

# Domain 2: Social and emotional development

## Goal 9: Children develop positive relationships with adults



### BABIES MAY

- ⊗ Quiet when comforted.
- ⊗ Show preference for familiar adults (reaches for mom when she comes home).
- ⊗ Establish and maintain interactions with adults (cries out and then laughs when adult responds.)
- ⊗ Imitate familiar adults (smiles when adult smiles).
- ⊗ Engage in simple back and forth interactions with a familiar adult (Peek-a-Boo, touches face, makes sounds to engage, follows the gaze of an adult to an item).



### MOBILE BABIES MAY

- ⊗ Become upset when separated from familiar adults.
- ⊗ Seek comfort from a familiar adult when upset or tired.
- ⊗ Respond to adult's verbal greeting (waves and smiles).
- ⊗ Engage with adults during play (puts shapes in shape sorter).
- ⊗ Respond positively to adult help most of the time.
- ⊗ Use familiar adult as a "secure base" to explore (looks to adult for indication of appropriate and inappropriate behavior).



### TODDLERS MAY

- ⊗ Looks to adults for help and responds to offers of help from familiar adults (takes hand to walk to car).
- ⊗ Follow directions with support ("Let's go brush our teeth.").
- ⊗ Initiate interactions with adults (brings favorite book to the adult).
- ⊗ Communicate thoughts and feelings, likes and dislikes ("I want more.", "No").
- ⊗ Seek independence (helps with dressing self).
- ⊗ Follow basic safety guidelines (walks with adult when near street).



### PRESCHOOLERS MAY

- ⊗ Separate from primary caregiver with help from familiar adult (consistent adult is at the door with a smile and a high five).
- ⊗ Express affection for significant adult ("I love you.").
- ⊗ Use familiar adults when engaging new adults (Stays close to mom and makes minimal eye contact with new adult).
- ⊗ Follow directions and rules with minimal support (puts on coat and boots, settles in car seat).
- ⊗ Ask questions of adults to obtain information ("Why are we doing this?").
- ⊗ Follow directions in different environments with minimal support ("Remember we use our whisper voices in the library.").

# Domain 2: Social and emotional development

## Goal 10: Children develop positive relationships with other children



### BABIES MAY

- ⊗ Show interest in and imitate other babies.
- ⊗ Recognize children (vocalizes when familiar child enters room).
- ⊗ Respond positively to other children (smiles and laughs).
- ⊗ Play near other children (solitary and parallel play.)
- ⊗ Respond to upset child (becomes upset when another child cries).
- ⊗ Engages in back and forth interactions (one baby splashes water and the other baby laughs and then splashes water).



### MOBILE BABIES MAY

- ⊗ Show interest in children (moves closer, offers a toy, vocalizes to get attention of child).
- ⊗ Engage in problems regarding possession of items (takes toy, cries when toy is taken).
- ⊗ Imitate another child's behavior or activity (follows, laughs, pounds on drum).
- ⊗ Respond to other children's emotions (when another child is upset child pats upset child's head or back to console).
- ⊗ Use gestures and a few words to communicate (says "mine" or "no").
- ⊗ Trade and shares toys with assistance.
- ⊗ Accept adult help to solve problems.



### TODDLERS MAY

- ⊗ Be happy to see other children ("Denali is here!").
- ⊗ Play side-by-side with children, shares toys (parallel and associative play).
- ⊗ Share and takes turns, with assistance.
- ⊗ Indicate preferences and intentions by answering yes/no questions ("Are you finished with that? Are you still using it?").
- ⊗ Have preferred playmates.
- ⊗ Recognize similarities and differences between self and others ("Nyamal doesn't like ham, but I do").
- ⊗ Be aware of feelings of others (moves towards upset child and offers a toy).
- ⊗ Be aware of other children's belongings and space (puts another child's toy in their cubby during clean up).
- ⊗ Imitate roles and relationships through play ("I'm the mom and you're the brother.").
- ⊗ Use words and gestures to communicate ("Play with me", "Stop").



