

**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   |
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| <b>16 to 38 Months</b> | Shows a desire for autonomy and self-action when with familiar adults. | <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> |

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|  |  | <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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