

# Social and Emotional Development

Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.

## 1 Trusting Relationships

- 1 Attend and respond to familiar adults and are able to be soothed when distressed [SE.6.1](#)
- 2 Prefer primary caregiver(s) to others and usually accept guidance from trusted adults [SE.12.1](#)
- 3 Look to trusted caregivers for cues about how to respond to their environment for comfort and support [SE.18.1](#)
- 4 Use familiar adults as secure base through behaviors such as glancing back at caregiver while playing [SE.24.1](#)
- 5 Approach caregivers for support and comfort, particularly during stressful or frustrating situations [SE.36.1](#)
- 6 Engage in interactions with less familiar adults [SE.48.1](#)
- 7 Seek help and approval from a wider array of adults in trusted roles [SE.60.1](#)

---

## 2 Managing Separation

- 1 Show recognition of familiar faces and awareness if someone is a stranger [SE.6.2](#)
  - 2 Display preference for trusted adults which may include exhibiting fear and protesting at separation [SE.12.2](#)
  - 3 Display attachment to trusted adults and feelings of security which may include a fear of strangers and new and unfamiliar places [SE.18.2](#)
  - 4 Manage routine separations from caregivers with little distress and calm quickly after a separation [SE.24.2](#)
  - 5 Manage most separations without distress and adjust to new settings with support from a trusted adult [SE.36.2](#)
  - 6 Manage most separations without distress and adjust to new settings in the presence of trusted adult [SE.48.2](#)
  - 7 Through expanding relationships with adults (e.g., teacher, play group leader, friends' caregivers), exhibit comfort in exploring more new settings, although they may need to periodically check-in with a familiar adult [SE.60.2](#)
-

**Early learning experiences will support children to develop self-regulation.**

## **1 Regulation of Emotions and Behavior**

- 1** In addition to being comforted by familiar adult, can also get comfort from sucking thumb, fist, or pacifier [SE.6.3](#)
- 2** Have ways to comfort self, which may involve items such as a stuffed animal or a special blanket that help them feel safe and secure [SE.12.3](#)
- 3** Show increasing regulation through daily routines, activities and familiar adults [SE.18.3](#)
- 4** With adult assistance, find comfort in rituals and routines. May use special comfort object to self-soothe (especially at nap time) [SE.24.3](#)
- 5** With adult support, use selfsoothing techniques to calm [SE.36.3](#)
- 6** Use strategies to self-soothe with limited adult support [SE.48.3](#)
- 7** Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family [SE.60.3](#)
- 8** Demonstrate increased ability to consider the social standards of the environment when responding to their emotional state [SE.60.4](#)

---

## 2 Regulation of Impulses and Behavior

- 1 Respond to having needs met (e.g., is comforted by being picked up or fed) [SE.6.4](#)
  - 2 Respond to adult interactions, including tone of voice, expression and gestures (e.g., shaking head and frowning) [SE.12.4](#)
  - 3 Show anticipation and respond to familiar routines in their lives [SE.12.5](#)
  - 4 Respond to adult guidance to accept an alternative to initial desire or impulse (e.g., a truck from the shelf vs. one another child has, food choices) [SE.18.4](#)
  - 5 Within the context of a responsive adult relationship, will begin to tolerate a brief wait for needs to be met [SE.18.5](#)
  - 6 Show anticipation of next step in daily routine (e.g., reaches or signs for bib when placed in high chair) [SE.18.6](#)
  - 7 Accept some redirection from adults [SE.24.4](#)
  - 8 Is aware of typical routine and shows some understanding of rules, but may need adult support [SE.24.5](#)
  - 9 Begin to control behavior by responding to choice and limits provided by an adult [SE.36.4](#)
  - 10 Make transitions and follow basic routines and rules with adult supervision [SE.36.5](#)
  - 11 With adult guidance and support, wait for short period of time to get something wanted (e.g., waiting for turn with a toy or waiting for next step in daily routine) [SE.48.4](#)
  - 12 Make transitions and follow basic schedule, routines and rules with occasional reminders [SE.48.5](#)
  - 13 Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and support [SE.60.5](#)
  - 14 Initiate previously taught strategies to help delay gratification (e.g., sets up turn-taking with a peer, finds a book to read while waiting for a special activity) [SE.60.6](#)
  - 15 Recall and follow daily routines with little support, including adapting to changes in rules and routines [SE.60.7](#)
-

