

IDAHO EARLY LEARNING EGUIDELINES

GOAL 34: CHILDREN ADAPT TO DIVERSE SETTINGS.

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			
APPRECIATING DIVERSITY			
GOAL 34: CHILDREN ADAPT TO DIVERSE SETTINGS.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Reacts differentially to people, events, and settings.	<ul style="list-style-type: none"> ▪ Orients physically toward familiar people. ▪ Uses social smile with familiar people. ▪ Observes surroundings. ▪ Shows attachment to primary caregivers. ▪ Changes behaviors when a new setting is presented (e.g. looks to parent or caregiver for guidance). ▪ Near the end of this age range, shows concern when primary caregivers are not present. ▪ Near the end of this age range, chooses primary caregivers over others when distressed or uncomfortable. 	<ul style="list-style-type: none"> ▪ Establish predictable, consistent family rituals, routines, and activities. ▪ Provide adequate transition time and talk with child about upcoming changes to schedule or setting. ▪ Provide child with special blanket or other object for comfort during changes. ▪ Watch for child's cues of comfort or need for support and closeness. ▪ When leaving child in the care of others, assure the child that you will return, and show assurance on your face and in body language that you will be back.

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
6 to 18 Months	Shows awareness of safe relationships and environments.	<ul style="list-style-type: none"> ▪ Watches primary attachment figures' movements, calling to them and seeking proximity to them. ▪ Explores new settings with support from caregiver. ▪ Shows awareness of the possibility of hazards in different settings by clinging or staying close to caregiver. ▪ May use familiar item or behavior for comfort (e.g. sucking thumb, rubbing ear, holding a favored blanket or stuffed animal). ▪ Shows a range of levels of concern or anxiety when separated from primary caregiver. ▪ Reacts to strangers with initial caution, sometimes refusing to look at or respond to them. ▪ Warms up to unfamiliar people with time and support from familiar people. ▪ May show irritability when routines are disrupted. 	<ul style="list-style-type: none"> ▪ Provide child with opportunities to view and explore new environments, with patient and calm adult support. ▪ Reassure child and offer comfort in new setting by staying close. ▪ Read child's cues and body language when in new situations (e.g. when child shows distress, stay close, reassure, and limit exposure time). ▪ Provide child with items that feel and smell familiar when a child is going to experience separation for a time. ▪ In child care settings, learn at least a few words for soothing feelings and a few words for everyday routines from a child's home language. ▪ Provide child with consistent objects and routines to help adapt to changes in settings.

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
16 to 38 Months	Adapts to new settings and people with some assistance.	<ul style="list-style-type: none"> ▪ Uses a few strategies to ease separation from primary caregivers in familiar settings outside the home environment (e.g. waving bye-bye and watching them leave, sucking a thumb, sitting in a quiet place, finding a toy or book to look at, or sitting on another caregivers lap and crying softly). ▪ Depending on temperament explores and plays in a range of familiar settings. ▪ Displays ease and comfort when in a familiar place with familiar adults (e.g. home, relative's house, car, playground, or play group). ▪ Asks questions or acts in other uncertain ways in unfamiliar settings and environments. ▪ Resists leaving familiar settings, including child care, preschool, play group, or a friend's house. 	<ul style="list-style-type: none"> ▪ Acknowledge that that child may be uncomfortable when routines change and comfort him/her. Plan ahead to anticipate ways to help the child adjust. ▪ Consider child's culture and family patterns when entering new situations and groups. ▪ Introduce child to a variety of settings, including diverse cultural settings (e.g. libraries, grocery stores, restaurants, doctor's office, or community events). ▪ If child is uneasy or clingy in new environment, reassure the child and consider reducing the time you stay. ▪ Visit and revisit new environments and activities so the child becomes familiar with the settings (e.g. parks, stores, community events). ▪ Talk with child about how one setting is different from another setting.

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
36 to 60 Months	Adjusts to unfamiliar settings and people, with minimal adult assistance.	<ul style="list-style-type: none"> ▪ Explores objects and materials and interacts with others in unfamiliar settings, with adult reassurance. ▪ Sometimes clings and shows reluctance to separate in unfamiliar situations. ▪ May use “transitional object” to ease concerns when unsure in a setting. ▪ 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). ▪ Usually follows routine transitions in family life and familiar settings, and can adjust to changes when assisted by primary caregivers. 	<ul style="list-style-type: none"> ▪ Provide child with reminders when changes in schedule are planned. ▪ Use a child’s prior experiences to talk with them about upcoming diverse experiences, and to talk about what happens in the new experience. ▪ When possible, limit the number and timing of unfamiliar transitions and events. ▪ Support routines for saying “hello” and “good-bye.” ▪ Demonstrate and explain appropriate behavior for different settings. ▪ Involve child in signaling transitions (e.g. ringing bell for transition, sing a song, say a poem, put on an article of clothing).

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
60 Months through Kindergarten	Anticipates what to expect in unfamiliar settings.	<ul style="list-style-type: none"> ▪ Expresses anticipation of special events in different settings by talking about upcoming events, asking questions and making comments. ▪ Looks for clarification from adults about new settings and what will occur there. ▪ In most familiar activities in daily settings, uses predictable and socially appropriate behaviors. ▪ Shows flexibility when events change from routine. ▪ Anticipates what will be needed when facing a novel or unfamiliar setting (e.g. "We're going to ski, so I better bring gloves." "I'm going to kindergarten. I might need some paper because I might have to write something."). 	<ul style="list-style-type: none"> ▪ Prepare child for transition to new classroom or kindergarten through a variety of activities such as visiting the classroom, practicing taking a bus, and finding where bathrooms are. ▪ Encourage child to think about and be prepared for diverse cultural settings. ▪ Talk about what is new and different in the unfamiliar setting and what will be familiar. ▪ Include child in planning culminating or celebratory activities associated with transitions (going to ski hill for first time, going to kindergarten, visiting the dentist, or taking a first swimming lesson).

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
<p>First, Second, and Third Grades</p>	<p>Uses a variety of strategies for addressing diverse and unexpected experiences and activities.</p>	<ul style="list-style-type: none"> ▪ Anticipates a variety of real and imagined fears to approach experiences. ▪ Asks questions about what a new situation will be like, who will be there, and other anticipatory questions. ▪ Adjusts to events across settings, depending on prior experiences with similar situations and settings. ▪ Recognizes that other people have opinions about and experiences in unfamiliar settings, and compares self knowledge and experience in that same setting. 	<ul style="list-style-type: none"> ▪ Provide activities for child to express fears in a safe environment (e.g. time and privacy to discuss fears). ▪ Offer children opportunity to write, illustrate, and comment about new experiences prior to the experience (e.g. what do you already know about the upcoming experience), about what they predict might occur during the experience (what will it be like), and to document what happened (what did you learn?). ▪ Talk about what to expect and answer questions and worries. ▪ Make professional support available to parents and child when child's fears interfere with the ability to grow, develop, and learn. ▪ Create opportunities for child to develop and carry out activities associated with transitions and unfamiliar experiences.