

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

### **GOAL 37: CHILDREN DEMONSTRATE BELIEF IN THEIR ABILITIES.**

**Domain 3:** Social and Emotional Development  
**Sub-Domain:** Emotional 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: EMOTIONAL DEVELOPMENT			
SELF EFFICACY			
GOAL 37: CHILDREN DEMONSTRATE BELIEF IN THEIR ABILITIES.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Calms self for brief periods.	<ul style="list-style-type: none"> <li>▪ Uses basic self-calming strategies such as sucking or staring at an object.</li> <li>▪ Sustains a sound or gesture that creates an effect (e.g. repeatedly shakes a rattle after discovering that it makes a sound).</li> <li>▪ Recognizes adults who respond to cues and offer relief.</li> <li>▪ Explores close environments using senses, in close contact with caregiver.</li> <li>▪ Looks to caregiver when accomplishing new tasks such as rolling over, or sitting unaided).</li> <li>▪ May sometimes show signs of “global empathy” and get upset when someone else is upset.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide early face-to-face interactions so the child internalizes reciprocity, turn-taking in gazing, smiling, and making sounds.</li> <li>▪ Stay near child to develop attachment and trust between primary caregivers and the baby, so the baby can have calm emotions that support healthy brain development.</li> <li>▪ Provide a safe, consistent physical environment for child to explore.</li> <li>▪ In child care settings, encourage children to bring items from home such as blankets or special toys, and pictures of family.</li> </ul>

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6 to 18 Months	Views self as capable of influencing the near environment.	<ul style="list-style-type: none"> <li>▪ Smiles when succeeding in a task/activity.</li> <li>▪ Monitors caregiver's emotional expressions in situations of uncertainty.</li> <li>▪ Uses multiple strategies in different situations to calm self (e.g. cooing, rocking rhythmically, crying, finding comfortable sleeping positions, gazing to gain attention, or snuggling or resisting snuggling).</li> <li>▪ Offers objects or toys to others, and may take back the object in the same exchange.</li> <li>▪ Expresses desire to try things on their own.</li> <li>▪ Says "no" and indicates "no" with body language, cries, and words.</li> <li>▪ Resists help from caregivers in everyday activities such as dressing, or feeding, displaying verbal and physical resistance in an attempt to try things on their own.</li> <li>▪ Shows concern for another's distress.</li> <li>▪ Responds to caregiver admonitions about danger.</li> <li>▪ Shows concerns about broken toys or damaged goods that do not conform to an expected standard.</li> <li>▪ Repeats activities and actions to see what happens.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe and acknowledge child's actions and accomplishments (e.g. "Look at you. You are sitting up all by yourself." "You took off your socks." or "You have your pants ready to pull up. That's the first time you did that.").</li> <li>▪ Provide time, materials, and support so child can experience success. Taking cues from the child, offer help when the child shows readiness for help. Be patient, wait for child to be a bit frustrated with their attempts before offering assistance.</li> <li>▪ Include children in everyday chores that they can help with (e.g. carry towels to the hamper, put paper towels in the trash can, carry a toy to another child, get shoes from cubby when it is time to go outside).</li> </ul>

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16 to 38 Months	Views self as capable of attempting everyday tasks.	<ul style="list-style-type: none"> <li>▪ Imitates everyday activities that adults and older children do.</li> <li>▪ Shows recognition of own accomplishment, with smiles or comments.</li> <li>▪ Shows completed projects (drawing, block structure) to caregiver.</li> <li>▪ Takes on tasks to show capability, even though the task may be one never accomplished before (e.g. imitates use of adult tools, tries to sweep the floor with an adult-sized broom, or tries to use real tools).</li> <li>▪ Seeks help after unsuccessful attempts at new or challenging activities.</li> <li>▪ Sometimes initiates internalized rules for controlling self (e.g. puts self in timeout).</li> <li>▪ Checks emotional responses of others to regulate behavior.</li> <li>▪ Takes on roles that show authority and rules (e.g. discipline a doll during play or tell a “patient” what needs to be done by the doctor).</li> <li>▪ Relies on caregiver’s support to follow rules and to contain impulses.</li> <li>▪ Controls some actions with unfamiliar people, but may show less control with familiar caregivers.</li> <li>▪ Takes turns with adult assistance.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Encourage or provide opportunities for the child to engage in new tasks that they can accomplish successfully.</li> <li>▪ Provide safe and consistent environments for active exploration.</li> <li>▪ Celebrate with child over accomplishments and explorations.</li> <li>▪ Monitor children’s activities, watching for when a child needs support to try and maintain effort to try new abilities (e.g. persists in trying to walk backwards on the balance beam or tries to completely peel a banana).</li> <li>▪ Describe child’s actions as they try new skills rather than giving empty praise.</li> <li>▪ Describe child’s efforts at attempting a skill, even if they do not succeed.</li> <li>▪ Talk with child about all the things she can do on her own.</li> <li>▪ Be mindful of child’s cultural influences.</li> <li>▪ Provide materials that encourage exploration (e.g. water, sand, or blocks).</li> </ul>

