

DOMAIN II

Social and Emotional Development

Healthy social and emotional development begins with attachment to another human being(s), typically a parent(s) or other adult family member. Through this trusting relationship children are able to gradually expand and explore friendships with adults and children and branch out into the larger world. The child feels loved, important, and worthy (valued). Because of that bond, the child trusts that the world is a good place. These early relationships form the basis for all other relationships and interactions with others. Healthy developments in these areas are key to development in all domains and all other learning.

Social Development refers to a young child's ability to create and sustain social relationships with adults and other children. As children grow older, their relationships with peers take on greater importance. Children who socialize well are generally well liked and have plenty of opportunities to learn skills such as cooperation, negotiation, appreciation for other children's needs and rights, and the ability to sometimes put aside their own needs and wants to meet those of others.

Emotional Development refers to a child's ability to recognize, express, and manage their feelings and to understand and respond to the feeling of others. A child needs to be able to express a full range of emotions – from joy to sadness to frustration and anger, in healthy and appropriate ways. This self-regulation is gradually attained throughout the early years.

How a child feels about himself – whether he likes himself and thinks he can succeed at what he tries – is another important aspect of emotional development.

This domain focuses on:

Domain II. Social and Emotional Development

- A. Interactions with Adults
- B. Interactions with Adults: Seek assistance from adults
- C. Interaction with Peers
- D. Interaction with Peers: Cooperation
- E. Interaction with peers: Negotiation
- F. Adaptive Social Behavior
- G. Adaptive Social Behavior: Group Activities
- H. Adaptive Social Behavior: Diverse Settings
- I. Adaptive Social Behavior: Empathy
- J. Appreciating Diversity
- K. Self-Concept
- L. Self-Concept: Abilities and Preferences
- M. Self-Efficacy
- N. Self-Control
- O. Self-Control: Feelings and Impulses
- P. Emotional Expression



A. Interactions with Adults

Birth to 18 months	18 to 36 months	36 to 60 months
Some Indicators for Children:	Some Indicators for Children:	Some Indicators for Children:
<ol style="list-style-type: none"> 1. Quiets when comforted, especially by familiar adult, most of the time 2. Shows preference for regular care provider 3. Initiates and maintains interactions with caregivers (e.g., smiles, gestures, verbal) 4. Imitates familiar adults' gestures and sounds 5. Shows affection for adults through facial expressions and gestures 6. Explores environment with guidance 7. Distinguishes between familiar and unfamiliar adults (e.g., prefers comfort from familiar adult) 8. Exhibits separation anxiety by clinging to caregiver in the presence of strangers 	<ol style="list-style-type: none"> 1. Establishes an attachment or bond with a consistent adult other than the primary caregiver 2. Demonstrates feeling safe with significant adults by seeking them when uncomfortable or when sick, tired, or in a dangerous situation 3. Imitates adult activities (e.g., pretends to cook, "reads" next to adult who is reading) 4. Initiates interactions and play with adults 5. Responds to adults' verbal greetings 6. Communicates with adults about recent activities 7. Labels feelings 8. Shows awareness of others' feelings 9. May show extreme discomfort with separation or new situations when familiar caregiver is not present – by protesting loudly (crying) or by withdrawing completely (refusing to participate) 10. May need to have a special blanket, stuffed animal or toy for comfort 	<ol style="list-style-type: none"> 1. Separates with assistance from significant adults and transitions to program 2. Expresses affection for significant adults 3. Approaches adults for assistance and offers to assist adults 4. Carries out actions to please adults at times 5. Expresses feelings about adults (e.g., "I love Auntie")

Sample Strategies to Promote Development and Learning:

- Talk with and sing to child frequently, especially during feeding and diaper changes.
- Read and look at books with child in ways that foster feelings of trust and security.
- Give child sense of security when around unfamiliar adults.
- Meet child's needs promptly.

Sample Strategies to Promote Development and Learning:

- Show empathy and understanding to child.
- Listen carefully and with interest to what child says and expand on the message.
- Help child manage feelings of distress.

Sample Strategies to Promote Development and Learning:

- Establish one-on-one time when child can confide in caregiver on a daily basis (e.g., at naptime or at meal times).
- Use positive behavior and words when separating from child.
- Only make promises to child that you can keep.

