

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
36 to 60 Months	With adult assistance and guidance, controls aggressive actions, words, and emotions.	<ul style="list-style-type: none"> ▪ Expresses strong emotions constructively, with assistance. ▪ Expresses ownership of feelings and desires to control self, with assistance. ▪ With assistance, calms self after having strong emotions (e.g. goes to quiet area or requests favorite book to be read when upset). ▪ Frequently waits a brief time for a turn. ▪ Shows patience as others speak or act in a group activity. ▪ With assistance, sticks with difficult tasks without becoming frustrated to the point of quitting or aggressive behavior. ▪ Participates in routine activities such as meal time, snack time, bathing, or bedtime. ▪ Follows simple rules without reminders (e.g. puts toys back on a shelf, puts lids back on markers). ▪ 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). ▪ Adapts to changes in daily schedule. ▪ Predicts what comes next in the day, according to an established and consistent schedule. 	<ul style="list-style-type: none"> ▪ Anticipate and provide guidance when child needs assistance regulating emotions. ▪ Provide child with schedules and routines such as first/then charts, count down cares, or timers/clocks. ▪ Prepare child for changes in daily schedule by providing advance warning, talking with, and listening to child. ▪ 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). ▪ 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). ▪ Discuss how the characters in a book might feel while reading books with child. ▪ Be aware of cultural and gender differences in expressing feelings. ▪ Avoid stereotyping a child's expression of emotion (e.g. validate both boys and girls when they cry or when they get angry). ▪ Incorporate books on feelings that reflect the language and cultural background of the child. ▪ Engage child in pretend play with other children using realistic props that encourage children to act out roles

		<ul style="list-style-type: none"> ▪ 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!"). ▪ Uses pretend play to understand and respond to emotions. ▪ Associates emotions with words, and facial and body expressions. ▪ Uses drawing, painting, and clay to express emotions. 	<p>and feelings in response to situations.</p> <ul style="list-style-type: none"> ▪ Acknowledge child for expressing and regulating feelings. ▪ Use posters at child level with pictures of feelings and the names of each feeling for children to look at, describe, and mimic.
--	--	--	--