face at child care today." "You miss your mommy and your face is showing me you are thinking of her.").</li> <li>▪ Provide opportunities for children to play group games that include actions (e.g. Find Me, Ring Around the Rosie, Hokey Pokey, and I'm a Little Teapot).</li> <li>▪ When a child initiates play or a modification for playing a game or using an object, comment positively on the modification.</li> <li>▪ For children on the later months of this age range, explain that some rules keep children safe while other rules make life less troublesome for children and adults (e.g. Not touching electrical outlets is a safety rule. A rule about not writing with markers on the walls is important because marker ink makes it hard to clean the wall.). Some rules are about danger. Some are about</li> </ul>

		<p>the end of the period.</p>	<p>inconvenience and extra work for the child.</p> <ul style="list-style-type: none"> <li>▪ Provide opportunities for choices (e.g. "You can choose the red one or blue one.").</li> <li>▪ Redirect child's negative behaviors into positive behaviors (e.g. "Your body wants to throw today. How about throwing these balls into the basket.").</li> </ul>
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**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
<b>16 to 38 Months</b>	Uses most behaviors that are socially acceptable within a defined social environment.	<ul style="list-style-type: none"> <li>▪ Spontaneously laughs and squeals in response to other children.</li> <li>▪ Engages briefly with peers in structured play.</li> <li>▪ Uses names of other children.</li> <li>▪ Waits to take turns, with assistance.</li> <li>▪ Occasionally shares some objects, people, and space with peers; with adult assistance.</li> <li>▪ Shows enthusiasm about the company of others.</li> <li>▪ Participates in loosely structured group play and activities, such as chasing each other or singing and moving to music together.</li> <li>▪ Follows family and group routines (e.g. meal time events, nap or bedtime routines, car seat and travel, or book reading together).</li> <li>▪ Shows awareness of self and others for ownership of space and objects.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify with child the groups that he/she is a member of (family, school, community, cultural communities).</li> <li>▪ Use the names of children and adults often, and help children use names.</li> <li>▪ Encourage participation in simple classroom duties and household chores.</li> <li>▪ Provide consistent schedules with ample warning of transitions.</li> <li>▪ Provide opportunities for brief social games and group activities (e.g. "Head, Shoulders, Knees, and Toes," marching to music, or doing simple physical exercise together).</li> <li>▪ Display photographs of children playing together and name children and events.</li> <li>▪ During daily routines, look for spontaneous times for two or three children to do a task together (e.g. put the balls in the basket at pick-up time).</li> </ul>

**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
<p><b>16 to 38 Months</b></p>	<p>Gains simple vocabulary to accurately describe own and others' emotions.</p>	<ul style="list-style-type: none"> <li>▪ Uses social referencing to gauge how to respond to another person's emotion (e.g. looks toward caregiver to see how he responds when a child is hurt).</li> <li>▪ With adult assistance, offers age appropriate comforting strategies to comfort peers or adults when they are hurt or upset.</li> <li>▪ Demonstrates awareness of feelings during pretend play (e.g. soothes a crying baby doll).</li> <li>▪ Identifies expressions in pictures when asked to match the word to the facial expression.</li> <li>▪ In the latter half of the stage, uses words to identify emotional expressions and states of self and others.</li> <li>▪ Realizes and expresses how another child might feel (e.g. "Louisa is crying. I think she is sad.").</li> <li>▪ Treats animals kindly and gently with adult assistance.</li> <li>▪ Takes turns, with assistance.</li> <li>▪ Sometimes waits to get own needs met when other people are distressed.</li> <li>▪ Shows concern about objects related to social behavior (e.g. broken toys, torn clothing, spilled milk, or missing puzzle piece).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide opportunities to identify emotions by the use of pictures, posters, and mirrors.</li> <li>▪ Provide opportunities for social and dramatic play with simple themes and props, including those from own and different cultures.</li> <li>▪ Share the wonders of the natural world with child (e.g. playing outside together; reading books and telling stories about the natural world; handling natural objects such as shells, rocks, plants).</li> <li>▪ Demonstrate and explain responses to loss, injury, and pain (e.g. "JuHee fell down. Let's go see if she needs our help.").</li> <li>▪ Acknowledge child's strong emotions as stepping stones toward coping with the strong emotions.</li> </ul>