**Early learning experiences will support children to develop, express, recognize and respond to emotions.**

## **1 Emotional Expression**

- 1 Display varied responses (e.g., will smile or kick when a caregiver interacts with them. May stiffen when something displeases them, or may turn away from something they dislike) [SE.6.5](#)
  - 2 Express basic emotions (e.g., sadness, frustration, anger) through facial expressions, movements, crying, smiling, laughing [SE.12.6](#)
  - 3 Express emotions through physical means such as hugging, throwing. May be cooperative or uncooperative and look to adult for reaction [SE.18.7](#)
  - 4 Express more complex emotions (e.g., excitement, embarrassment, pride, sadness) and begin to communicate feelings (although this remains an emerging skill which is only partially effective) [SE.24.6](#)
  - 5 Begin to communicate about feelings, including the cause and reaction to these feelings (e.g., “I miss my mommy. I sad,” “He mad you took his toy.” “I sad so Papa hug me.”) [SE.36.6](#)
  - 6 Express emotions experienced in typical daily routines (e.g., frustration at waiting, excitement about a favored activity, pride) through language and gesturing rather than physical ways [SE.48.6](#)
  - 7 Describe emotions and feelings to trusted adults and peers [SE.60.8](#)
- 

## **2 Recognition and Response to Emotions in Others**

- 1 React to different emotions of familiar adults (e.g., smile and coo at smiling faces, turn away from sad faces) [SE.6.6](#)
  - 2 Notice and react to feelings of others. (e.g., may frown when another baby is crying or be upset if hears yelling) [SE.12.7](#)
  - 3 Recognize basic feelings in self and others [SE.18.8](#)
  - 4 Begin to respond to others’ feelings and show interest in them. Show awareness of when an adult is pleased or upset with behavior [SE.18.9](#)
  - 5 Recognize and respond to basic feelings in others (e.g., gives item to peer who is upset) [SE.24.7](#)
  - 6 Label a variety of emotions in pictures and others’ expressions [SE.36.7](#)
  - 7 Show awareness of appropriate responses to the emotional state of others (e.g., may occasionally comfort someone who is upset or may nurture a doll during dramatic play) [SE.36.8](#)
  - 8 Recognize, label and respond to a wide variety of emotions in others [SE.48.7](#)
  - 9 Make connections between emotional reaction of others and own emotional experiences [SE.48.8](#)
  - 10 Recognize and show acknowledgement of the feelings, needs and rights of others through behavior (e.g., say “thank you,” share with others, notice issues of fairness) [SE.60.9](#)
  - 11 Begin to understand that different people may have different emotional reactions [SE.60.10](#)
-

**Early learning experiences will support children to develop self-awareness, self-concept and competence.**

**1 Sense of self**

- 1 React when hearing their own name through movement or expressions [SE.6.7](#)
  - 2 Begin to realize their hands and feet belong to them and explore them as well as face, eyes and mouth [SE.6.8](#)
  - 3 Consistently respond to their name [SE.12.8](#)
  - 4 Show awareness of body parts of self and others [SE.12.9](#)
  - 5 Demonstrates selfawareness through response to name and use of “me” and “mine” [SE.18.10](#)
  - 6 Recognize self in mirror [SE.18.11](#)
  - 7 Identify own family members by relationship and/or name [SE.24.8](#)
  - 8 Identify self, family members, teacher and some peers by name [SE.36.9](#)
  - 9 Refer to themselves by first and last name and identify some characteristics (e.g., gender, hair color, etc.) and skills [SE.48.9](#)
  - 10 Identify themselves as an individual and a part of a group by sharing individual characteristics and roles within the group (e.g., name family members and roles, name team members or classmates) [SE.60.11](#)
- 