B. Interactions with Adults: Children Seek Assistance from Adults

Birth to 18 months	18 to 36 months	36 to 60 months
Some Indicators for Children:	Some Indicators for Children:	Some Indicators for Children:
<ol style="list-style-type: none"> 1. Cries, makes sounds, or uses body movements to signal caregiver for assistance, attention, or need for comfort 2. Looks for caregivers' response in uncertain situations 3. Tests caregiver responses to own behavior (e.g., reaches for a forbidden object and looks at caregiver to check response) 4. Looks to adult for indication of appropriate and inappropriate behavior 5. Seeks out familiar adult when uncomfortable 	<ol style="list-style-type: none"> 1. Seeks adult assistance with challenges but may become angry when the help is given 2. Begins to make sense of their ability and understanding of their environment by experimenting 3. Periodically checks with caregiver for help or reassurance when playing by self or with peers 4. Responds to guidance most of the time 5. Starts activity after a caregiver makes suggestions, sometimes (e.g., uses adult's suggestions to find missing pieces to a toy or items needed for an art activity) 6. May begin to follow basic safety guidelines and requirements but may not consistently do so (e.g., "Hot – don't touch.") 	<ol style="list-style-type: none"> 1. Recognizes that adults have more experience and, therefore, can provide assistance 2. Asks questions of adults frequently to obtain information 3. Follows caregivers' guidelines for appropriate behavior in different environments 4. Brings simple problem situations to adults' attention 5. Continues to need adult comfort and reassurance but may be less open in seeking and accepting it

Sample Strategies to Promote Development and Learning:

- Nurture child with kind words, hugs, and cuddles.
- Respond to child's needs and reinforce small accomplishments.
- Recognize that responses to child's calls for assistance are important opportunities to develop trust.

Sample Strategies to Promote Development and Learning:

- Set appropriate and consistent limits.
- Follow child's cues and offer guidance when appropriate.
- Acknowledge and describe child's appropriate behavior (e.g., "You remembered to hang up your coat.").

Sample Strategies to Promote Development and Learning:

- Communicate guidelines and expectations clearly.
- Show respect for child's choices and attempts at solving problems (e.g., trade with child).
- Answer child's questions directly.



C. Interaction with Peers

Birth to 18 months	18 to 36 months	36 to 60 months
Some Indicators for Children:	Some Indicators for Children:	Some Indicators for Children:
<ol style="list-style-type: none"> 1. Smiles spontaneously at other children 2. Shows enjoyment in interactions with other children, as expressed in gestures, facial expressions, and vocalizations 3. Shows interest in other children by watching them and tracking their behavior 	<ol style="list-style-type: none"> 1. Plays side-by-side with another child, at times 2. Observes and imitates another child's behavior or activity 3. Initiates social interaction with peers 4. Shows enthusiasm about the company of other children 5. Spontaneously shows preference for familiar playmates 	<ol style="list-style-type: none"> 1. Shows enjoyment in playing with other children 2. May elect to entertain oneself for sustained periods of time 3. Initiates an activity with another child 4. Separates willingly from adults to play with friends, most of the time 5. Makes and maintains a friendship with at least one other child

Sample Strategies to Promote Development and Learning:

- Respectfully imitate child while playing.
- Name child's feelings.
- Provide opportunities for child to play and interact with other children.

Sample Strategies to Promote Development and Learning:

- Provide opportunities for child to play with other children from own and other cultural backgrounds regularly so that the child is familiar with one or more peers.
- Provide toys that can be played with by two or more children at one time.
- Support child if he/she plays with or discusses imaginary friends.

Sample Strategies to Promote Development and Learning:

- Provide opportunities for child to engage in a variety of play activities with other children (e.g., dramatic play, art projects, free play outside, dance class).
- Help child join ongoing play.
- Support child's play with peers by staying nearby, offering props, and assisting with conflict resolution.



