

Social Foundations: 3 Years

Social Emotional Regulation

1 Demonstrates healthy self-confidence. 1

A Demonstrates Independence inD range of Routines and Tasks 1.A

- 1 Begins to actively participate in classroom activities (e.g., answers questions or joins dramatic play). 1.A.1
- 2 Chooses where to play during center time. 1.A.2

B Demonstrates Age-Appropriate Independence in Decision-Making 1.B

- 1 Begins to independently select appropriate materials during specific activities (i.e. when presented with a painting project gets red and green paint). 1.B.1
- 2 Recognizes the appropriate place for items (e.g., their assigned seat, rest spot, etc.). 1.B.2

2 Initiates and maintains relations. 2

A Expresses, Understands, and Responds to Feelings/Emotions of Others 2.A

- 1 Identifies basic feelings (e.g., sad, mad, happy). 2.A.1**
- 2 Begins to express emotions through non-verbal cues with adult modeling and support (e.g., body language, facial expressions, crosses arms, and frowns). 2.A.2**
- 3 Recognizes when someone needs help, but may not respond every time. 2.A.3**

B Plays or Works with Others Cooperatively 2.B

- 1 Plays alongside other children (e.g., dramatic play, block table). 2.B.1**
- 2 Begins to understand the concept of sharing with adult modeling and support. 2.B.2**

C Recognizes Differences or Similarities Between Self as Compared to Others 2.C

- 1 Begins to recognize differences or similarities between self as compared to others (e.g., children with disabilities, gender, hair color, etc.). 2.C.1**

D Shows Ability to Resolve Conflicts 2.D

- 1 Accepts compromise when resolving conflicts if suggested by an adult (e.g., mom says, "Jackson, you can use that swing as soon as Sheila finishes her turn"). 2.D.1**
 - 2 Seeks adults' help in resolving a conflict (e.g., goes to dad and says, "Jacob took my truck!"). 2.D.2**
 - 3 Continues to learn simple alternatives to aggressive ways of dealing with conflicts (e.g., trades one object for a desired one). 2.D.3**
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**Approaches to Learning
& Executive
Functioning.**

3 Self-regulation/inhibitory control. 3

A Control Impulses 3.A

- 1 Occasionally avoids imitating the negative behaviors of peers with prompting from an adult. 3.A.1
- 2 Developing the ability to control impulses during structured activities with adult support (e.g., resist the impulse to call out before raising hand during group time). 3.A.2
- 3 May remind other children to control their impulses and follow rules when not able to do so oneself. 3.A.3
- 4 May need to be reminded to stop a habitual action when it is not appropriate (e.g. continuing to go to the bathroom for paper towels even though they have been moved into the classroom). 3.A.4
- 5 Can enjoy games like Red Light, Green Light that require waiting for signal to do something with adult support. 3.A.5

B Resist Temptation 3.B

- 1 Briefly able to wait for an object without grabbing. Can wait longer with adult support. 3.B.1
- 2 Can wait for a highly desired food or object with adult reminders (e.g., can wait to eat the cupcake in reach until the birthday song is complete). 3.B.2
- 3 Able to takes turns with preferred toys with prompting from an adult. 3.B.3

C Refrains from Emotional Outbursts and Unsafe Behaviors 3.C

- 1 Shows progress in resisting the impulse to harm self, others or property in difficult situations or conflicts and using language to express strong feelings instead (e.g., says, "I really, REALLY need that swing!"). May still fall apart under stress. 3.C.1

D Attentiveness— Resists Distraction to Maintain Focus on Tasks of Interest to the Child 3.D

- 1 Maintains focus on one activity for longer periods of time as long as the activity is age- appropriate and of interest (e.g., can repeatedly solve and dump out a wooden puzzle, even with other children playing in the background). 3.D.1

E Attentiveness— Resists Distraction to Maintain Focus on Tasks Set By Someone Else 3.E

- 1 Remains on task during an activity set by the teacher for short periods of time despite distractions though still may require prompting from an adult. 3.E.1
- 2 Can return to an earlier task after an interruption, with adult reminders. 3.E.2