**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
<b>16 to 38 Months</b>	Uses language and body to initiate social humor.	<ul style="list-style-type: none"> <li>▪ Laughs at and initiates incongruities/ mismatches including visual and spoken situations (e.g. pants on head, cow says, "quack").</li> <li>▪ Uses knowledge to allow flexibility for humor.</li> <li>▪ Uses social referencing to gauge reactions for absurd situations.</li> <li>▪ Participates in group glee, where the glee is more about being a part of the group's pleasure than understanding an absurdity.</li> <li>▪ Engages in give and take in creating humorous events (e.g. chase, absurd body movements, gestures, facial expressions).</li> <li>▪ Exhibits physical humor (e.g. dancing, falling down, crawling, looking backward through legs).</li> <li>▪ In the latter months of this age range uses word play (e.g. repetition, absurdity, opposites in meaning, mixed up syllables).</li> <li>▪ Imitates humorous situations.</li> <li>▪ Makes animal sounds.</li> <li>▪ Mimics adults as they laugh, with or without knowing the reason for the laughter.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Follow the child's cues for engaging in humor.</li> <li>▪ Watch child's cues to know when to stop and protect child when body humor is being used (e.g. chasing, roughhousing).</li> <li>▪ Acknowledge child's attempts to understand and participate in humorous situations. When a child laughs along with adults, whether the child understands the humor or not, smile with the child. Avoid shaming a child or demeaning a child's attempts at joining in the laughter.</li> <li>▪ Recite and alter simple rhymes and songs, adding absurdities and inviting children to create absurdities.</li> <li>▪ Use joint attention, social referencing, and reciprocation to know when child sees the humor in a situation.</li> <li>▪ Use amused look to communicate humor.</li> <li>▪ Use humor to extend interactions and glee.</li> <li>▪ With children in the late stages of this age range, clarify social cues between peers when humor is misunderstood.</li> <li>▪ Avoid tickling young children. Tickling is unpleasant and over stimulating, especially when the person tickling is in control of the start and stopping of the stimulation, and much stronger than the child.</li> </ul>

**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
<b>16 to 38 Months</b>	Adapts to new settings and people with some assistance.	<ul style="list-style-type: none"> <li>▪ Uses a few strategies to ease separation from primary caregivers in familiar settings outside the home environment (e.g. waving bye-bye and watching them leave, sucking a thumb, sitting in a quiet place, finding a toy or book to look at, or sitting on another caregivers lap and crying softly).</li> <li>▪ Depending on temperament explores and plays in a range of familiar settings.</li> <li>▪ Displays ease and comfort when in a familiar place with familiar adults (e.g. home, relative's house, car, playground, or play group).</li> <li>▪ Asks questions or acts in other uncertain ways in unfamiliar settings and environments.</li> <li>▪ Resists leaving familiar settings, including child care, preschool, play group, or a friend's house.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Acknowledge that that child may be uncomfortable when routines change and comfort him/her. Plan ahead to anticipate ways to help the child adjust.</li> <li>▪ Consider child's culture and family patterns when entering new situations and groups.</li> <li>▪ Introduce child to a variety of settings, including diverse cultural settings (e.g. libraries, grocery stores, restaurants, doctor's office, or community events).</li> <li>▪ If child is uneasy or clingy in new environment, reassure the child and consider reducing the time you stay.</li> <li>▪ Visit and revisit new environments and activities so the child becomes familiar with the settings (e.g. parks, stores, community events).</li> <li>▪ Talk with child about how one setting is different from another setting.</li> </ul>

**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
<b>16 to 38 Months</b>	Become aware of simple similarities and differences between self and others.	<ul style="list-style-type: none"> <li>▪ Shows awareness of differences in gender and minor gender roles.</li> <li>▪ Shows awareness of similarities and differences in social norms for clothing and gender.</li> <li>▪ May verbalize general differences in gender, clothing, skin color, or hair color or style.</li> <li>▪ Show some awareness of the personal preferences of others (e.g. Daddy and I like to go to the Cracker Barrel).</li> <li>▪ Stares at people with unfamiliar physical characteristics (e.g. person on crutches, person with very long beard, person with purple hair).</li> </ul>	<ul style="list-style-type: none"> <li>▪ In the group care setting, provide materials and activities that reflect cultures of the children and families in the center.</li> <li>▪ Introduce child to people, experiences, interactions, and social settings that are similar and different from those they see in their daily lives.</li> <li>▪ Infuse child's environment with music, art, and words, sign language and books, stories, and poetry that is familiar, then offer some that is slightly different.</li> <li>▪ Talk to child about preferences, and ask questions or expand on their responses (e.g. "Which one do you like? Which one do you think Mommy would like?").</li> </ul>

**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><b>16 to 38 Months</b></p>	<p>Acts to show personal characteristics and preferences.</p>	<ul style="list-style-type: none"> <li>▪ Protests against limits, both real and perceived.</li> <li>▪ Attempts to take action on their own.</li> <li>▪ Resists efforts by others to offer direction or help.</li> <li>▪ Shows concern when separated from primary caregiver, and may cling upon reunion.</li> <li>▪ Recognizes and may show embarrassment when looking in the mirror or at photographs.</li> <li>▪ Identifies self by own name and gender (e.g. "I am Reuben. I am a boy.").</li> <li>▪ Identifies objects as belonging to him or her (e.g. "Mine!").</li> <li>▪ Shows awareness that others are watching by exaggerating actions or repeating behaviors.</li> <li>▪ Later in this age range, occupies self with play or other activity for ten to fifteen minutes.</li> <li>▪ Attempts to complete basic daily living tasks (e.g. eating, getting dressed).</li> <li>▪ Makes choices when given two to three options.</li> <li>▪ Indicates preferences by answering yes/no questions with verbal or gestural responses.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide opportunities for child to talk about self and others, including cultural and linguistic characteristics.</li> <li>▪ Be aware and respectful of cultural differences in valuing independence.</li> <li>▪ Expect child to protest as he/she expresses individuality.</li> <li>▪ Read books and stories about different abilities and cultures.</li> <li>▪ Talk to the child about their particular characteristics, making up songs, rhymes, and stories.</li> <li>▪ Display pictures and collages of the child and family, post them at child level, and take opportunities to engage child with the pictures.</li> <li>▪ Organize the learning environment so child can access toy and materials with little to no adult help.</li> <li>▪ Describe and encourage the child's efforts and accomplishments in daily activities.</li> </ul>

