

IDAHO EARLY LEARNING EGUIDELINES

GOAL 36: CHILDREN PERCEIVE THEMSELVES AS UNIQUE INDIVIDUALS.

Domain 3: Social and Emotional Development
Sub-Domain: Emotional Development

[Birth through 8 Months](#)

[6 to 18 Months](#)

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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
Birth through 8 Months	Shows attachment with primary caregivers.	<ul style="list-style-type: none"> ▪ Gazes at and tracks the human face. ▪ Explores own body (e.g. observes hands or reaches for toes). ▪ Visually tracks primary caregivers, reaches toward, and babbles in communication to primary caregivers. ▪ May increase agitation, then calm when hears attachment figures' voices or sees their faces. ▪ Explores the face and other body parts of others (e.g. touches caregivers' ears, hair, hands). ▪ Shows awareness of self in voice and body. ▪ Reacts more quickly with social response for known individuals than for unfamiliar adults. ▪ Responds with gestures or vocalization to sounds, movement, or the facial expressions of others. ▪ Shows interest in and may reach for other children. 	<ul style="list-style-type: none"> ▪ Hold, cuddle, physically nurture, and be responsive to child to foster trust and attachment. ▪ Help child learn to calm self (model calming behavior, offer soothing objects and touch). ▪ To address family values and policies and values of other care settings, providers and parents can discuss values about dependence and independence, adult responses and the type of response offered, and child's cues for gaining adult help. ▪ Recognize that many families value interdependence. Some children will show varying levels of independence, while others will show independence and stronger bonds with family and community. ▪ Through daily care routines, provide opportunities for child to explore your face and hands. ▪ When approaching a child, talk to them about what is going to happen next (e.g. "I'm coming with your bottle Jade." "How about we rock in the chair while you drink your milk?").

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
6 to 18 Months	Show awareness of self as separate from primary caregiver.	<ul style="list-style-type: none"> ▪ Signals caregivers for assistance, attention, or the need for comfort. ▪ Shows concern when separated from primary caregivers. ▪ Increases interest in others bodies especially faces and eyeglasses. ▪ Points to at least two body parts when asked. ▪ Responds with gestures or vocalizations when name is spoken. ▪ First recognizes, and then uses names for family members and key caregivers (Mama, Dada). ▪ Shows awareness of self in a mirror image. ▪ Protests when preferred activity is stopped. ▪ Grasps and bangs objects. Feels a sense of ability in one's own body to make something happen. ▪ May express curiosity about unfamiliar people. ▪ Sustains brief periods of self-play with toys and objects. 	<ul style="list-style-type: none"> ▪ Make time to play individually and fully engaged with child. ▪ Give child time to sustain engagement in activities. ▪ Tell stories and sing songs from child's home culture. ▪ Read books and stories with pictures of real children and faces. ▪ Post children's pictures, those of familiar caregivers, and pictures of family members at the child's level. ▪ Post pictures of the child alone and in groups with other people. ▪ Play on the floor with child and allow him/her to crawl over, climb, and pull up using you as a support. ▪ Talk and sing to child about body parts ("This Little Piggy Went to Market," "Head, Shoulders, Knees, and Toes"). ▪ Verbally describe the child's accomplishments (e.g. "Wow! You climbed all the way up the ramp.>"). ▪ Describe the child's efforts as they accomplish daily activities, encouraging that effort (e.g. "You worked hard to pick up that heavy box.>").

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Acts to show personal characteristics and preferences.	<ul style="list-style-type: none"> ▪ Protests against limits, both real and perceived. ▪ Attempts to take action on their own. ▪ Resists efforts by others to offer direction or help. ▪ Shows concern when separated from primary caregiver, and may cling upon reunion. ▪ Recognizes and may show embarrassment when looking in the mirror or at photographs. ▪ Identifies self by own name and gender (e.g. "I am Reuben. I am a boy.>"). ▪ Identifies objects as belonging to him or her (e.g. "Mine!"). ▪ Shows awareness that others are watching by exaggerating actions or repeating behaviors. ▪ Later in this age range, occupies self with play or other activity for ten to fifteen minutes. ▪ Attempts to complete basic daily living tasks (e.g. eating, getting dressed). ▪ Makes choices when given two to three options. ▪ Indicates preferences by answering yes/no questions with verbal or gestural responses. 	<ul style="list-style-type: none"> ▪ Provide opportunities for child to talk about self and others, including cultural and linguistic characteristics. ▪ Be aware and respectful of cultural differences in valuing independence. ▪ Expect child to protest as he/she expresses individuality. ▪ Read books and stories about different abilities and cultures. ▪ Talk to the child about their particular characteristics, making up songs, rhymes, and stories. ▪ Display pictures and collages of the child and family, post them at child level, and take opportunities to engage child with the pictures. ▪ Organize the learning environment so child can access toy and materials with little to no adult help. ▪ Describe and encourage the child's efforts and accomplishments in daily activities.