4 Working Memory 4

A Demonstrate the Ability to Hold and Manipulate Information 4.A

- 1 Can remember and talk about what has just happened in a story and what is happening now. 4.A.1
- 2 Can consider two options and make a choice when asked. 4.A.2
- 3 Can hold two rules in mind long enough to complete the tasks (e.g., “Throw your trash away, and then put your lunchbox in your cubby). 4.A.3
- 4 Can remember a response to a teacher’s question long enough to respond appropriately after waiting for a turn during a short group discussion. 4.A.4
- 5 Can put down a toy and remember its location for a brief period of time. 4.A.5
- 6 Can enjoy success at simple memory games tracking a few objects or pictures. 4.A.6

5 Cognitive Flexibility 5

A Can Flexibly Apply Rules to Games and Behavior 5.A

- 1 Can take on a character in pretend play and sustain this role consistently for approximately 5-10 minutes with adult modeling and support. 5.A.1
- 2 Can enjoy games with rules and follow the rules some of the time. 5.A.2
- 3 Can learn to follow different rules in different contexts and can do so with reminders (e.g., use indoor voices indoors but not outdoors). 5.A.3
- 4 Can recognize when making a mistake and change approach with adult help. 5.A.4
- 5 Able to sort materials by two different characteristics (e.g., blocks go here, dolls go here). 5.A.5

B Flexible Problem Solving - Seeks Multiple Solutions to a Question, Task, or Problem 5.B

- 1 Employs a strategy to solve a problem with adult modeling, prompting, and support. 5.B.1
- 2 Asks adults to solve or “fix” a problem. 5.B.2
- 3 Continues to become more flexible in problemsolving and thinking through alternatives (e.g., when trying to put on shoes, talks to self about what to do first. If the shoe won't easily go on one foot, he or she tries the other foot). 5.B.3
- 4 After a conflict with another child, can talk about other ways the problem might have been resolved. 5.B.4
- 5 When faced with a problem can slow down and think through options with support from an adult (e.g., “It looks like someone is in your way. What could you do to get him to move?”). 5.B.5

6 Initiative & Curiosity 6

A Desire to Learn—Ask Questions and Seeks New Information 6.A

- 1 Begins to ask basic “wh” questions related to the environment (e.g., “Where is Sarah going?”). 6.A.1
- 2 Seeks experiences with new toys and materials (e.g., listens to stories, plays with friends at the water table, takes trips to the fire station). 6.A.2
- 3 Generates ideas with teachers and peers with adult modeling and support. 6.A.3

B Desire to Learn—Interest in Challenges 6.B

- 1 Continues to ask numerous questions, which are becoming more verbally complex (e.g., asks, “How do we get to Nana’s house?”). 6.B.1
- 2 Starts to demonstrate enthusiasm for new challenges and experiences. 6.B.2

C Independence in Learning—Plans and Initiates Projects 6.C

- 1 Begins to actively participate in classroom activities (i.e. answers questions or joins dramatic play). 6.C.1
- 2 Chooses where to play during center time. 6.C.2
- 3 Begins to independently select appropriate materials during specific activities (e.g., when presented with a painting project gets red and green paint). 6.C.3

7 Demonstrates Persistence 7

A Persists in an Activity From Start to Finish (Complete a Task)- -Independently 7.A

- 1 Persists with a wider variety of tasks, activities, and experiences with adult prompting. 7.A.1
- 2 Keeps working to complete a task even if it is moderately difficult (e.g., persists with a somewhat challenging wooden puzzle). 7.A.2
- 3 Notes sense of accomplishment when finishing a planned activity (e.g., successfully drawing a figure). 7.A.3

B Persists in the Face of Failure 7.B

- 1 Insists upon putting on coat independently, even though prior attempts have been unsuccessful. 7.B.1
- 2 Continues to stack cups or complete a simple puzzle unsuccessfully without an emotional outburst with adult support. 7.B.2
- 3 Can adjust approach to a task to resolve difficulties with adult help (e.g., if teacher suggests the child rotate a puzzle piece to find a better fit). 7.B.3