D. Interaction with Peers: Cooperation

Birth to 18 months	18 to 36 months	36 to 60 months
Some Indicators for Children:	Some Indicators for Children:	Some Indicators for Children:
<ol style="list-style-type: none"> 1. Observes other children and imitates their sounds, actions, and motions 2. Shows enjoyment in interaction with other children, as expressed in gestures, facial expressions, and vocalizations 3. Able to sustain play with caregiver (rolling a ball, peek-a-boo) 	<ol style="list-style-type: none"> 1. Takes turns during play with peers, with considerable assistance 2. Recognizes there is a conflict and requests adult assistance 	<ol style="list-style-type: none"> 1. Plays with other children without prompting, at times 2. Cooperates with other children, with assistance 3. Manages the use of materials and toys during play, with assistance 4. Negotiates with peers (takes turns, plans play) 5. Makes decisions with other children, with adult prompts as needed

Sample Strategies to Promote Development and Learning:

- Model cooperation and sharing with others in daily tasks (e.g., preparing a meal with other family members).
- Provide opportunities for child to play and interact with other children.
- Play turn-taking games with child (e.g., peek-a-boo).

Sample Strategies to Promote Development and Learning:

- Notice child's interests and engage child in play by following child's lead.
- Provide toys that can be played with by two or more children at one time to promote sharing.
- Provide child with ample time to play with toys until finished.

Sample Strategies to Promote Development and Learning:

- Acknowledge cooperation when child plays with other children.
- Read stories or invent puppet plays in which characters share, take turns, and cooperate.
- Demonstrate and explain how to be inclusive based on gender, culture, language, and abilities.



E. Interaction with Peers: Negotiation

Birth to 18 months	18 to 36 months	36 to 60 months
Some Indicators for Children:	Some Indicators for Children:	Some Indicators for Children:
<ol style="list-style-type: none"> 1. Elicits attention of adults 2. Communicates needs with vocalizations and gestures 3. Reaches out to touch other children or grabs their toys 4. Accepts adult intervention to negotiate disputes over toys 	<ol style="list-style-type: none"> 1. Uses adult help to take turns, including giving up and keeping toys and other objects 2. Asserts ownership by saying “mine” 3. Communicates with other children to settle arguments, with assistance 4. Indicates preferences and intentions by answering yes/no questions (e.g., “Are you done with that? Are you still using it? Can Javier use it now?”) 	<ol style="list-style-type: none"> 1. Understands concept of “mine” and “his/hers” 2. Approaches other children positively 3. Uses different turn-taking strategies (e.g., bartering, trading, and beginning to share) 4. Uses simple strategies to solve problems, either individually or in a group (e.g., seeks assistance from an adult) 5. Negotiates with other children to solve a problem, with assistance 6. States a position with reasons (e.g., “I do not want to play right now because I am tired”)

Sample Strategies to Promote Development and Learning:

- Respond to child’s vocalizations and gestures.
- Model appropriate negotiation and conflict management behaviors with others.
- Provide opportunities for child to play and interact with other children.

Sample Strategies to Promote Development and Learning:

- Talk with child about rules, limits, and options and explain how they help people get along.
- Provide child with opportunities to make some choices.
- Teach child to avoid aggressive behaviors (e.g., biting, hitting, name calling).

Sample Strategies to Promote Development and Learning:

- Provide activities that allow child to negotiate social conflicts (e.g., dramatic play, blocks, multicultural dress-up clothes).
- Give child ample time to solve own problems before intervening.
- Read stories or invent puppet plays in which characters solve conflicts constructively.

F. Adaptive Social Behavior

Birth to 18 months	18 to 36 months	36 to 60 months
Some Indicators for Children:	Some Indicators for Children:	Some Indicators for Children:
<ol style="list-style-type: none"> 1. Repeats actions many times to cause a desired effect (e.g., smiles because it make caregivers smile and laugh) 2. Recognizes that certain adult actions are associated with expected behavior (e.g., “When caregiver puts me in crib, I am supposed to go to sleep”) 3. Shows understanding that characters from books are associated with certain actions or behaviors (e.g., animal book and animal sounds) 4. Recognizes that inappropriate behavior will elicit reaction from adults 5. Demonstrates interest in physically hurt or emotionally upset child or adult 	<ol style="list-style-type: none"> 1. Experiments with effects of own actions on objects and people 2. Learns consequences of a specific behavior, begins to demonstrate appropriate responses to situations and behavior 3. Recognizes that inappropriate behavior will elicit negative reaction from adults 4. Begins to show empathy when someone is hurt or upset 	<ol style="list-style-type: none"> 1. Takes turns and shares with peers, with assistance 2. Asks “why” questions to show effort at understanding effects of behavior (e.g., “If I do this, why does that happen?”) 3. Demonstrates understanding of the consequences of own actions on others (e.g., “I gave Anna the toy and so she is playing with it now”) 4. Describes other children’s positive, thoughtful, kind behaviors 5. Shows empathy for physically hurt or emotionally upset child

Sample Strategies to Promote Development and Learning:

- Respond consistently to child’s behaviors with similar actions, tone, and words.
- Be aware of your responses to child’s behavior; reinforce positive behavior and redirect negative behavior.
- Play turn-taking games with child (e.g., peek-a-boo).

