

## ***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
36 to 60 Months	Shows confidence in seeking assistance from familiar adults.	<ul style="list-style-type: none"> <li>▪ Separates without undue anxiety in familiar settings with assistance from significant adults (younger children in this age range may need extra support).</li> <li>▪ Expresses affection for significant adults.</li> <li>▪ Approaches adults for assistance and offers to assist adults.</li> <li>▪ Carries out actions to please adults.</li> <li>▪ Expresses feelings verbally and non-verbally about adults (e.g. "I love Grandpa!" "My teacher is Miss Kathy. I like her. She likes me.").</li> <li>▪ Plays independently, but seeks comfort from familiar adults when distressed.</li> <li>▪ Asks questions of adults to obtain information.</li> <li>▪ Follows caregiver's guidance for appropriate behavior in different environments.</li> <li>▪ Identifies known safety rules.</li> <li>▪ Distinguishes roles among trusted and unknown adults (police officers, fire fighters).</li> <li>▪ Brings simple problem situations to adult's attention.</li> <li>▪ Works alone at a task, but asks for help when needed.</li> <li>▪ Works cooperatively with an adult to plan and organize activities and solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Model, explain, and provide opportunities for child to interact appropriately with and show respect to adults.</li> <li>▪ Communicate expectations clearly by modeling and showing the child ways to respond.</li> <li>▪ Show respect for child's choices and attempts at solving problems (e.g. when children are both wanting a toy, help them work out a way to each get a turn).</li> <li>▪ Offer support and social cues for child who is working to establish peer relationships.</li> <li>▪ Daily, provide one-on-one time when a child can confide in a parent, child care provider, or school staff.</li> <li>▪ Provide opportunities for a child to help an adult with home routines such as raking leaves, folding laundry, or setting the table; or child care setting routines such as carrying balls outside or helping a teacher sweep up after inside sand or water play.</li> <li>▪ Offer increasing choices within safe boundaries, such as "You can choose which coat to wear to school today. Look in the closet and see which one is right for today? Do you need one for really cold weather, or one for rainy weather?"</li> </ul>

## 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>36 to 60 Months</b></p>	<p>Engages in mutual social play that involves cooperation and shared purpose.</p>	<ul style="list-style-type: none"> <li>▪ Plays beside peers, though not engaging in common roles or sharing materials.</li> <li>▪ Interacts with peers in play, playing common themes and taking turns using the same materials and activities.</li> <li>▪ Interacts with peers in play, sometimes with cooperative play themes where materials and activities are shared.</li> <li>▪ Smiles, gives eye contact, and communicates verbally and non-verbally while playing with other children.</li> <li>▪ Shows preference for particular playmates.</li> <li>▪ Tries a variety of strategies to engage a peer.</li> <li>▪ Separates willingly from adults to play with friends.</li> <li>▪ Has at least one friend.</li> <li>▪ Initiates conversations with other children.</li> <li>▪ Asks questions and responds when children approach or seek conversation.</li> <li>▪ Makes decisions with other children, with adult prompts as needed (making rules).</li> <li>▪ Briefly waits for a turn when playing with other children.</li> <li>▪ Leads or participates in planning cooperative play with others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide opportunities for child to engage in a variety of play activities with other children (e.g. dramatic play, art projects, block building, free active physical play inside and outside, or dance class).</li> <li>▪ Read books, flannel stories, or poetry about children in cooperative situations and successful conflict resolution.</li> <li>▪ Teach children strategies that children can use when they want to join others in play (e.g. watching other children to see what they are playing and how they are playing; offering a prop that would add something to the play; playing beside the children they want to join; or making a comment about the play).</li> <li>▪ If a child is just learning how to join play, support that child as they learn new strategies. Help that child accept and move on to another play setting if rejected for that particular activity.</li> <li>▪ Offer many and varied situations and activities where children engage child in conversations with another child. Use mealtimes, group times, outdoor seating areas, sandboxes, and dramatic play settings to support children's conversations.</li> <li>▪ Support the child who is nonverbal by teaching other children to use basic signs, body language, and other visual supports for communication.</li> <li>▪ In school or child care settings, provide opportunities as appropriate for a child and family members to explain to the other children, what that child with special learning</li> </ul>

			<p>needs might do or need in the classroom (e.g. what hearing aids are or why the child uses oxygen, or why a child uses a wheelchair and how other children can play with that child).</p> <ul style="list-style-type: none"> <li>▪ Routinely model cooperation for children, and give words to describe cooperation among children and adults.</li> <li>▪ Demonstrate and explain how to be inclusive based on gender, culture, language, and abilities.</li> <li>▪ Provide opportunities for children to solve problems and resolve conflicts with adult help/facilitation.</li> </ul>