**2 Personal Preferences**

- 1 Express preferences for familiar people and some objects. (e.g., stop crying more quickly with a familiar person; move their legs, arms and smile at a familiar person) [SE.6.9](#)
- 2 Develop preferences for food, objects, textures. May reject nonpreferred items (e.g., pushing them away) [SE.12.10](#)
- 3 Begin to communicate own likes and dislikes [SE.18.12](#)
- 4 Use words and/or gestures to express interests (e.g., points and says, “Look, airplane.”) [SE.24.9](#)
- 5 May want to keep what belongs to them close by and often will not want to share [SE.36.10](#)
- 6 Recognize and describe themselves in terms of basic preferences [SE.48.10](#)
- 7 Describe self by referring to preferences, thoughts and feelings [SE.60.12](#)

---

### 3 Self-Concept and Competency

- 1 Demonstrate anticipation of results from own actions (e.g., drops toy so adult will pick it up, repeats action that makes loud noise) [SE.12.11](#)
  - 2 Respond to own actions with pleasure (e.g., coos, laughs) [SE.12.12](#)
  - 3 Show confidence when supported to complete familiar tasks and will attempt new tasks with adult support [SE.18.13](#)
  - 4 React positively (e.g., smiles, claps) to accomplishments [SE.18.14](#)
  - 5 Complete simple familiar tasks with confidence (e.g., puts on article of clothing). Engage in new experiences with support from a familiar adult [SE.24.10](#)
  - 6 Regularly engage in familiar tasks. Begin to show independence by frequently attempting to do things on their own even when tasks are difficult for them [SE.36.11](#)
  - 7 Express feeling of pleasure over accomplishment and share this with others (e.g., “Look what I made.”) [SE.36.12](#)
  - 8 Demonstrate confidence in a range of activities, routines and tasks and take initiative in attempting unfamiliar tasks [SE.60.13](#) Demonstrate increased confidence and a willingness to take risks when attempting new tasks [SE.48.11](#)
  - 9 Demonstrate increased confidence and a willingness to take risks when attempting new tasks and making decisions regarding activities and materials [SE.60.13](#)
  - 10 Show pride in accomplishments and abilities [SE.60.14](#)
- 

**Early learning experiences will support children to develop social relationships.**

#### 1 Adult Relationships (see note below)

- 1 Respond differently to different people. Respond to familiar people by smiling, cooing and moving their body [SE.6.10](#)
- 2 Show interest in interacting with others. May gain an adult’s attention and wait for a response [SE.6.11](#)
- 3 Engage in social interactions not connected to getting physical needs met (e.g., peek-a-boo, performing, copying others and babbling) [SE.12.13](#)
- 4 Notice the activity of adults and other children and attend closely [SE.12.14](#)
- 5 Show affection or shared attention (e.g., pointing out something of interest) to an increasing number of familiar people [SE.18.15](#)
- 6 Enjoy games and other social exchanges with familiar adults. May seek out repeated patterns of interaction [SE.24.11](#)
- 7 Enjoy sharing new experiences with familiar adults [SE.36.13](#)
- 8 Communicate with familiar adults and accept or request guidance [SE.48.12](#)
- 9 Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc. [SE.60.15](#)

---

## 2 Play/ Friendship

- 1 Notice other children and may touch, smile or coo to them [SE.6.12](#)
- 2 Watch actions of other children but does not join the play. May stay in proximity, make eye contact and babble [SE.12.15](#)
- 3 Show interest in children who are playing nearby and may interact with them briefly [SE.18.16](#)
- 4 Show interest in what other children are doing and play alongside them with similar materials [SE.24.12](#)
- 5 Seek out other children and will interact with other children using common materials [SE.36.14](#)
- 6 Show preference for certain peers over time although these preferences may shift [SE.36.15](#)
- 7 Interact with one or more children (including small groups) beginning to work together to build or complete a project [SE.48.13](#)
- 8 Interact with a variety of children in the program [SE.48.14](#)
- 9 Cooperate with peers through sharing and taking turns [SE.60.16](#)
- 10 Show increasing investment in the responses and friendship of peers and modify behavior to enhance peer relationships [SE.60.17](#)
- 11 Seek help from peers and offer assistance when it is appropriate [SE.60.18](#)

---

## 3 Conflict Resolution

- 1 Seek and accept adult help to solve conflicts with peers [SE.48.15](#)
- 2 Engage in developing solutions and work to resolve conflict with peers [SE.60.19](#)