**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
<b>16 to 38 Months</b>	Views self as capable of attempting everyday tasks.	<ul style="list-style-type: none"> <li>▪ Imitates everyday activities that adults and older children do.</li> <li>▪ Shows recognition of own accomplishment, with smiles or comments.</li> <li>▪ Shows completed projects (drawing, block structure) to caregiver.</li> <li>▪ Takes on tasks to show capability, even though the task may be one never accomplished before (e.g. imitates use of adult tools, tries to sweep the floor with an adult-sized broom, or tries to use real tools).</li> <li>▪ Seeks help after unsuccessful attempts at new or challenging activities.</li> <li>▪ Sometimes initiates internalized rules for controlling self (e.g. puts self in timeout).</li> <li>▪ Checks emotional responses of others to regulate behavior.</li> <li>▪ Takes on roles that show authority and rules (e.g. discipline a doll during play or tell a "patient" what needs to be done by the doctor).</li> <li>▪ Relies on caregiver's support to follow rules and to contain impulses.</li> <li>▪ Controls some actions with unfamiliar people, but may show less control with familiar caregivers.</li> <li>▪ Takes turns with adult assistance.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Encourage or provide opportunities for the child to engage in new tasks that they can accomplish successfully.</li> <li>▪ Provide safe and consistent environments for active exploration.</li> <li>▪ Celebrate with child over accomplishments and explorations.</li> <li>▪ Monitor children's activities, watching for when a child needs support to try and maintain effort to try new abilities (e.g. persists in trying to walk backwards on the balance beam or tries to completely peel a banana).</li> <li>▪ Describe child's actions as they try new skills rather than giving empty praise.</li> <li>▪ Describe child's efforts at attempting a skill, even if they do not succeed.</li> <li>▪ Talk with child about all the things she can do on her own.</li> <li>▪ Be mindful of child's cultural influences.</li> <li>▪ Provide materials that encourage exploration (e.g. water, sand, or blocks).</li> </ul>

**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
<b>16 to 38 Months</b>	Accepts some limits and boundaries, with adult support.	<ul style="list-style-type: none"> <li>▪ Matches emotions to environment and situations.</li> <li>▪ Tests limits by insisting on trying activities without adult help, but will typically seek adult assistance after initial trials are unsuccessful.</li> <li>▪ Recognizes and expresses emotions towards familiar persons, pets, or possessions with appropriate facial expressions, words, gestures, signs, or other means.</li> <li>▪ Uses vocabulary to name own feelings.</li> <li>▪ Seeks caregiver's support when needing help.</li> <li>▪ Shows anxiety over temporary separations from parent or significant adults such as primary teacher, but calms self.</li> <li>▪ Plays near and is interested in other children.</li> <li>▪ Offers children objects or materials, or take these from other children.</li> <li>▪ In later months of this stage, in simple situations, accurately uses ("yours," "ours," "his," and "mine").</li> <li>▪ Near end of this period, accurately matches some emotional states of self and others (e.g. silly, sad, angry, happy, and excited).</li> <li>▪ Carries out simple one- or two-step directions from adults or children.</li> <li>▪ Shows frustration when challenged (e.g. when a toy won't do what they want, or when they can't get their socks off).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Set a couple of simple rules and respond consistently to child's behavior around these rules.</li> <li>▪ 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?").</li> <li>▪ Maintain consistency when establishing limits (e.g. bedtime routines or safety hazards).</li> <li>▪ Recognize that a child's protests of limits are typical of this age group.</li> <li>▪ Listen carefully and with interest to what child says, expanding on the message.</li> <li>▪ Provide opportunities for child to experience a range of emotions.</li> <li>▪ Model and teach words to help children express feelings.</li> <li>▪ Support and comfort child when he/she develops fears or shows disappointment, or is especially angry.</li> <li>▪ 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.</li> <li>▪ 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</li> </ul>

			<p>object).</p> <ul style="list-style-type: none"> <li>▪ Offer words and examples as they occur about emotional expression and strategies for coping.</li> <li>▪ 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.</li> <li>▪ Learn and be considerate of values of families and cultural groups regarding emotional expression.</li> </ul>
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