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36 to 60 Months	Shows confidence and competence in managing simple, everyday skills for daily living, with and without assistance.	<ul style="list-style-type: none"> <li>▪ Expresses delight with mastery of a skill (e.g. "I did it myself!").</li> <li>▪ Asks others to view own creations (e.g. "Look at my picture!").</li> <li>▪ Shows confidence in achievement (e.g. "I can climb to the top of the big slide!" "I can walk all around the sidewalk on the playground with my walker.").</li> <li>▪ Expresses own ideas and opinions.</li> <li>▪ Practices a skill repeatedly until achieved.</li> <li>▪ Shows pride and pleasure when someone reacts to the child's action or creation.</li> <li>▪ May try to negotiate with caregiver about what they are supposed to do.</li> <li>▪ Talks to self, using private or inner speech to help remember rules and standards for behavior.</li> <li>▪ Shows self-awareness by complying with rules and expectations of adults much of the time.</li> <li>▪ Shows remorse when fails to succeed in socially acceptable ways in social interactions with others.</li> <li>▪ Shows some self-criticism, shame, and guilt if they do not succeed or make a mistake.</li> <li>▪ Near the end of this age range, becomes consistent in sharing and sometimes views sharing as an obligation.</li> <li>▪ May exaggerate own strength and abilities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ In child care settings, make a checklist of everyday tasks that a child in this age range is learning. Plan environments so that children have many and varied activities where they can practice those tasks (e.g. dressing, self-feeding, writing, physical activities, and making music and art). Provide opportunities for child to try a task from the list, and offer assistance, as appropriate.</li> <li>▪ Provide plenty of time and opportunities for child to play, explore, experiment, and accomplish tasks and develop a sense of competence.</li> <li>▪ Invite child to share ideas, skills, or ways to solve a problem.</li> <li>▪ Offer opportunities for children to watch each other trying new skills.</li> <li>▪ Assist children as they are learning a skill by figuring out where they are starting with their learning, then provide encouragement for each little bit of the skill they achieve. (e.g. talk with child about all the things she can do on her own).</li> <li>▪ Provide materials and time for exploration with art materials, sand and water, blocks, and construction toys.</li> <li>▪ Recognize child's desire to feel capable and strong, and to make progress toward getting better at a skill.</li> </ul>

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<p><b>60 Months through Kindergarten</b></p>	<p>Views self as capable of influencing the nearby environment and people.</p>	<ul style="list-style-type: none"> <li>▪ Takes on new tasks and improves skills with practice (wheeling self in wheelchair).</li> <li>▪ Initiates actions or activities with peers.</li> <li>▪ Views self as capable of starting and completing a task.</li> <li>▪ Expresses delight over a successful project and wants others to like it.</li> <li>▪ Persists with tasks until finished.</li> <li>▪ Initiates using new skills or uses existing skills to participate in events that impact family, peers, classmates, or other familiar groups (e.g. sings songs with a church choir, chooses clothes to pack for a camping trip, helps plan a grocery list, or runs in a short community race).</li> <li>▪ Initiates play with games and activities alone, and with others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engage child in attainable and challenging opportunities that will build on abilities.</li> <li>▪ Encourage child to take the next step in a challenge.</li> <li>▪ Plan with the child to do chores that use existing skills and offer opportunity to take those skills to a higher level.</li> <li>▪ Make time and opportunity for the child to make reasonable decisions and choices.</li> <li>▪ Take every opportunity to celebrate success.</li> <li>▪ Give genuine, specific praise that focuses on the task (e.g. "Not only did you just pick up all the toys, but you stacked them neatly on the shelves. Now they are ready for the other children who want to play with them. That's thoughtful of you to think of others.").</li> </ul>

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<p><b>First, Second, and Third Grades</b></p>	<p>Views self as capable in the society of family, peer, and school, and complies with most of the rules of these settings.</p>	<ul style="list-style-type: none"> <li>▪ Tries new tasks.</li> <li>▪ Practices skills to mastery (e.g. kicking a soccer ball into a net, writing legibly, or playing a musical instrument).</li> <li>▪ Expresses pride over a successful project.</li> <li>▪ Describe steps or what didn't work and what did work, when talking about efforts in a project or game.</li> <li>▪ Tries new things and takes some risks, especially in activities where child feels confident.</li> <li>▪ Compares own skills with peer's skills, especially at school.</li> <li>▪ Resolves some conflicts about rules and social issues with peers.</li> <li>▪ Attempts to offer ideas, activities, or support for things that make a difference for self and others.</li> <li>▪ Starts a task, can expand on it, and works on it until finished.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Give child realistic chores and help them document steps they take or progress they make as they accomplish the task or become better at the task.</li> <li>▪ Demonstrate confidence in child by offering time and opportunity for the child to make reasonable decisions and choices.</li> <li>▪ Affirms child's abilities by asking questions and encouraging comments (e.g. "You are working very hard on this project! What are you going to do next?").</li> <li>▪ Refer a child with a question to the child's peer who can help solve the problem.</li> <li>▪ Structure classroom learning activities so there are resources and time for the child to practice skills and activities to mastery.</li> <li>▪ Ensure that environment is safe from cultural or other forms of bias. Review materials to ensure there are no stereotypical or racist images in books, dolls, or other objects in the environment.</li> </ul>