### PRESCHOOLERS MAY

- ⊗ Separate willingly from adults to play with other children.
- ⊗ Make and maintains a positive relationship with at least one child (develops friendships).
- ⊗ Initiate or enters play, with more than one child, shows flexibility in roles (cooperative play).
- ⊗ Participate in simple sequences of pretend play ("It's time to feed the baby, I will get the bottle, you change her diaper.").
- ⊗ Attempt to solve social problems, with assistance (asks for a timer, offers to trade, says "When I'm done you can have it.").
- ⊗ Use mostly words and some gestures to communicate ("Do you want to play with me?").
- ⊗ Interact with other children positively ("I want to be the dad, who do you want to be?").
- ⊗ Share materials and toys, with assistance ("That is mine." Adult: "You left it here and Carmen saw it."). Helps other children and follows suggestions given by another child ("I'll help you clean up." "Ok, you do the blocks.").
- ⊗ Have positive relationships in different settings (child has friends at school and church).
- ⊗ Maintain positive relationships with

# Domain 2: Social and emotional development

## Goal 10: Children develop positive relationships with other children, continued



multiple children.

- ⊗ Show understanding of another child's feelings and attempts to comfort them (child falls and is crying, another child goes to see if they are ok).
- ⊗ Attempt to solve problems, seeks adult assistance ("Can we take turns?").
- ⊗ Share materials and toys with other children.
- ⊗ Initiate more complex cooperative play, with three or more children, for extended periods of time.
- ⊗ Play games with rules, with assistance (adult teaches a simple board game and then children play).
- ⊗ Play different roles and makes plans with children (leader, follower, dad, baby).
- ⊗ Complete projects with other children (children make a fort with sheets. The fort changes often.).
- ⊗ Use multiple strategies to solve problems (attempts to communicate and then seeks assistance).
- ⊗ Demonstrate understanding of others' intentions or motives ("You wanted my toy because yours broke.").

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## Goal 11: Children demonstrate awareness of behavior and its effects



### BABIES MAY

- ⊗ Respond by quieting, smiling, cooing at loved ones and others.
- ⊗ Engage in simple back and forth playful interactions with parent/caregiver.
- ⊗ Explore face and other body parts of others (touch caregiver ears, hair, hands).



### MOBILE BABIES MAY

- ⊗ Repeat actions many times to cause a desired effect (smile because it makes parent or caregiver smile and laugh).
- ⊗ Show understanding that characters from books are connected with certain actions or behaviors (animal books and animal sounds).
- ⊗ Recognize that certain adult actions are associated with expected behavior (I am supposed to go to sleep when an adult puts me in bed).



### TODDLERS MAY

- ⊗ Show understanding that playing with objects will get adult's attention, which includes both desirable and forbidden objects.
- ⊗ Learn consequences of behavior, but may not understand why the behavior justifies the consequence (put away toy toddler is using to hit the wall, but doesn't understand why).
- ⊗ Recognize that behaving with challenging ways will cause corrective action or unhappiness from adults.



### PRESCHOOLERS MAY

- ⊗ Show empathy for physically hurt or emotionally upset child.
- ⊗ Describe other children's positive, thoughtful, kind behaviors.
- ⊗ Demonstrate understanding of the consequences of own actions on others. ("I gave him the block and he is playing with it now.")
- ⊗ Ask "why" questions about behavior he/she sees.
- ⊗ Take turns and share with peers, with assistance. Practice empathetic, caring behavior so others respond positively.
- ⊗ Describe how own actions make others feel and behave.
- ⊗ Explain his/her response to others' actions and feelings ("I gave him a hug because he was sad").
- ⊗ Cooperate with peers to complete a project with little conflict.
- ⊗ Guess how own and others' behavior will influence responses.

# Domain 2: Social and emotional development

## Goal 12: Children participate positively in group activities



### BABIES MAY

- ⊗ Look at, reach out, or explore others and shows recognition by smiling, reaching, and/or making sounds.
- ⊗ Focus briefly on other children and adults in family and community gatherings



### MOBILE BABIES MAY

- ⊗ Express joy with other children or when a familiar adult is present.
- ⊗ Begin to participate in simple play, side by side with other children.
- ⊗ Show increasing interest in family and community gatherings.



### TODDLERS MAY

- ⊗ Follow family routines (meal time behavior).
- ⊗ Show increasing excitement about being in the company of loved ones or trusted adults.
- ⊗ Begin to share and take turns, with assistance.
- ⊗ Participate in group games (chase, pretend play).