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**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>36 to 60 Months</b></p>	<p>Solves problems and communicate ideas with a peer, with adult supervision.</p>	<ul style="list-style-type: none"> <li>▪ Understands the concept of “mine,” “yours,” and “ours.”</li> <li>▪ Initiates play and other activities with children using positive approaches.</li> <li>▪ Uses simple strategies to solve problems, either individually or in a group (with assistance from an adult).</li> <li>▪ Uses several turn-taking strategies (e.g. bartering, trading, and beginning to share).</li> <li>▪ Without using physical aggression negotiates with other children to solve a problem, with some adult assistance.</li> <li>▪ States a position with reasons (e.g. “I do not want to play right now. I am tired.”).</li> <li>▪ Seeks out adult help when conflict solutions are not working.</li> <li>▪ Considers the need or interest of another child and accepts or suggests mutually acceptable solutions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide activities that allow child to negotiate social conflicts (e.g. dramatic play, blocks, and a variety of multicultural dress-up clothes).</li> <li>▪ Give child ample time to solve own problems before intervening.</li> <li>▪ Model appropriate strategies for conflict resolution and use questions to stimulate thinking (e.g. “What’s happening here?” “What are you going to try next?”).</li> <li>▪ Read stories, use flannel board, or invent puppet plays in which characters solve conflicts in socially appropriate ways.</li> <li>▪ Build problem solving skills by engaging children in multi-faceted decisions and solutions (e.g. “What can you two work out? You both want to take pictures with the digital camera and you both want to use the keyboard on the computer. There is one camera and one computer. So how might you two work out some sharing plan?”).</li> <li>▪ Model increasingly sophisticated vocabulary for negotiations and communicating ideas (e.g. trade, solve, plan, options, choices).</li> <li>▪ Remind and help children follow through on solutions they come up with to negotiate with peers.</li> <li>▪ Model and provide child with words to use when in a conflict (e.g. “Tell him he can have it when you’re done.” “May I have that when you’re done?”).</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
<b>36 to 60 Months</b>	Anticipates the impact of self actions on others.	<ul style="list-style-type: none"> <li>▪ Asks who, what, when, where, and how questions to understand effects of behavior ("If I do this, why does that happen?").</li> <li>▪ Identifies consequences of own actions on others ("If I share my toy, they will be happy.").</li> <li>▪ Recognizes other children's kind or unkind behaviors.</li> <li>▪ Shows sympathy and/or empathy for physically hurt or emotionally upset child.</li> <li>▪ Waits for a short period of time for a fun game or activity.</li> <li>▪ States reasons for rules and routines within the group, and mostly acts on those.</li> <li>▪ Accepts consequences of behavior, with assistance.</li> <li>▪ Verbally explains connection between actions and reactions though does not always resist carrying out a forbidden action.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide opportunities for dramatic play so that children can practice taking others' role or perspective.</li> <li>▪ Have child create "if-then" scenarios (e.g. "If I pick up my toys, then we will go for a walk.").</li> <li>▪ When there is a conflict between two children, demonstrate empathy and understanding for both children, and clarify their feelings and the situation.</li> <li>▪ Provide opportunities for children to participate in developing rules for the environment (e.g. "We walk inside." "We keep our hands on our own bodies."). Use "what" and "why" questions in this rules discussion.</li> <li>▪ Puppet shows can be especially effective to help children predict social actions and consequences.</li> </ul>

**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
<p><b>36 to 60 Months</b></p>	<p>Participate cooperatively in group activities.</p>	<ul style="list-style-type: none"> <li>▪ Notices and comments on who is absent from routine group settings (play groups).</li> <li>▪ Notices and comments if routines for the group are changed.</li> <li>▪ Identifies self as a member of a group (refers to our family, our school, our team, our tribe).</li> <li>▪ Observes and imitates behaviors of others in the group or family.</li> <li>▪ Displays increased level of independent exploration.</li> <li>▪ Uses play to explore, practice, and understand social roles.</li> <li>▪ Joins a group of other children playing, with adult prompts, as needed.</li> <li>▪ Maintains simple give and take interactions with peers and adults.</li> <li>▪ Most of the time, complies with group rules.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Promote a sense of community and interdependence within groups during daily activities and routines such as cleanup time, meal preparation, or reading, singing, or doing chores together.