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
36 to 60 Months	Uses strategies to differentiate themselves from others, and to get their needs met.	<ul style="list-style-type: none"> ▪ Demonstrates awareness of their abilities, characteristics, and preferences. ▪ Refers to self by first and last name and uses appropriate pronouns (I, me) rather than referring to self in the third person. ▪ Chooses individual activities when practicing skills (e.g. doing puzzles, painting). ▪ Expresses self in different roles during pretend play, often in solitary play, and later in this age group, while associating with other children. ▪ Uses words to express feelings about separating from, and reuniting with primary caregiver. ▪ Compares self with others. ▪ Describes self as a person with a mind, a body, and feelings. ▪ Describes family members and begins to understand their relationship to one another. ▪ Attempts to exert will and preferences. 	<ul style="list-style-type: none"> ▪ Acknowledge child's accomplishments. ▪ Encourage child to experiment with growing competence and individuality by providing child opportunities to make choices or decisions. ▪ 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.

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60 Months through Kindergarten	Describes own personal characteristics, preferences, and abilities.	<ul style="list-style-type: none"> ▪ Takes pride in responsibilities and follows through on them (e.g. helps with chores, takes care of simple tasks for a younger sibling, or helps out with activities in their classroom). ▪ Begins to show self-direction in actions. ▪ Differentiates preferences for self and others (e.g. "I like to play with the barn and fences." "She likes to play with the horses in the barn."). ▪ Tells others about own individual abilities. ▪ Identifies self roles and those of others in the family, school, and community. ▪ Asks for help, as needed. ▪ Recognizes own success in activities (e.g. "I made the pudding for dinner." "I chose my own clothes today." "I helped Caleb when he couldn't get the glue open."). 	<ul style="list-style-type: none"> ▪ Provide opportunities for child to share information about self in multiple ways (e.g. storytelling, drama, drawing, and writing). ▪ Offer opportunities for the child to tell about the characteristics he/she has that represent his/her background and family. ▪ Provide culturally relevant materials that allow the child to see self in books, dolls, and dramatic play materials. ▪ Help children document their accomplishments on charts or in digital picture displays.

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<p>First, Second, and Third Grades</p>	<p>Uses personal interests and skills, and family and cultural identity to successfully work alone, and with others.</p>	<ul style="list-style-type: none"> ▪ Shows self-direction in actions. ▪ Shares information about self with others. ▪ Plans and carries out activities and behavior that include doing things alone, with a group, or with the family. ▪ Works independently and inter-dependently. ▪ Takes care of most dressing and hygiene needs independently. ▪ Makes some successful social decisions with a minimum of assistance from adults. ▪ With support, identifies and accepts responsibilities and follows through on tasks (e.g. completes chores or finishes homework). ▪ Describes self using behavioral characteristics (e.g. "I am a soccer goalie." or "I am a cook like my grandma."). 	<ul style="list-style-type: none"> ▪ Provide opportunities for child to share information about self in multiple ways (e.g. storytelling, drama, drawing, and writing). ▪ Help child accurately describe personal characteristics, including what they can already do, what they would like to practice doing, and how they will know when they are satisfied with their accomplishments. ▪ Engage a child in discussions about unique characteristics of the family and culture in which they live. ▪ Provide culturally relevant materials that allow the child to see him/her in books, dolls, and dramatic play materials. ▪ Engage child in discussion about effort required for completing tasks, and what they will need to do to achieve the tasks. ▪ Ask child what they think about a topic or activity, if something is easy or hard, or what might they want to attempt next.