### PRESCHOOLERS MAY

- ⊗ Seek out other children to play with.
- ⊗ Notice and comment on who is absent from group settings.
- ⊗ Identify self as a member of a group (family, culture, school).
- ⊗ Use play to explore, practice and understand social roles.
- ⊗ Join a group of other children playing, with adult encouragement.

# Domain 2: Social and emotional development

## Goal 13: Children adapt to diverse settings



### BABIES MAY

- ☉ Actively observe surroundings.
- ☉ Show recognition of a new setting by changing behavior (look to parent for response).
- ☉ Explore new settings with guidance from caregiver.



### MOBILE BABIES MAY

- ☉ Begin to separate from primary caregiver in familiar settings outside home.
- ☉ Begin to explore and play in a range of familiar settings.
- ☉ Initiate simple social interactions with peers.



### TODDLERS MAY

- ☉ Separate from primary caregiver in familiar settings outside home.
- ☉ Ask questions or acts in other uncertain ways in unfamiliar settings and environments.
- ☉ Explore and play in a range of familiar settings.
- ☉ Show comfort in a variety of places with familiar adults (home, community events, store, playground).



### PRESCHOOLERS MAY

- ☉ Explore objects and materials and interact with others in a variety of group settings.
- ☉ Make smooth transitions from one activity/setting to the next during the day, with guidance.
- ☉ Adjust behavior to different settings. Express anticipation of special events in different settings.
- ☉ Adjust to a variety of settings throughout the day.
- ☉ Anticipate diverse settings and what will be needed in them, with assistance ("We are going to the library, so I will need the books?").

# Domain 2: Social and emotional development

## Goal 14: Children demonstrate empathy for others



### BABIES MAY

- ⊗ Watch and observe adults and children.
- ⊗ Smile when they see a smiling face.
- ⊗ May cry when another child cries.
- ⊗ With assistance begin to notice animals and plants in nature/ outdoors.



### MOBILE BABIES MAY

- ⊗ Look sad or concerned when another child is crying or upset. May seek adult help or offer a toy or blanket to comfort child.
- ⊗ Begin to help other children who are sad or hurt.
- ⊗ Begin to explore plants, flowers and other living things through senses (touching, seeing, tasting, smelling, hearing).



### TODDLERS MAY

- ⊗ Notice other children who are happy or sad.
- ⊗ Demonstrate awareness of feelings during pretend play (comfort a crying baby doll).
- ⊗ Name emotions experienced by self and others.
- ⊗ Express how another child might feel ("She is crying and must be sad").
- ⊗ Express interest and excitement about animals and other living things.



### PRESCHOOLERS MAY

- ⊗ Notice and show concern for another child's feelings.
- ⊗ Adopt a variety of roles and feelings during pretend play.
- ⊗ Care for and doesn't destroy plants, flowers and other living things with guidance.
- ⊗ Act kindly and gently with safe, child-friendly animals. Describe how another child feels ("I think her feelings are hurt because I was picked to help rake leaves").
- ⊗ Comfort family members or friends who are not feeling well or are upset.
- ⊗ Express excitement about special events and accomplishments of others.
- ⊗ Be able to adjust plans in response to injured peer or animal ("I know we can't go to the gym today because David hurt his leg").

# Domain 2: Social and emotional development

## Goal 15: Children recognize, appreciate, and respect similarities and differences in people



### BABIES MAY

- ⊗ Focus on primary caregivers, family for periods that grow longer as the child ages.
- ⊗ Distinguish primary caregivers from others.
- ⊗ Track activity of other children and move toward others. May reach out to touch other children's face, hair, etc.



### MOBILE BABIES MAY

- ⊗ Observe body parts and self in mirror.
- ⊗ Focus attention on others.
- ⊗ Notice others' physical characteristics.
- ⊗ Interact with others who are of different ethnic and cultural backgrounds, of
- ⊗ different gender, speak other languages or have special needs.



### TODDLERS MAY

- ⊗ Begin to play in presence of other children.
- ⊗ Ask simple questions about other children.



