

## ***IDAHO EARLY LEARNING EGUIDELINES***

### **GOAL 30: CHILDREN DEMONSTRATE AWARENESS OF BEHAVIOR AND ITS EFFECTS ON OTHERS.**

**Domain 3:** Social and Emotional Development

**Sub-Domain:** Social Development

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

[First, Second, and Third Grades](#)

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
<p><b>Birth through 8 Months</b></p>	<p>Becomes aware that their actions may be linked to another's response.</p>	<ul style="list-style-type: none"> <li>▪ Repeats actions to cause a desired effect (e.g. cries and caregivers supply food).</li> <li>▪ Recognizes that certain adult actions are associated with expected behavior (e.g. when my caregiver puts me in crib, I go to sleep).</li> <li>▪ Makes a variety of sounds to gain caregiver's attention and response.</li> <li>▪ Pushes or drops items off highchair and looks for reaction from others.</li> <li>▪ Repeatedly bangs or waves object and looks to others for response.</li> <li>▪ Near the end of this age range, anticipates specific reactions to self-actions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respond consistently to child's behaviors with similar actions, tone, and words.</li> <li>▪ Play turn-taking games with child where there are actions and reactions.</li> <li>▪ Respond to child's needs and wants and comment on the relationship between what the child needed and what happened in relation to what the child did.</li> <li>▪ Expand on child's vocalization or actions (e.g. "Da, da, da – that sound is fun to make!" "Look at you sitting up all by yourself!").</li> <li>▪ Provide opportunities for child to explore your face and to lead the interaction (e.g. "You are looking at my eyes, what do you see?").</li> <li>▪ While sitting with the child during floor time, acknowledge how the child moves, or what the child gazes at (e.g. "You are looking at that block. Let me move it closer to you.").</li> <li>▪ During care giving routines, give babies cues to what will happen next, and allow time for them to respond.</li> <li>▪ Respond to child's cues and expand on their response (e.g. "I can hear you are hungry. I will warm your bottle.").</li> </ul>

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6 to 18 Months	Anticipates reactions to their actions.	<ul style="list-style-type: none"> <li>▪ Respond to words and tone of voice from others for redirection.</li> <li>▪ Uses others' facial expressions or gestures to guide own behavior (e.g. looks toward adult when reaching for a forbidden item, such as an electric outlet).</li> <li>▪ Sometimes repeats behaviors despite negative consequences.</li> <li>▪ Shakes head "no" or "yes" in response to questions. (Sometimes uses head shakes for "no," even when child means "yes").</li> <li>▪ Uses simple gestures or signs to indicate needs or wants.</li> <li>▪ Shows understanding that characters from books, movies, and songs are associated with certain actions or behaviors (e.g. animal picture and animal sounds, or motor sounds for transportation vehicles).</li> <li>▪ Brings or gives objects to others to connect or initiate play.</li> <li>▪ Moves towards or reaches for caregiver to be held.</li> <li>▪ Uses repeated sounds or words to gain caregivers attention or reaction (e.g. child says, "ba, ba, ba," and caregiver responds, with "ba, ba, ba.").</li> <li>▪ Near the end of this period, modifies behavior in an effort to solicit others' actions or responses.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Anticipate the actions of child to prevent them from hurting self or others.</li> <li>▪ During care giving routines, give child cues about what will happen next (e.g. "I'm going to wipe your bottom. Oh . . . is that a little cold?").</li> <li>▪ Be intentional about your responses to a child's behavior, matching your behavior to the child's intent (e.g. child throws food item on the floor after eating most of the food, then you assume child is full, and is now experimenting with dropping items, rather than still eating. The strategy you use for how you respond is different if you think the child is still eating, or if the child is thinking scientifically.).</li> <li>▪ Talk with child about what they see or what they are doing.</li> <li>▪ Respond to child's cues and expand on their responses (e.g. "Do you want me to hold you while Mom says goodbye?").</li> <li>▪ Be aware of the child's preferences and accommodate those as appropriate.</li> <li>▪ Offer opportunities for child to make simple choices (e.g. offer two toys at the same time and let the child choose).</li> <li>▪ Use words to describe the emotion or action the child uses.</li> <li>▪ Respond to child's cues lovingly and consistently.</li> </ul>