Sample Strategies to Promote Development and Learning:

- Read books with child that demonstrate how characters react to one another.
- Play games with child that demonstrate how behavior and actions cause effects (e.g., dump and fill games, Follow the Leader).
- Demonstrate and explain adaptive behavior in own interactions (e.g., waiting your turn in grocery check-out line).

Sample Strategies to Promote Development and Learning:

- Discuss the consequences of behavior (e.g., “When the baby’s tired, she cries.” “When Auntie is happy, she smiles.”).
- Have child create “if-then” scenarios (e.g., “If I pick up toys, then we will go for a walk.”).
- When there is a conflict between two children, demonstrate empathy and understanding for both children.

G. Adaptive Social Behavior: Group Activities

Birth to 18 months	18 to 36 months	36 to 60 months
Some Indicators for Children:	Some Indicators for Children:	Some Indicators for Children:
<ol style="list-style-type: none"> Smiles at other children and adults Reaches out to touch other children or grabs their toys Expresses contentment or joy when with other children or when a familiar adult is present Begins to participate in simple parallel play with other children 	<ol style="list-style-type: none"> Shows increasing enthusiasm about the company of others Begins to share and take turns, with assistance Participates in loosely structured group games (e.g., chase, dramatic play) Follows familiar routines (e.g., meal time behavior) 	<ol style="list-style-type: none"> Seeks out other children to play with Notifies and comments on who is absent from routine group settings (e.g., play groups) Identifies self as member of a group (e.g., refers to our family, our school, our team, our culture) Uses pretend play to explore, practice, and understand social roles Joins a group of other children playing, with adult prompts as needed May assign roles to other children during cooperative play

Sample Strategies to Promote Development and Learning:

- Play with child near other children (e.g., on a playground).
- Provide opportunities for child to be a part of groups (e.g., play groups).
- Begins to follow family or classroom routines (e.g., meal time).

Sample Strategies to Promote Development and Learning:

- Identify with child the groups of which he/she is a member (e.g., family, school, community, cultural communities).
- Encourage child to participate in classroom duties and household chores.
- Begins to participate in short group times (story or singing).

Sample Strategies to Promote Development and Learning:

- Provide times when child can participate in group activities (e.g., family style meals, short circle time).
- Promote a sense of community and interdependence within groups (e.g., clean up or meal preparation).
- Provide opportunities for dramatic play that promote group work and an understanding of social roles.



H. Adaptive Social Behavior: Diverse Settings

Birth to 18 months	18 to 36 months	36 to 60 months
Some Indicators for Children:	Some Indicators for Children:	Some Indicators for Children:
<ol style="list-style-type: none"> 1. Actively observes surroundings 2. Demonstrates recognition of a new setting by changing behavior (e.g., looks to parent for guidance) 3. Explores new settings with guidance from caregiver 4. Is at ease in familiar settings (e.g., classroom, motor room, playground) 	<ol style="list-style-type: none"> 1. Separates from primary caregiver in familiar settings outside the home environment 2. Explores and plays in a range of familiar settings 3. Asks questions or acts in other uncertain ways in unfamiliar settings and environments 4. Displays ease and comfort in a variety of places with familiar adults (e.g., home, store, car, playground) 	<ol style="list-style-type: none"> 1. Explores objects and materials, and interacts with others in a variety of group settings 2. Successfully transitions from one activity/ setting to the next during the day, with guidance 3. Adjusts behavior to different settings (e.g., home, library, playground)

Sample Strategies to Promote Development and Learning:

- Establish family rituals, routines, and activities.
- Provide child with consistent objects and routines to help adapt to changes in settings.
- Provide adequate transition time and talk with child about upcoming changes to schedule or setting.