### PRESCHOOLERS MAY

- ⊗ Identify gender and other basic similarities and differences between self and others.
- ⊗ Compare similarities or differences of others (hair color, skin color).
- ⊗ Develop awareness, knowledge and appreciation of own gender and cultural identity.
- ⊗ Begin to include other children in her/his activities who are of a different gender, ethnic background, who speak other languages, or have special needs.
- ⊗ Ask questions about others' families, language, ethnicity, cultural heritage, physical characteristics. Shows concern about fairness within peer group.
- ⊗ Recognize others' abilities in certain areas (Maria is a fast runner).
- ⊗ Name and accept differences and similarities in preferences (food likes/dislikes and favorite play).
- ⊗ Notice that children might use different words for the same object.
- ⊗ Explore a situation from another's perspective.



# Domain 2: Social and emotional development

## Goal 16: Children show awareness of their unique self



### BABIES MAY

- ☉ Vocalize to caregivers for assistance, attention, or need for comfort.
- ☉ Explore own body (observes hands, reaches for toes).
- ☉ Explore the face and other body parts of others (touches caregivers' ears, hair, hands).
- ☉ Listen and respond by quieting, smiling, cooing, gestures, or vocalizations when name is spoken.
- ☉ Show preference for primary caregivers.
- ☉ Identify familiar objects (bottle, blanket.)
- ☉ Smile at self in mirror.
- ☉ Notice and explore hands, eventually becoming aware they are attached and they can be controlled to do things.
- ☉ Point or moves toward desired people or objects.
- ☉ Play with one object more often than others.
- ☉ Repeat a motion or noise to see if outcome is the same.
- ☉ Indicate preferences by accepting or refusing certain foods.



### MOBILE BABIES MAY

- ☉ Respond with head turn, gesture or vocalization when name is spoken.
- ☉ Respond or come when called by a familiar adult.
- ☉ Show awareness of self in voice, mirror image, and body.
- ☉ Attempt to complete basic daily living tasks (eating, getting dressed).
- ☉ Show preference for familiar adults and peers.
- ☉ Point or move toward desired people or objects.
- ☉ Repeat a motion or noise to see if outcome is the same.
- ☉ Protest when does not want to do something (arch back when doesn't want to sit in high chair).
- ☉ Respond to requests for action (claps for the song).
- ☉ Point to at least two body parts, when asked.



### TODDLERS MAY

- ☉ Test limits and strive for independence.
- ☉ Recognize and call attention to self when looking in the mirror or at photographs.
- ☉ Identify self and uses own name when asked ("I am a boy." "My name is Rueben.").
- ☉ Show awareness of being seen by others (exaggerate or repeat behavior when notices someone is watching).
- ☉ Occupy self appropriately for brief periods of time (10 to 15 minutes).
- ☉ Identify objects as belonging to him or her.
- ☉ Point to and names some of own body parts.
- ☉ Show preference for familiar adults and peers.
- ☉ Make choices when given two to three options to choose (what clothes to wear).
- ☉ Show preference for favorite books, toys, and activities.
- ☉ Indicate preferences and intentions by answering yes/no questions ("Are you done with that?" "Are you still using it?" "Can José use it now?").



### PRESCHOOLERS MAY

- ☉ Describe self as a person with a mind, a body, and feelings.
- ☉ Refer to self by first and last name and use appropriate pronouns (I, me) rather than referring to self in third person.
- ☉ Choose individual activities (doing puzzles, painting).
- ☉ Participate in pretend play, assuming different roles.
- ☉ Describe family members and begin to understand their relationship to one another.
- ☉ Show awareness of own thoughts, feelings, and preferences.
- ☉ Describe own basic physical characteristics.
- ☉ Try to get his/her way and express clear preferences.
- ☉ Test abilities through trial and error.
- ☉ Test limits set by caregiver.
- ☉ Develop awareness, knowledge, and appreciation of own gender and cultural identity.
- ☉ Identify feelings, likes and dislikes, and begin to be able to explain why he/she has them.
- ☉ Share information about self with others.
- ☉ Know some important personal information (family's name, street name).