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16 to 38 Months	Modifies self behavior to solicit others' actions or responses.	<ul style="list-style-type: none"> <li>▪ Imitates peers' behaviors, including participating in group toddler "herding behavior" where groups of toddlers begin doing the same thing, without obvious purpose (e.g. everyone looks and points to the ceiling at nothing in particular).</li> <li>▪ Experiments with effects of both positive and negative self actions on objects and people.</li> <li>▪ Plays with certain objects or does certain actions that will get adult's attention.</li> <li>▪ Responds to correction and consequences of a specific behavior but may not understand why the behavior warrants the consequence (e.g. "Why can't I bang on the pot?").</li> <li>▪ Recognizes that certain behaviors will elicit positive or negative responses from others.</li> <li>▪ Anticipates the impact of some actions (e.g. squints eyes as they drop a spoon that will clang as it hits the floor.)</li> <li>▪ Uses different actions to match other peoples' age, gender, role, or circumstances.</li> <li>▪ Takes others' hands to lead them to play or other activities or asks for play.</li> <li>▪ Tells others "no" or "yes" to simple questions.</li> <li>▪ Begins to understand the concept of taking</li> </ul>	<ul style="list-style-type: none"> <li>▪ Play games with child that demonstrates how behavior and actions cause effects (e.g. hat on the head, hat off the head, dump and fill games, songs such "Wheels on the Bus").</li> <li>▪ Model and explain waiting situations (e.g. waiting your turn in grocery checkout line). Demonstrate strategies to pass the time while actually waiting during daily routines.</li> <li>▪ Respond positively and with support to child's cues (e.g. "I can see you would like my help with your shoes. Can you say, 'Help please?' ").</li> <li>▪ Model words to describe your own and children's emotions. ("I am happy to see your smiling face at child care today." "You miss your mommy and your face is showing me you are thinking of her.").</li> <li>▪ Provide opportunities for children to play group games that include actions (e.g. Find Me, Ring Around the Rosie, Hokey Pokey, and I'm a Little Teapot).</li> <li>▪ When a child initiates play or a modification for playing a game or using an object, comment positively on the modification.</li> <li>▪ For children on the later months of this age range, explain that some rules keep children safe while other rules make life less troublesome for children and adults (e.g. Not touching electrical outlets is a safety rule. A rule about not writing with markers on the walls is important because marker ink makes it hard to clean the wall.). Some rules are about danger. Some are about inconvenience and extra work for the child.</li> <li>▪ Provide opportunities for choices (e.g. "You can choose the red one or blue one.").</li> </ul>

		<p>turns in a game.</p> <ul style="list-style-type: none"> <li>▪ Begins to anticipate the impact of their actions, by the end of the period.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Redirect child's negative behaviors into positive behaviors (e.g. "Your body wants to throw today. How about throwing these balls into the basket.").</li> </ul>
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36 to 60 Months	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>

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60 Months through Kindergarten	Recognizes certain behaviors bring positive consequences and others bring negative consequences.	<ul style="list-style-type: none"> <li>▪ Describes how own actions make others feel and behave.</li> <li>▪ Cooperates with peers to complete a project or game, with little conflict.</li> <li>▪ Engages in empathetic, caring behavior so others respond positively.</li> <li>▪ Explains self actions in response to others' actions and feelings (e.g. "I gave her a hug because she was sad.").</li> <li>▪ Engages in and can maintain conversations about social interactions.</li> <li>▪ Differentiates interactions with family members, acquaintances, and friends depending on the settings and circumstances.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Model and provide opportunities for child to take others' perspective before making decisions (e.g. "What would Maria think or feel if you gave her your book?").</li> <li>▪ Engage children in discussions about how they like or dislike to be treated.</li> </ul>

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<p><b>First, Second, and Third Grades</b></p>	<p>Uses self actions that are adaptable across most social settings and relationships.</p>	<ul style="list-style-type: none"> <li>▪ Internalizes standards of the group; but may still need adult monitoring, modeling, and reinforcement.</li> <li>▪ Engages in positive relationships with acquaintances and friends, including children and adults.</li> <li>▪ Clarifies and creates links between moral rules and social norms.</li> <li>▪ Interprets behaviors and words of others, including children, and adults.</li> <li>▪ Refrains from saying something that might embarrass or hurt others.</li> <li>▪ Imitates self-regulation traits within society or smaller groups based on actions and reactions of other children or adults.</li> <li>▪ Creates rules for games and activities.</li> <li>▪ Reads social cues and respond accurately with behavior modifications, most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Promote and model moral sensitivity, judgment, motivation, and character for all children.</li> <li>▪ Learn about varying cultural expressions in what is acceptable social behavior across cultures so you can offer support for children’s developing awareness of how to adapt.</li> <li>▪ Acknowledge cultural variations in behavior.</li> <li>▪ Provide opportunities for adult support and facilitation of rule development.</li> </ul>