Sample Strategies to Promote Development and Learning:

- Introduce child to a variety of settings, including diverse cultural settings (e.g., libraries, general stores, post office).
- Talk with child about how one setting is different from another setting.
- Create a care giving environment that reflects child’s home culture.

Sample Strategies to Promote Development and Learning:

- Provide child with reminders when changes in schedule are planned.
- Involve child in signaling transitions (e.g., ringing bell, singing particular song).
- Demonstrate and explain to child how to stand up for self and others in the face of bias.



I. Adaptive Social Behavior: Empathy

Birth to 18 months	18 to 36 months	36 to 60 months
Some Indicators for Children:	Some Indicators for Children:	Some Indicators for Children:
<ol style="list-style-type: none"> 1. Watches and observes adults and children 2. Smiles when sees a smiling face 3. Reacts when someone is crying or upset 4. Explores environment with multiple senses 	<ol style="list-style-type: none"> 1. Notices and may show concern for other children who are happy or sad or upset 2. Demonstrates awareness of feelings during pretend play (e.g., soothes a crying doll) 3. Names emotions of self and others (e.g., happy, sad) 4. Expresses interest and excitement about animals and other living things 	<ol style="list-style-type: none"> 1. Notices and shows concern for peers' feelings 2. Comforts peers when they are hurt or upset, with adult assistance 3. Adopts a variety of roles and feelings during pretend play 4. Identifies and responds to the feelings and experiences of the characters in stories 5. Expresses how another child might feel (e.g., "I think Tanya is sad because she is crying.") 6. Cares for plants, flowers, and other living things, with guidance 7. Shows concern about fairness within peer group

Sample Strategies to Promote Development and Learning:

- Provide mirrors and opportunities for child to see faces and emotions.
- Name emotions (e.g., happy, sad).
- Provide opportunities for child to observe animals in a safe environment.

Sample Strategies to Promote Development and Learning:

- Provide opportunities to identify emotions by the use of pictures, posters, and mirrors.
- Provide opportunities for dramatic play with simple themes and props, including plays, themes, and props from own and different cultures.
- Share the wonders of the natural world with child (e.g., by playing outside together, reading books and telling stories about the natural world).

Sample Strategies to Promote Development and Learning:

- Name and discuss feelings (e.g., "You're sad because...").
- Imagine aloud together how animals and plants might feel.
- Provide opportunities for child to play with friendly and gentle animals, with close supervision.

J. Appreciating Diversity

Birth to 18 months	18 to 36 months	36 to 60 months
Some Indicators for Children:	Some Indicators for Children:	Some Indicators for Children:
<ol style="list-style-type: none"> 1. Observes body parts and self in mirror 2. Focuses attention on others 3. Notices others' physical characteristics (e.g., pats others' hair) 4. Distinguishes primary caregivers from others 5. May initially react to and /or interact differently with others who are of different ethnic and cultural backgrounds, of a different gender, who speak other languages, or have special needs 	<ol style="list-style-type: none"> 1. Plays in the presence of other children 2. Asks simple questions about other children (e.g., "Where's Tommy?") 3. Notices differences, may ask why (e.g., in wheelchair, has glasses) 	<ol style="list-style-type: none"> 1. Compares similarities or differences of others (e.g., height, hair color) in his/her circle of contact 2. Develops awareness, knowledge, and appreciation of own gender and cultural identity. 3. Identifies gender and other basic similarities and differences between self and others 4. Demonstrates understanding that different individuals have different abilities and information 5. Includes other children in own activities who are of a different gender, ethnic background, who speak other languages, or who have special needs, with guidance 6. Asks questions about others' families, ethnicity, language, cultural heritage, and differences in physical characteristics

Sample Strategies to Promote Development and Learning:

- Share and explore own culture with child (e.g., attend cultural events).
- Read books to child that explores people with diverse abilities and cultures.
- Introduce child to a second language if you are bilingual.

Sample Strategies to Promote Development and Learning:

- Provide opportunities for child to interact with children of diverse abilities, cultures, and ethnicities.
- Provide child with a variety of dramatic play materials reflecting cultures of families in community.
- Encourage child to develop a sense of fairness for self and for others.