# Domain 2: Social and emotional development

## Goal 16: Children show awareness of their unique self, Continued



- ⊗ Play alone and with others, and enjoy him or herself.
- ⊗ Accept responsibilities and follow through on (helps with chores).
- ⊗ Request quiet time and space.
- ⊗ Describe self, using several physical and behavioral characteristics (“I am tall and I can reach up high.”).
- ⊗ Describe own skills and abilities in certain areas (“I like to paint.”).
- ⊗ Suggest games and activities that demonstrate own preferences and abilities (sets up a game of catch).
- ⊗ Notice different preferences between self and others (“I like to play with dolls and she likes to play with toy animals.”).

# Domain 2: Social and emotional development

## Goal 17: Children demonstrate belief in their abilities to control motivation, behavior and social environment



### BABIES MAY

- ⊗ Repeat a sound or gesture that creates an effect (repeatedly shakes a rattle).
- ⊗ Recognize that adults respond to his/her needs when expressed (is picked up when arms are raised toward adult).
- ⊗ Explore environment, at first in close contact with caregiver and then farther away from caregiver as child grows.
- ⊗ Smile when succeeding in a task/activity.



### MOBILE BABIES MAY

- ⊗ Explore environment at increasing distances from caregiver, returning for reassurances.
- ⊗ Look to caregiver when accomplishing new tasks (standing or walking).
- ⊗ Give objects or toys to others (pick up ball, then reach to give it to caregiver).
- ⊗ Smile and express joy when succeeding in a task/activity.



### TODDLERS MAY

- ⊗ Want to take care of self.
- ⊗ Recognize own accomplishments.
- ⊗ Show completed projects (drawing, pile of blocks) to caregiver.
- ⊗ Act as though she/he is capable of doing new tasks and activities (copies use of adult tools, tries to sweep the floor with an adult-sized broom).
- ⊗ Seek help after trying something new or challenging.



### PRESCHOOLERS MAY

- ⊗ Express delight with mastery of a skill ("I did it myself!").
- ⊗ Ask others to view own creations ("Look at my picture!").
- ⊗ Demonstrate confidence in own abilities ("I can climb to the top of the big slide!").
- ⊗ Express own ideas and opinions.
- ⊗ Enjoy process of creating.
- ⊗ Take on new tasks and improve skills with practice (catching a ball).
- ⊗ Express delight over a successful project and want others to like it too.
- ⊗ Start a task and work on it until finished.

# Domain 2: Social and emotional development

## Goal 18: Children understand and follow rules and routines



### BABIES MAY

- ⊗ Develop increasing consistency in sleeping, waking, and eating patterns.
- ⊗ Participate in routine interactions (quiet body when picked up, cooperates in dressing).
- ⊗ Anticipate routine interactions (lift arms toward caregiver to be picked up).



### MOBILE BABIES MAY

- ⊗ Engage in some regular behaviors (sing or babble self to sleep, goes to high chair to be fed.)
- ⊗ Follow some consistently set rules and routines.
- ⊗ Anticipate and follows simple routines, with reminders and assistance (help to pick up and put away blocks at clean-up time).
- ⊗ Begin to understand that change in activities, settings, and routines are part of the day and can be managed with adult support.



### TODDLERS MAY

- ⊗ Test limits and strive for independence.
- ⊗ Anticipate and follow simple routines, with reminders and assistance (wash hands and help set table at snack time, help to pick up and put away blocks at clean-up time).
- ⊗ Anticipate and follow simple rules, with reminders (expect to be buckled up when he/she gets in car seat).
- ⊗ Accept transitions and changes in routines with adult support.



### PRESCHOOLERS MAY

- ⊗ Participate easily in routine activities (meal time, snack time, bedtime).
- ⊗ Follow simple rules without reminders (handles toys with care).
- ⊗ Demonstrate increasing ability to use materials purposefully, safely, and respectfully.
- ⊗ Adapt to changes in daily schedule.
- ⊗ Predict what comes next in the day, when there is an established and consistent schedule.
- ⊗ Manage transitions and adapt to changes in schedules and routines with adult support.
- ⊗ Engage in and complete simple routines without assistance (puts coat on to go outside to play).
- ⊗ Follow rules in different settings (lower voice when enters library).
- ⊗ Explain simple family or classroom rules to others.
- ⊗ Manage transitions and adapt to changes in schedules and routines independently.