</li> <li>▪ Offer props and materials that promote turn taking and sharing, such as table activities in child care groups, and passing food at the table in families.</li> <li>▪ Expose children to groups of children across many settings, such as play groups, child care or early childhood programs, church groups, family groups, or friend groups, sporting events, or informal playground groups.</li> <li>▪ When children see people in a role throughout the community from those working in stores, movies, restaurants, businesses, health care, law enforcement, or education, comment on those social roles.</li> <li>▪ Talk about family roles and social aspects of belonging to a family. Enrich each child's understanding of their family group heritage and culture with everyday rituals and celebrations acknowledged and discussed. These might include simple and more complex actions such as how birthdays are celebrated, what the family does when grandpa comes to visit, what happens when someone gets married, or what the family does when they wake up and eat breakfast.</li> <li>▪ Model teamwork with others to accomplish a task (e.g. have children watch adults prepare a meal together and ask them to contribute simple tasks to the team effort).</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>36 to 60 Months</b></p>	<p>Recognizes and responds to another's emotions and situation.</p>	<ul style="list-style-type: none"> <li>▪ Notices and shows concern for peers' feelings.</li> <li>▪ Observes other's reactions to self-actions, sometimes adjusting to other's reactions.</li> <li>▪ Adopts a variety of roles and feelings during pretend play.</li> <li>▪ Identifies feelings of characters in stories.</li> <li>▪ Shows emotional states consistent with events and actions of others.</li> <li>▪ Asks questions about what is alive or not alive.</li> <li>▪ Shows awareness of what others get to do or to have, in relation to self.</li> <li>▪ Uses descriptive words to show a range of emotional states (e.g. Antony is so angry that his face turned red" or "That man in the picture is happy because he is laughing so hard.").</li> </ul>	<ul style="list-style-type: none"> <li>▪ Model a friendly, positive, and respectful manner when listening and responding to child's comments and suggestions.</li> <li>▪ Name and discuss feelings (e.g. "I see that you're disappointed because...").</li> <li>▪ Provide opportunities for child to play with friendly and gentle animals, with close supervision.</li> <li>▪ Schedule time for children to engage in sustained, uninterrupted play together, so that they can work out ways to communicate their intentions and feelings.</li> <li>▪ Offer opportunities for child to take care of living things (e.g. plants, pets, and butterflies).</li> <li>▪ In play groups, offer group activities such as washing baby dolls in tubs full of water when new siblings are expected in families. Offer conversation starters about what a new baby might need and let the conversation move from there.</li> <li>▪ Acknowledge a child's interest in things that live and die (e.g. plants, pets, and butterflies).</li> <li>▪ When significant people in the child's environment die or leave, teachers and families can talk together about sensitive issues of death and loss, and plan strategies for helping the child.</li> <li>▪ Learn about the many variations in how children cope with loss and grief. Stay attuned to the child's play themes of loss and grief.</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>36 to 60 Months</b>	Uses novel language, sounds, and meanings to initiate interaction with adults and peers. Uses physical humor for social purposes.	<ul style="list-style-type: none"> <li>▪ Laughs with others.</li> <li>▪ Mimics others actions and expressions, sometimes impersonating favorite amusing characters.</li> <li>▪ Uses slapstick, physical humor.</li> <li>▪ Laughs for the delight of laughing.</li> <li>▪ Uses body function humor.</li> <li>▪ Makes absurd, sometimes rude noises.</li> <li>▪ Makes up sounds and rhymes without meaning.</li> <li>▪ Combines nonsense syllables and real words.</li> <li>▪ Uses distortions of familiar attributes/concepts (e.g. man's head/dog's body, outsized changes in size, shape).</li> <li>▪ Laughs at and tells simple verbal jokes/riddles, although may not be able to replicate format or to tell the joke accurately.</li> <li>▪ Shows concrete thinking when posing questions and answers in attempts to tell riddles, but typically misapplies the humorous intent of the riddle, offering a true answer to the question rather than a joke; pre-riddle stage.</li> <li>▪ Laughs at gender reversals and incongruous actions (e.g. a cow on skates, a cat in a costume).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Expect jokes and group silliness and respond with smiles. Intervene if the silliness becomes physically hazardous to the children.</li> <li>▪ Monitor intensity of experiences, reading children's cues for when the child is overstimulated.</li> <li>▪ Use humor to help children learn acceptable behavior (e.g. when child says, "No, I won't," try humorously singing, "No, no, no-no-n-no-no. No, no. no-no-n-no-no. Yes, yes, yes-yes and yes-yes!").</li> <li>▪ Read amusing books and sing funny songs that include absurdities, taking turns with the child to make up verses or create absurd stories.</li> <li>▪ Use humor as a tool for language development. Offer children opportunities to use reversals of ideas and knowledge that result in absurdities (e.g. child knows the names and sounds that animals make, then make up songs and stories where sounds are combined and altered (e.g. Cows say, "cock-a-moodle-do").