8 Demonstrates Cooperation 8

A Positively Participates in Cooperative Play 8.A

- 1** Offers basic help to peers who are in need, upset, hurt, or angry (e.g., hug, comfort object, pat, encouraging word). **8.A.1**
- 2** Attempts to give aid may not take into account the other child's characteristics or needs (e.g., offers a crying classmate his or her own stuffed animal, even though the child has another comfort object). **8.A.2**
- 3** Begins to have real friendships, even though he or she may not understand the concept of friendship or that these relationships may not last (e.g., says "my best friends are Nathan, Sharon, Enrique, Cassidy..." and all others in his or her class). **8.A.3**
- 4** Accepts compromise when resolving conflicts if it is suggested by an adult (e.g., mom says, "Jackson, you can use that swing as soon as Sheila has finished"). **8.A.4**
- 5** Seeks adults' help in resolving a conflict (e.g., goes to dad and says, "Jacob took my truck!"). **8.A.5**
- 6** Continues to learn simple alternatives to aggressive ways of dealing with conflicts (e.g., trades one doll for a desired one by saying, "You have THIS dolly, okay?"). **8.A.6**

9 Understanding & complying with classroom rules, routines, & expectations. 9

A Follows Routines, Rules, and Directions 9.A

- 1** Follows classroom rules frequently **9.A.1**
- 2** Behaves appropriately within the context of the classroom routines (e.g., sits for brief periods during circle or washes hands for lunch time). **9.A.2**
- 3** Begins to anticipate the next activity in the routine (e.g., asking "Are we going outside?" during snack time). **9.A.3**

10 Understanding & complying with classroom rules, routines, and expectations. 10

- A Demonstrates the Ability to Postpone Activity and Start Another 10.A**
 - 1** Responds to visual or auditory prompts and cues to transition to the next activity with adult support. 10.A.1
 - 2** Moves from a preferred activity to a less preferable activity with adult support and assistance. 10.A.2
 - 3** Demonstrates the ability to stop an engaging activity to help clean up with adult support. 10.A.3
- B Demonstrates the Ability to Adopt to New Environments with Appropriate Behaviors with Adult Support 10.B**
 - 1** Demonstrates comfort with the transition from home to the classroom environment (e.g., begins to calm down quicker and more frequently when parents leave). 10.B.1
 - 2** Engages with trusted adults during transition with support and encouragement. 10.B.2
- C Demonstrates Appropriate Use of Materials or Belongings and Those of Others 10.C**
 - 1** Begins to help with clean up after activities with prompting and adult assistance. 10.C.1
 - 2** Begins to recognize where materials belong. 10.C.2
 - 3** Begins to understand how to use age-appropriate classroom materials with modeling and prompting. Follows adult direction and modeling for an assigned task (e.g., turning pages of book with care, then puts book back onto shelf with prompting). 10.C.3
 - 4** Begins to reference past knowledge to create understanding of new information through pretend play (e.g., says “This game is like the one we played in Ms. Kim’s class). 10.C.4

11 Demonstrates cognitive flexibility—Understands symbolic representation 11

- A Represents People, Places, or Things Through Drawings, Movement, and Three Dimension Objects 11.A
 - 1 Develops generic symbols for repeated drawings of common objects like sun, dog and house. 11.A.1
 - 2 Begins drawing in a more realistic manner, occasionally oscillating between realism and scribbling. 11.A.2
- B Engages in Pretend Play and Acts Out Roles 11.B
 - 1 Identifies difference between fantasy and reality with adult support and prompting. 11.B.1
 - 2 Able to act out simple roles (i.e., “Look, I am a dog, ruff, ruff”). 11.B.2
- C Recognizes Cause and Effect 11.C
 - 1 Understands explanations when concrete objects and actions support the verbal explanation, and phenomena are directly observable (e.g., "When we mix colors, we get a new color. See what color you get when you mix yellow with blue"). 11.C.1