# Domain 2: Social and emotional development

## Goal 19: Children regulate their feelings and impulses



### BABIES MAY

- ⊗ Signal needs with sounds or motions (cry when hungry or reach for wanted object of comfort).
- ⊗ Relax or stop crying when comforted (when swaddled or spoken to softly).
- ⊗ Comfort self by clutching, sucking, or stroking when tired or stressed (calm while stroking or holding soft blanket).
- ⊗ Communicate need for support or help from adults (hold out arms when tired).



### MOBILE BABIES MAY

- ⊗ Look to or seek comfort when distressed and accept comfort from a familiar adult.
- ⊗ Comfort self by clutching, sucking, or stroking when tired or stressed (calm while stroking or holding soft blanket).



### TODDLERS MAY

- ⊗ Show developing ability to cope with stress and or strong emotions such as getting familiar toy or blanket, or seeking caregiver support.
- ⊗ Name some emotions (happy, excited, sad, mad, tired, angry, scared).
- ⊗ Begin to control impulses (say “no” when reaching for forbidden object; restrains self from stepping on a book on the floor).



### PRESCHOOLERS MAY

- ⊗ Express strong emotions constructively, at times with assistance.
- ⊗ Recognize own feelings and desire to control self, with assistance.
- ⊗ Calm self after having strong emotions, with guidance (go to quiet area or request favorite book to be read when upset).
- ⊗ Wait for turn and sometimes show patience during group activities.
- ⊗ Stick with difficult tasks without becoming overly frustrated.
- ⊗ Express self in safe and appropriate ways (express anger or sadness without fights.)
- ⊗ Show ability to control destructive impulses, with guidance.
- ⊗ Seek peaceful resolution to conflict.
- ⊗ Stop and listen to instructions before jumping into activity, with guidance.

# Domain 2: Social and emotional development

## Goal 20: Children express appropriately a range of emotions



### BABIES MAY

- ⊗ Cry, use other vocalizations, facial expressions, or body language to express emotions and to get needs met.
- ⊗ Frown in response to discomfort or inability to do something.
- ⊗ Smile, wave, or laugh in response to positive adult interaction.



### MOBILE BABIES MAY

- ⊗ Respond to emotional cues and social situations (cry when other babies cry).
- ⊗ Smile, wave, or laugh in response to positive adult interaction.



### TODDLERS MAY

- ⊗ Recognize and express emotions towards familiar people, pets, or possessions with appropriate facial expressions, words, gestures, signs, or other means.
- ⊗ Name emotions (happy, excited, sad, mad, tired, scared).
- ⊗ Learn about own feelings and that it is ok to feel silly, sad, angry, and all other emotions.



### PRESCHOOLERS MAY

- ⊗ Name and talk about own emotions.
- ⊗ Use pretend play to understand and respond to emotions.
- ⊗ Associate emotions with words and facial expressions.
- ⊗ Express a broad range of emotions across settings, during play and interactions with peers and adults.
- ⊗ Share own excitement with peers, caregivers, and adults.
- ⊗ Acknowledge sadness about loss (change in caregiver, divorce, or death).
- ⊗ Not inhibit emotional expression (cry when feeling sad; name some levels of emotion such as frustrated or angry).

# Domain 2: Social and emotional development

## Goal 21: Children demonstrate awareness of family characteristics and functions



### BABIES MAY

- ⊗ Kick legs and squeal when familiar adult appears.
- ⊗ Initiate contact with caregivers.
- ⊗ Develop and maintains trusting relationships with primary caregiver.



### MOBILE BABIES MAY

- ⊗ Show affection (hugs and kisses) to familiar adults.
- ⊗ Address at least two family members by name.
- ⊗ Recognize immediate family members in photographs.



### TODDLERS MAY

- ⊗ Recognize family members by voice. Know own first and last names.
- ⊗ Recognize role within own home (“Daddy cooks supper and mommy washes the dishes.”).
- ⊗ Pretend to nurture a doll by feeding and talking to it.
- ⊗ Give names to toys and dolls that reflect family and circle of friends.
- ⊗ Identify boys and girls.
- ⊗ Recognize that family members’ hunting will provide for family.
- ⊗ Comply with simple two-part requests that involve waiting (“Eat your breakfast and then we’ll play with the blocks.”).