</li> <li>▪ Clarify social humor between children.</li> <li>▪ Use joint attention, social referencing, and reciprocation with child when humor is tentative.</li> <li>▪ Clarify and support joking/humor between peers.</li> <li>▪ Understand cultural norms for humor for children in a group.</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>36 to 60 Months</b>	Adjusts to unfamiliar settings and people, with minimal adult assistance.	<ul style="list-style-type: none"> <li>▪ Explores objects and materials and interacts with others in unfamiliar settings, with adult reassurance.</li> <li>▪ Sometimes clings and shows reluctance to separate in unfamiliar situations.</li> <li>▪ May use "transitional object" to ease concerns when unsure in a setting.</li> <li>▪ Uses environmental cues in unfamiliar settings to gauge how to behave and take action in that setting (e.g. looks for cues on what can be touched or not, what voice level is appropriate, or what is appropriate for children to play and what is to be used by adults).</li> <li>▪ Usually follows routine transitions in family life and familiar settings, and can adjust to changes when assisted by primary caregivers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide child with reminders when changes in schedule are planned.</li> <li>▪ Use a child's prior experiences to talk with them about upcoming diverse experiences, and to talk about what happens in the new experience.</li> <li>▪ When possible, limit the number and timing of unfamiliar transitions and events.</li> <li>▪ Support routines for saying "hello" and "good-bye."</li> <li>▪ Demonstrate and explain appropriate behavior for different settings.</li> <li>▪ Involve child in signaling transitions (e.g. ringing bell for transition, sing a song, say a poem, put on an article of clothing).</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>36 to 60 Months</b>	Shows curiosity about differences and similarities between self and others.	<ul style="list-style-type: none"> <li>▪ Compares similarities or differences of others in his/her circle of contact (e.g. height, hair color, age, way of speaking, abilities).</li> <li>▪ Develops awareness, knowledge, and appreciation of own gender and cultural identity.</li> <li>▪ With guidance, includes other children in activities who are of a different gender, ethnic background, who speak other languages, or who have special needs.</li> <li>▪ Asks questions about other's families, ethnicity, language, cultural heritage, and differences in physical characteristics.</li> <li>▪ Demonstrates an understanding of inclusion or fairness through words and actions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide opportunities for child to describe own physical characteristics.</li> <li>▪ Celebrate cultural, linguistic, and physical similarities and differences of all children and families.</li> <li>▪ Demonstrate and explain that one person may play different roles (father and teacher).</li> <li>▪ Invite parents and others from the community to tell stories and read books to children.</li> <li>▪ Host volunteer visitor days where people of all abilities, age, race, and gender are included.</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
<b>36 to 60 Months</b>	Uses strategies to differentiate themselves from others, and to get their needs met.	<ul style="list-style-type: none"> <li>▪ Demonstrates awareness of their abilities, characteristics, and preferences.</li> <li>▪ Refers to self by first and last name and uses appropriate pronouns (I, me) rather than referring to self in the third person.</li> <li>▪ Chooses individual activities when practicing skills (e.g. doing puzzles, painting).</li> <li>▪ Expresses self in different roles during pretend play, often in solitary play, and later in this age group, while associating with other children.</li> <li>▪ Uses words to express feelings about separating from, and reuniting with primary caregiver.</li> <li>▪ Compares self with others.</li> <li>▪ Describes self as a person with a mind, a body, and feelings.</li> <li>▪ Describes family members and begins to understand their relationship to one another.</li> <li>▪ Attempts to exert will and preferences.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Acknowledge child's accomplishments.</li> <li>▪ Encourage child to experiment with growing competence and individuality by providing child opportunities to make choices or decisions.</li> <li>▪ Offer many and varied opportunities for children to document their skills and abilities, including digital pictures, dictated stories, family photos, and charts and graphs of children's ideas and opinions.</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
