

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

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