### PRESCHOOLERS MAY

- ⊗ Recognize extended family members (cousins, aunts, uncles).
- ⊗ Talk about how other children have different family compositions.
- ⊗ Quickly adjust to a new rule (lining up inside the building rather than outside when the weather gets colder or it rains).

# Domain 2: Social and emotional development

## Goal 22: Children demonstrate awareness of their community, human interdependence, and social roles



### BABIES MAY

- ⊗ Begin to watch other children.
- ⊗ Reach out to touch other children or grab their toys.



### MOBILE BABIES MAY

- ⊗ Recognize the names of other children.
- ⊗ Recognize family members of other children.
- ⊗ Begin to participate in simple parallel play with other children.



### TODDLERS MAY

- ⊗ Identify the possessions of other children.
- ⊗ Show interest in peers by including them in play, referring to them by name.
- ⊗ Recognize that different people have different roles and jobs in the community. Show interest in community workers (garbage collector, Village Public Safety Officer, mail carrier, health aid).
- ⊗ Participate in family routines.



### PRESCHOOLERS MAY

- ⊗ Recognize others' capabilities in specific area ("That woman is good at fixing cars.").
- ⊗ Identify some types of jobs and some of the tools used to perform those jobs.
- ⊗ Understand personal responsibility as a member of a group ("If you put away the toys, then I'll clean up the art table.").



# Domain 2: Social and emotional development

## Goal 23: Children demonstrate civic responsibility



### BABIES MAY

- ⊗ Look to caregivers for assistance and guidance.



### MOBILE BABIES MAY

- ⊗ Follow simple directions.
- ⊗ Try out roles and relationships through imitation (smile at self in mirror, plays peek-a-boo).
- ⊗ Request assistance when needed.



### TODDLERS MAY

- ⊗ Identify the possessions of other children.
- ⊗ Show interest in peers by including them in play, referring to them by name.
- ⊗ Recognize that different people have different roles and jobs in the community. Show interest in community workers (garbage collector, Village Public Safety Officer, mail carrier, health aid).
- ⊗ Participate in family routines



### PRESCHOOLERS MAY

- ⊗ Recognize others' capabilities in specific area ("That woman is good at fixing cars.").
- ⊗ Identify some types of jobs and some of the tools used to perform those jobs.
- ⊗ Understand personal responsibility as a member of a group ("If you put away the toys, then I'll clean up the art table.").

# Domain 2: Social and emotional development

## Goal 24: Children demonstrate awareness and appreciation of their own and others' cultures



### BABIES MAY

- ⊗ Demonstrate an interest in themselves (observing themselves in a mirror, looking at their own hands and feet).
- ⊗ Use gestures to communicate their interest in objects and people.
- ⊗ Smile when someone familiar smiles at them.
- ⊗ Focus their attention on others and engage in interactions.
- ⊗ Kick their legs or reach with their arms when they see a familiar person.
- ⊗ Actively explore the similarities and differences among people by feeling their hair, touching their faces, watching their facial expressions, listening to their voices.



### MOBILE BABIES MAY

- ⊗ Look to caregivers for assistance, guidance, and safety. Distinguish among familiar and unfamiliar people.



### TODDLERS MAY

- ⊗ Demonstrate an understanding of simple rules, and prompts, such as “stop,” but often does not follow direction.
- ⊗ “Chats” with family members, although only half of the words they use may be recognizable.
- ⊗ Identify known people in photographs.
- ⊗ Shadow adults in their work by imitating such activities as sweeping or picking up toys, and attempting to help.
- ⊗ Identify basic similarities and differences between themselves and others.



### PRESCHOOLERS MAY

- ⊗ Follow rules and understand that there may be different rules for different places.
- ⊗ Share information about their family and community.
- ⊗ Identify themselves as members of a family or classroom.
- ⊗ Create art that contains realistic elements (pointing to one of their drawings and saying “This is my house.”).
- ⊗ Engage in pretend play and act out different settings or events that happen at home (being a doll’s “Daddy” or using a spoon to feed a doll).
- ⊗ Demonstrate an understanding of the rights and responsibilities in a group (following simple classroom rules, participating in classroom clean-up).
- ⊗ Demonstrate an awareness of and appreciation for personal characteristics (“That man is nice,” “She has red hair.”).