36 to 60 Months	Shows confidence and competence in managing simple, everyday skills for daily living, with and without assistance.	<ul style="list-style-type: none"> <li>▪ Expresses delight with mastery of a skill (e.g. "I did it myself!").</li> <li>▪ Asks others to view own creations (e.g. "Look at my picture!").</li> <li>▪ Shows confidence in achievement (e.g. "I can climb to the top of the big slide!" "I can walk all around the sidewalk on the playground with my walker.").</li> <li>▪ Expresses own ideas and opinions.</li> <li>▪ Practices a skill repeatedly until achieved.</li> <li>▪ Shows pride and pleasure when someone reacts to the child's action or creation.</li> <li>▪ May try to negotiate with caregiver about what they are supposed to do.</li> <li>▪ Talks to self, using private or inner speech to help remember rules and standards for behavior.</li> <li>▪ Shows self-awareness by complying with rules and expectations of adults much of the time.</li> <li>▪ Shows remorse when fails to succeed in socially acceptable ways in social interactions with others.</li> <li>▪ Shows some self-criticism, shame, and guilt if they do not succeed or make a mistake.</li> <li>▪ Near the end of this age range, becomes consistent in sharing and sometimes views sharing as an obligation.</li> <li>▪ May exaggerate own strength and abilities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ In child care settings, make a checklist of everyday tasks that a child in this age range is learning. Plan environments so that children have many and varied activities where they can practice those tasks (e.g. dressing, self-feeding, writing, physical activities, and making music and art). Provide opportunities for child to try a task from the list, and offer assistance, as appropriate.</li> <li>▪ Provide plenty of time and opportunities for child to play, explore, experiment, and accomplish tasks and develop a sense of competence.</li> <li>▪ Invite child to share ideas, skills, or ways to solve a problem.</li> <li>▪ Offer opportunities for children to watch each other trying new skills.</li> <li>▪ Assist children as they are learning a skill by figuring out where they are starting with their learning, then provide encouragement for each little bit of the skill they achieve. (e.g. talk with child about all the things she can do on her own).</li> <li>▪ Provide materials and time for exploration with art materials, sand and water, blocks, and construction toys.</li> <li>▪ Recognize child's desire to feel capable and strong, and to make progress toward getting better at a skill.</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>36 to 60 Months</b>	With adult assistance and guidance, controls aggressive actions, words, and emotions.	<ul style="list-style-type: none"> <li>▪ Expresses strong emotions constructively, with assistance.</li> <li>▪ Expresses ownership of feelings and desires to control self, with assistance.</li> <li>▪ With assistance, calms self after having strong emotions (e.g. goes to quiet area or requests favorite book to be read when upset).</li> <li>▪ Frequently waits a brief time for a turn.</li> <li>▪ Shows patience as others speak or act in a group activity.</li> <li>▪ With assistance, sticks with difficult tasks without becoming frustrated to the point of quitting or aggressive behavior.</li> <li>▪ Participates in routine activities such as meal time, snack time, bathing, or bedtime.</li> <li>▪ Follows simple rules without reminders (e.g. puts toys back on a shelf, puts lids back on markers).</li> <li>▪ Uses most materials for intended purpose, and safely (e.g. uses paints or markers on paper, uses glue stick with attention to keeping other surfaces clear of the glue, avoids pushing toys into places where the toys might be damaged, or looks before throwing a ball toward someone).</li> <li>▪ Adapts to changes in daily schedule.</li> <li>▪ Predicts what comes next in the day, according to an established and consistent schedule.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Anticipate and provide guidance when child needs assistance regulating emotions.</li> <li>▪ Provide child with schedules and routines such as first/then charts, count down cares, or timers/clocks.</li> <li>▪ Prepare child for changes in daily schedule by providing advance warning, talking with, and listening to child.</li> <li>▪ Provide opportunities for child to understand and discuss own and others' feelings (e.g. use active listening: down on child level making eye contact and help with labeling of feelings).</li> <li>▪ Model appropriate expression of emotions and talk about how you feel (e.g. singing when you are happy, sighing when you are frustrated, or pounding clay when angry).</li> <li>▪ Discuss how the characters in a book might feel while reading books with child.</li> <li>▪ Be aware of cultural and gender differences in expressing feelings.</li> <li>▪ Avoid stereotyping a child's expression of emotion (e.g. validate both boys and girls when they cry or when they get angry).</li> <li>▪ Incorporate books on feelings that reflect the language and cultural background of the child.</li> <li>▪ Engage child in pretend play with other children using realistic props that encourage children to act out roles</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Names and talks about own emotions and controlling those emotions (e.g. "I love water day at school." "I am going to read these books until it is time to get outside!").</li> <li>▪ Uses pretend play to understand and respond to emotions.</li> <li>▪ Associates emotions with words, and facial and body expressions.</li> <li>▪ Uses drawing, painting, and clay to express emotions.</li> </ul>	<p>and feelings in response to situations.</p> <ul style="list-style-type: none"> <li>▪ Acknowledge child for expressing and regulating feelings.</li> <li>▪ Use posters at child level with pictures of feelings and the names of each feeling for children to look at, describe, and mimic.</li> </ul>
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