Sample Strategies to Promote Development and Learning:

- Provide opportunities for child to describe own cultural and physical characteristics.
- Demonstrate and explain that one person may play different roles (e.g., father and employee).
- Accept each child's unique expression of gender.

K. Self-Concept

Birth to 18 months	18 to 36 months	36 to 60 months
Some Indicators for Children:	Some Indicators for Children:	Some Indicators for Children:
<ol style="list-style-type: none"> 1. Signals caregivers for assistance, attention, or need for comfort 2. Explores own body (e.g., observes hands, reaches for toes) 3. Explores the face and other body parts of others (e.g., touches caregivers' ears, hair, hands) 4. Responds with gestures or vocalizations when name is spoken 5. Shows awareness of self in voice, mirror image, and body 6. Attempts to complete basic daily living tasks (e.g., eating, getting dressed) 	<ol style="list-style-type: none"> 1. Tests limits and strives for independence 2. Recognizes and calls attention to self when looking in the mirror or at photographs 3. Identifies self and uses own name when asked (e.g., "I am a boy"/"My name is Christina") 4. Shows awareness of being seen by others (e.g., exaggerates or repeats behavior when notices someone is watching) 5. Engages in individual activities/play for brief periods of time (e.g., 10 to 15 minutes) 6. Identifies objects as belonging to him or her 7. Shows pride in achievements/accomplishments 	<ol style="list-style-type: none"> 1. Describes self by gender, role, and abilities 2. Refers to self by first and last name and uses appropriate pronouns (I, me) rather than referring to self in third person 3. Chooses individual activities (e.g., doing puzzles, painting) 4. Expresses self in different roles during pretend play 5. May talk to self and/or engage in conversation with imaginary playmates 6. Describes family members and begins to understand their relationship to one another

Sample Strategies to Promote Development and Learning:

- Cuddle, physically nurture, and be responsive to child to foster trust and attachment.
- Use child's name during interactions.
- Help child learn to calm self (e.g., model calming behavior, offer soothing objects).

Sample Strategies to Promote Development and Learning:


- Give child appropriate and varied choices.
- Be aware and respectful of cultural differences in valuing independence.
- Expect child to protest as he/she expresses individuality.

Sample Strategies to Promote Development and Learning:

- Encourage child to experiment with growing competence and individuality by providing child opportunities to make choices or decisions.
- Help child distinguish people and relationships (e.g., brother, aunt, cousin).
- Assist child in making collages or an "All about Me" book with pictures and captions.



L. Self-Concept: Abilities and Preferences

Birth to 18 months	18 to 36 months	36 to 60 months
Some Indicators for Children:	Some Indicators for Children:	Some Indicators for Children:
<ol style="list-style-type: none"> Shows preference for primary caregivers Identifies familiar objects (e.g., bottle, blanket) Smiles at self in mirror Notices and explores hands, eventually becoming aware that they are attached and that they can be controlled to do things Points or moves toward desired people or objects Plays with one object more often than others Repeats a motion or noise to replicate a result Makes choices about what toys to play with Protests when does not want to do something (e.g., arches back when doesn't want to sit in high chair) Responds to requests for action (e.g., claps for the song) Points to and may name at least two body parts when asked 	<ol style="list-style-type: none"> Points to and names some of own body parts Makes choices (e.g., what clothes to wear) Shows preference for favorite books, toys, and activities Indicates preferences and intentions by answering yes/no questions (e.g., "Are you done with that?" "Are you still using it?" "Can Joe use it now?") 	<ol style="list-style-type: none"> Describes own basic physical characteristics Exerts will and preferences with actions and increasingly with language Experiments with own abilities by trying new activities and testing limits Identifies feelings, likes, and dislikes, and begins to be able to explain why he/she has them
		

Sample Strategies to Promote Development and Learning:

- Involve child in family traditions, rituals, and activities.
- Follow child's lead during play and exploration.
- Talk with child about body parts and body functions (e.g., "We use our teeth to chew").

Sample Strategies to Promote Development and Learning:

- Provide opportunities for child to make appropriate and varied choices.
- Share your enthusiasm and describe child's abilities and preferences (e.g., "You really like to draw with those crayons, don't you?" "You are walking carefully over tree roots.>").
- Invite others to share their culture and traditions with child.

