

Social Emotional Development (SED)

Self-Awareness 1

Child shows increasing awareness of own identity and preferences as distinct from and in relation to others

1 Self-Awareness 1

Responding

- E Responds to others **EARLIER**
- L Uses senses and movement to explore self and others **LATER**

Exploring

- E Responds to their own name or nickname **EARLIER**
- L Communicates own needs and wants **LATER**

Building

- E Expresses simple ideas about self and connection to others **EARLIER**
- M Describes self, based on aspects of their physical appearance related to specific identities (e.g., race, ethnicity, gender, height, clothing) **MIDDLE**
- L Describes several of own preferences **LATER**

Integrating

- E Compares own preferences, feelings, or cultural practices to those of others **EARLIER**
- M Describes self, based on perceived personal qualities related to specific situations or contexts (e.g., "I'm shy at school") **MIDDLE**
- L Identifies strengths and weaknesses by comparing self with others **LATER**

Extending

- E Demonstrates one of the following: **EARLIER**
 - 1 Identifies what they know and don't know and seeks help when needed
 - 2 Describes self, based on subtle or abstract (i.e., not superficial) characteristics that are consistent across various situations or contexts
 - 3 Describes, with detail, different ways their identities connect
 - M Demonstrates two of the following: **MIDDLE**
 - 1 Identifies what they know and don't know and seeks help when needed
 - 2 Describes self, based on subtle or abstract (i.e., not superficial) characteristics that are consistent across various situations or contexts
 - 3 Describes, with detail, different ways their identities connect
 - L Demonstrates all three of the following: **LATER**
 - 1 Identifies what they know and don't know and seeks help when needed
 - 2 Describes self, based on subtle or abstract (i.e., not superficial) characteristics that are consistent across various situations or contexts
 - 3 Describes, with detail, different ways their identities connect
-

Social Awareness 2

2 Social Awareness 2

Child shows a developing awareness and acceptance of others' thoughts, perspectives, and individual characteristics

Responding

- E Responds to faces, voices, or actions of other people **EARLIER**
 - L Anticipates what familiar people will do in repeated experiences such as care routines **LATER**
-

Exploring

- E Shares a common focus with another person **EARLIER**
 - L Acts in response to what they think another person wants **LATER**
-

Building

- E Communicates about others' feelings, behaviors, or preferences **EARLIER**
- M Communicates that others' behaviors are related to their thoughts or feelings **MIDDLE**
- L Communicates that others' behaviors are related to their consistent preferences or past experiences **LATER**

Integrating

- E Acknowledges that the thoughts or feelings of others can be different from child's own **EARLIER**
 - M Demonstrates understanding that others' nonverbal cues (e.g., body language, tone of voice) communicate how they feel **MIDDLE**
 - L Celebrates others' success and offers peers solutions to problems, sometimes with adult encouragement **LATER**
-

Extending

- E Demonstrates one of the following: **EARLIER**
 - 1 Anticipates others' wants or needs based on their individual characteristics, consistent preferences, or past experiences
 - 2 Encourages and helps others, without prompting
 - 3 Identifies instances of injustice or unfairness in their social environments or in how people treat one another
 - M Demonstrates two of the following: **MIDDLE**
 - 1 Anticipates others' wants or needs based on their individual characteristics, preferences, or experiences
 - 2 Encourages and helps others, without prompting
 - 3 Identifies instances of injustice or unfairness in their social environments or in how people treat one another
 - L Demonstrates all three of the following: **LATER**
 - 1 Anticipates others' wants or needs based on their individual characteristics, preferences, or experiences
 - 2 Encourages and helps others, without prompting
 - 3 Identifies instances of injustice or unfairness in their social environments or in how people treat one another
-

Relationships and Reciprocal Interactions with Familiar Adults **3**

3 Relationships and Reciprocal Interactions with Familiar Adults **3**

Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults

Responding

- E Responds to faces, voices, or actions of people nearby **EARLIER**
 - L Shows interest in familiar adults **LATER**
-

Exploring

- E Shows a preference for interacting with familiar adults over unfamiliar adults **EARLIER**
- L Participates in familiar routines and activities with familiar adults **LATER**

Building

- E Interacts for extended periods with familiar adults in a variety of situations **EARLIER**
- M Engages with familiar adults in ways that indicate an emerging understanding of the adult's feelings or preferences **MIDDLE**
- L Engages in back-and-forth interactions with a familiar adult to agree on activities they may want to do together in the short term **LATER**

Integrating

- E Works cooperatively with familiar adults, over sustained periods, to plan and carry out mutually enjoyable activities **EARLIER**
- M Acknowledges or accepts the communicated interests, preferences, or goals of familiar adults even when different from own **MIDDLE**
- L Initiates cooperative interactions that follow the intentions or goals of familiar adults even when in conflict with own **LATER**

