

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"> ▪ Separates without undue anxiety in familiar settings with assistance from significant adults (younger children in this age range may need extra support). ▪ Expresses affection for significant adults. ▪ Approaches adults for assistance and offers to assist adults. ▪ Carries out actions to please adults. ▪ Expresses feelings verbally and non-verbally about adults (e.g. "I love Grandpa!" "My teacher is Miss Kathy. I like her. She likes me."). ▪ Plays independently, but seeks comfort from familiar adults when distressed. ▪ Asks questions of adults to obtain information. ▪ Follows caregiver's guidance for appropriate behavior in different environments. ▪ Identifies known safety rules. ▪ Distinguishes roles among trusted and unknown adults (police officers, fire fighters). ▪ Brings simple problem situations to adult's attention. ▪ Works alone at a task, but asks for help when needed. ▪ Works cooperatively with an adult to plan and organize activities and solve problems. 	<ul style="list-style-type: none"> ▪ Model, explain, and provide opportunities for child to interact appropriately with and show respect to adults. ▪ Communicate expectations clearly by modeling and showing the child ways to respond. ▪ 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). ▪ Offer support and social cues for child who is working to establish peer relationships. ▪ Daily, provide one-on-one time when a child can confide in a parent, child care provider, or school staff. ▪ 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. ▪ 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?"