Sample Strategies to Promote Development and Learning:

- Provide child with a variety of materials and experiences that help child to discover preferences and abilities.
- Support child's developing understanding of own characteristics and culture (e.g., "You have freckles just like your Grandma.>").
- Provide dress-up and pretend play materials from child's daily life and cultural background.

M. Self-Efficacy

Birth to 18 months	18 to 36 months	36 to 60 months
Some Indicators for Children:	Some Indicators for Children:	Some Indicators for Children:
<ol style="list-style-type: none"> 1. Repeats a sound or gesture that creates an effect (e.g., repeatedly shakes a rattle after discovering that it makes a sound) 2. Recognizes that adults respond to cues 3. Explores environment, at first in close contact with caregiver and then farther away from caregiver as child grows 4. Looks to caregiver when accomplishing new tasks (e.g., standing or walking) 5. Gives objects or toys to others (e.g., picks up rock then reaches to give it to caregiver) 6. Smiles when succeeding in a task/activity 	<ol style="list-style-type: none"> 1. Wants to do things by him/her self 2. Recognizes own accomplishments 3. Shows completed projects (e.g., drawing, pile of blocks) to caregiver 4. Acts as though is capable of doing new tasks and activities (e.g., copies use of adult tools, tries to sweep the floor with an adult-sized broom) 5. Seeks help after trying something new or challenging 	<ol style="list-style-type: none"> 1. Expresses delight with mastery of a skill (e.g., "I did it myself.") 2. Asks others to view own creations (e.g., "Look at my picture.") 3. Demonstrates confidence in own abilities (e.g., "I can climb to the top of the big slide!") 4. Expresses own ideas and opinions 5. Enjoys process of creating (e.g., drawing, painting, building)

Sample Strategies to Promote Development and Learning:

- Stay near child to give encouragement as needed.
- Provide a safe environment for child to explore many activities.
- Describe and acknowledge child's actions and accomplishments (e.g., by smiling and saying "You took off your socks!").

Sample Strategies to Promote Development and Learning:

- Provide opportunities for child to engage in new tasks.
- Provide materials so child can experience success.
- Monitor child as he/she pushes self to try new things (e.g., keeps going higher when asked to stop).

Sample Strategies to Promote Development and Learning:

- Model how to do something and provide opportunities for child to try to do it.
- Provide plenty of time and opportunities for child to play, explore, experiment, and accomplish tasks.
- Invite child to share thoughts and feelings when accomplishing a new task.

N. Self-Control

Birth to 18 months	18 to 36 months	36 to 60 months
Some Indicators for Children:	Some Indicators for Children:	Some Indicators for Children:
<ol style="list-style-type: none"> 1. Develops increasing consistency in sleeping, waking, and eating patterns 2. Engages in some regular behaviors (e.g., sings or babbles self to sleep, goes to high chair when hungry) 3. Participates in routine interactions (e.g., quiets body when picked up; cooperates in dressing) 4. Anticipates routine interactions (e.g., lifts arms toward caregiver to be picked up) 5. Follows some consistently set rules and routines (e.g., chooses book after lunch for quiet time) 6. Begins to assert self by resisting familiar caregiver requests with regard to rules 	<ol style="list-style-type: none"> 1. Challenges limits and strives for independence 2. Anticipates and follows simple routines, with reminders and assistance (e.g., washes hands and helps set table at snack time, helps to pick up and put away blocks at clean-up time) 3. Anticipates and follows simple rules, with reminders (e.g., expects to be buckled up when getting into car seat) 4. Anticipates consequences for not following rules; but may not be able to overcome the impulse to exert own desire to not follow them 	<ol style="list-style-type: none"> 1. Participates in routine activities (e.g., meal time, snack time, naptime) 2. Follows simple rules without reminders (e.g., handles toys with care) 3. Demonstrates increasing ability to use materials purposefully, safely, and respectfully 4. Adapts to changes in daily schedule 5. Predicts what comes next in the day, when there is an established and consistent schedule

Sample Strategies to Promote Development and Learning:

- Be emotionally available and sensitive to child.
- Establish routines for eating, sleeping, diapering, and other regular activities while taking into account family's care practices and child's schedule.
- Be consistent in your interactions with child.

Sample Strategies to Promote Development and Learning:

- Establish routines while being flexible to meet child's needs.
- Set simple rules and respond consistently to child's behavior.
- Offer child two real choices that are both okay from the adults' point of view (e.g., "Do you want to wear a red or blue sweater?").