Extending

- E Demonstrates one of the following: **EARLIER**
 - 1 Communicates to familiar adults what they want or need in ways that reflect an understanding of the adult's expectations or perspectives
 - 2 Extends communications with familiar adults to find alternative solutions when the first solution is not accepted
 - 3 Makes use of support from familiar adults when needed, while managing challenges increasingly on own
- M Demonstrates two of the following: **MIDDLE**
 - 1 Communicates to familiar adults what they want or need in ways that reflect an understanding of the adult's expectations or perspectives
 - 2 Extends communications with familiar adults to find alternative solutions when the first solution is not accepted
 - 3 Makes use of support from familiar adults when needed, while managing challenges increasingly on own
- L Demonstrates all three of the following: **LATER**
 - 1 Communicates to familiar adults what they want or need in ways that reflect an understanding of the adult's expectations or perspectives
 - 2 Extends communications with familiar adults to find alternative solutions when the first solution is not accepted
 - 3 Makes use of support from familiar adults when needed, while managing challenges increasingly on own

Child develops and maintains close relationships with one or more peers and becomes increasingly competent and cooperative in peer interactions

Responding

- E Shows awareness of other people, including children **EARLIER**
 - L Shows interest in nearby children **LATER**
-

Exploring

- E Indicates interest in being near peers and orients own activity to a peer's activity **EARLIER**
 - L Engages with peers in brief back-and-forth of objects, actions, or words **LATER**
-

Building

- E Plays together with various peers for brief amounts of time, when initiated or supported by an adult **EARLIER**
 - M Initiates or joins cooperative play with peers or preferred peers **MIDDLE**
 - L Maintains cooperative play with peers or preferred peers for extended amounts of time **LATER**
-

Integrating

- E Co-creates games or tasks with peers that involve clear, simple rules (e.g., turn-taking) and roles **EARLIER**
 - M Chooses preferred peers or peers to play or work with and compromises with them to achieve goals **MIDDLE**
 - L Works with preferred peers or peers to achieve shared goals, including using concepts of fairness or justice to resolve conflict with them **LATER**
-

Extending

- E Demonstrates one of the following: **EARLIER**
 - 1 Cultivates a close relationship with at least one peer
 - 2 Initiates entry into a variety of social situations with peers successfully
 - 3 Works to correct unfairness and repair ruptures in social situations with peers
 - M Demonstrates two of the following: **MIDDLE**
 - 1 Cultivates a close relationship with at least one peer
 - 2 Initiates entry into a variety of social situations with peers successfully
 - 3 Works to correct unfairness and repair ruptures in social situations with peers
 - L Demonstrates all of the following: **LATER**
 - 1 ultivates a close relationship with at least one peer
 - 2 Initiates entry into a variety ofsocial situations with peers successfully
 - 3 orks to correct unfairness and repair ruptures in social situations with peers
-

Child develops an increasing ability to identify and process emotions

Responding

- E Calms in response to care from a familiar adult **EARLIER**
- L Orients to a familiar adult when distressed and responds when comforted by them **LATER**

Exploring

- E Shows preference for certain familiar adults for comfort and care **EARLIER**
- L Comforts self or seeks comfort from familiar adults **LATER**

Building

- E Seeks out familiar adults for support when experiencing an emotion **EARLIER**
- M Recognizes basic emotions (e.g., happy, mad) in self **MIDDLE**
- L Makes connections for reasons behind basic emotions, sometimes with adult support **LATER**

Integrating

- E Uses a few strategies to process their emotions, sometimes with adult support **EARLIER**
- M Makes connections between some of their emotional experiences and sensory experiences **MIDDLE**
- L Uses numerous or varied strategies to process their emotions in different situations **LATER**

Extending

E Demonstrates one of the following: **EARLIER**

- 1 Uses words, pictures, or objects to communicate about their varied emotional experiences in different situations
- 2 Describes anticipated emotional responses to upcoming situations
- 3 Uses different strategies, tailored to different situations, to process their emotions

M Demonstrates one of the following: **MIDDLE**

- 1 Uses words, pictures, or objects to communicate about their varied emotional experiences in different situations
- 2 Describes anticipated emotional responses to upcoming situations
- 3 Uses different strategies, tailored to different situations, to process their emotions

L Demonstrates one of the following: **LATER**

- 1 Uses words, pictures, or objects to communicate about their varied emotional experiences in different situations
- 2 Describes anticipated emotional responses to upcoming situations
- 3 Uses different strategies, tailored to different situations, to process their emotions