Sample Strategies to Promote Development and Learning:

- Prepare child for changes in daily schedule by providing advance warning, talking with, and listening to child.
- Keep list (pictures) of rules positive and short; include rules addressing bias and prejudice that are understood by child.
- Engage child in setting appropriate rules.



O. Self-Control: Feelings and Impulses

Birth to 18 months	18 to 36 months	36 to 60 months
Some Indicators for Children:	Some Indicators for Children:	Some Indicators for Children:
<ol style="list-style-type: none"> 1. Signals needs with sounds or motions (e.g., turns head and roots or cries when hungry or reaches for wanted object of comfort) 2. Relaxes or stops crying when comforted , especially by familiar adult (e.g., when swaddled or spoken to softly) 3. Comforts self by clutching, sucking, or stroking when tired or stressed (e.g., calms while stroking or holding soft blanket) 4. Communicates need for support or help from adults (e.g., holds out arms when tired) 	<ol style="list-style-type: none"> 1. Names some emotions (e.g., happy, excited, sad, mad, tired, scared) 2. Increasingly seeks caregiver support and attention when feeling strong emotions 3. Begins to control impulses at times (e.g., says “No” when reaching for forbidden object; restrains self from stepping on a book on the floor) 	<ol style="list-style-type: none"> 1. Expresses strong emotions in appropriate ways, at times with assistance 2. Expresses ownership of feelings and desire to control self, with assistance 3. Calms self after having strong emotions, with guidance (e.g., goes to quiet area or requests favorite book to be read when upset) 4. Waits for turn during group activities, sometimes 5. Sticks with difficult tasks and demonstrates increasing ability to deal with frustration

Sample Strategies to Promote Development and Learning:

- Snuggle, cuddle, and physically nurture child.
- Provide child with calming materials (e.g., soft blanket or toy).
- Name own emotions when interacting with child.

Sample Strategies to Promote Development and Learning:

- Recognize and name child’s feelings and behaviors (e.g., “You seem happy today.”).
- Intervene sensitively when child is having difficulty regulating impulses.
- Read books with child that focus on emotions and emotional regulation.

Sample Strategies to Promote Development and Learning:

- Engage with child to provide support when he/ she is having difficulty.
- Acknowledge child for expressing and regulating intense feelings.
- Discuss upsets when they are over and child has become calm.



P. Emotional Expression

Birth to 18 months	18 to 36 months	36 to 60 months
Some Indicators for Children:	Some Indicators for Children:	Some Indicators for Children:
<ol style="list-style-type: none"> 1. Cries, uses other vocalizations, facial expressions, or body language to express emotions and to get needs met 2. Responds to emotional cues and social situations (e.g., crying when other babies cry) 3. Smiles, waves, or laughs in response to positive adult interaction 4. Frowns in response to discomfort or inability to do something 	<ol style="list-style-type: none"> 1. Recognizes and expresses emotions towards familiar persons, pets, or possessions with appropriate facial expressions, words, gestures, signs, or other means 2. Names some emotions (e.g., happy, excited, sad, mad, tired, scared) 3. Begins to use play to express/act out emotions 	<ol style="list-style-type: none"> 1. Names and talks about own emotions 2. Uses pretend play to understand and respond to emotions 3. Associates emotions with words and facial expressions 4. Uses humor to entertain and make others laugh

Sample Strategies to Promote Development and Learning:

- Comfort a child quickly when he/she cries; this makes him/her feel safe.
- Model facial expressions to express emotions.
- Respond to child's displays of pleasure by matching child's emotions with facial expressions, tone, and words.

Sample Strategies to Promote Development and Learning:

- Use words to teach child to associate feelings with their proper names.
- Model a range of appropriate ways to express different feelings.
- Recognize that some children may not express emotions verbally (e.g., invite child to draw pictures, use signs or gestures, or go for a walk to express emotions).

Sample Strategies to Promote Development and Learning:

- Model appropriate expression of emotions and talk about how you feel (e.g., singing when you are happy, sighing when you are frustrated).
- Avoid stereotyping children's expression of emotion (e.g., validate boys when they cry, girls when they get angry).
- Incorporate books on feelings reflective of the language and cultural background of child.