

# Social & Emotional Development



## **KIRSTANS Perspective:**

"Heres KAREN and me grabbing a flower together. Then, this is blue, red, and the other blue. This is yellow, green, purple, and this is the other orange. I made the sun for "Good morning, everyone."

## **Parents Observation:**

*KIRSTANS mother, KARY MILLER, observed that KIRSTAN was concentrating on her picture. She also was paying close attention to the colors that she was using. KIRSTAN acted as if she wanted just the right colors to be in her rainbow. She was proud of her rainbow and her sun.*

This artwork was created by Kirstan Lee Miller, age 4. Kirstan was a student in Debbie Wolgemuth and Lucy Dominguez' class at Craycroft Family Literacy in Tucson. Craycroft Family Literacy is one of six Family Literacy sites operated by Pima Community College. This program is funded by Arizona Family Literacy and the Sunnyside Unified School District.

# SOCIAL AND EMOTIONAL DEVELOPMENT

## **Rationale Statement:**

Social and emotional development is the critical foundation for lifelong learning and well-being. Research shows that early development of social and emotional competence has long-term effects on social and academic success. This competence is nurtured in an environment that affirms children as individuals and fosters active membership and contribution to a wider community.

**Social development** involves learning how to have positive relationships with other people. Learning to form and value friendships is a key part of social development.

**Emotional development** is closely related to social development. It refers to children's feelings about themselves, the people in their lives, and the environment in which they live.

# CORRELATION TO K-12 SOCIAL AND EMOTIONAL DEVELOPMENT

The Arizona Early Childhood Standards (ECE) are intended to provide a solid, coherent foundation of knowledge and skills to prepare children for kindergarten and the primary grades. As such, the skills and knowledge in the ECE standards were designed to correlate with the new grade specific drafts of Reading and Mathematics standards and the remaining Arizona Academic Readiness and Foundation Standards. The K-12 standard and related Performance Objective(s) that correlates can be found next to each ECE indicator in the following pages.

Samples:

*Citation of Original Version of K-12 Standards*

R CH 2-1 PO3 = R (READINESS LEVEL) CH (COMPREHENSIVE HEALTH STANDARDS) 2-1 (STRAND-CONCEPT) PO3  
F SS 1-1 PO 2 = F (Foundations Level) SS (Social Studies) 1-1 (Strand-Concept) PO2

Key to AZ K-12 Standards Correlated to Social Emotional Development ECE Standards:

CH (Comprehensive Health)  
PA (Physical Activity)  
SS (Social Studies)

### Context Statement for Social and Emotional Development Standard One

The emotional well-being of children is paramount to ensure that children reach their overall potential. Children who have positive, realistic self-concepts readily participate in activities alone and with others. Confident children are ready for new experiences and handle change with positive dispositions. In planning activities for preschool children, early childhood educators are sensitive to individual needs, encourage individual abilities, and are aware of the developmental levels of individual children. They value children’s attempts to express emotions in ways that are accepted by their families, culture, and community. Children need an environment that is responsive to their feelings of hunger, pain, and fatigue. Such an environment is attractive and welcoming. It provides a sense of identity and belonging and inspires engagement in relevant activities. Familiar, unhurried, regular routines that children can anticipate provide assurance and minimize stress for both adults and children.

## STANDARD 1.

**Children display a healthy self-image in a safe, supportive, and stimulating learning environment.**

**Benchmark 1.1. The child demonstrates the ability to separate from family and to adjust to new situations.**

Developmental Continuum			Examples That You May Observe	
P H A S E  3	P H A S E  2	P H A S E  1	<p>Phase 1</p> <p>a. Interacts with teachers when family member is nearby.</p> <p>b. Separates from family members without undue stress. <i>(R CH 1-2 PO1; R CH 3-4 PO1, PO2)</i></p>	<p>Child hugs his teacher when adult is present.</p> <p>Child may cry when parents leave but recovers with comfort and redirection by an adult.</p>
			<p>Phase 2</p> <p>c. Accepts arrival and departure times as routine parts of the day. <i>(R CH 1-2 PO1; R CH 3-4 PO1, PO2)</i></p>	<p>Child waves goodbye to parent, greets her teacher and peers, and participates in the daily routine.</p>
			<p>Phase 3</p> <p>d. Manages transitions and unexpected events with ease. <i>(R CH 1-2 PO1; R CH 3-4 PO1, PO2)</i></p>	<p>Child follows procedures to line up and walk outside during a field trip.</p>

## Benchmark 1.2. The child recognizes, expresses, and manages feelings in various situations.

Developmental Continuum			Examples That You May Observe
P H A S E  3	P H A S E  2	<p><b>P H A S E  1</b></p> <p>Phase 1</p> <p>a. Communicates feelings through body language, facial expressions, or vocalizations. <i>(R CH 1-2 PO1, PO2)</i></p> <p>b. Identifies own emotions. <i>(R CH 1-2 PO1, PO2)</i></p>	<p>Child laughs when happy.</p> <p>Child nods her head when asked if she is sad.</p> <p>Child says he’s happy when the teacher signals that it is time to go outside.</p>
		<p>Phase 2</p> <p>c. Describes own feelings and their causes. <i>(R CH 1-2 PO1, PO2)</i></p> <p>d. Asserts own needs and desires purposefully and safely. <i>(R CH 5-2 PO1; R CH 5-3; R CH 5-4 PO1)</i></p>	<p>Child says, “I’m excited because my dad is coming home tonight.”</p> <p>Child says, “It’s my turn next.”</p>
	<p>Phase 3</p> <p>e. Identifies and describes the feelings of others. <i>(R CH 1-2 PO1, PO2)</i></p> <p>f. Exhibits self control when angry or upset. <i>(F CH 5-2 PO1; R CH 5-3; R CH 5-4 PO1)</i></p> <p>g. Expresses empathy for others. <i>(R CH 1-2 PO1, PO2)</i></p>	<p>Child says, “Johnny’s crying because somebody took his toy.”</p> <p>Child goes to a quiet area to be alone and to calm down.</p> <p>Child expresses concern and uses words or actions to comfort child he made cry.</p>	

**Benchmark 1.3. The child expresses awareness of and confidence in self in terms of own characteristics, preferences, abilities, and heritage.**

Developmental Continuum			Examples That You May Observe
P H A S E  3	P H A S E  2	<p><b>P H A S E  1</b></p> <p>Phase 1</p> <p>a. Expresses awareness of self as separate from others. <i>(R PA 6-1 PO1; R PA 6-2 PO1, PO2)</i></p> <p>b. Demonstrates confidence in own characteristics, preferences, and growing abilities. <i>(R PA 6-1 PO1; R PA 6-2 PO1, PO2)</i></p>	<p>Child says, “My name is (child’s name).”</p> <p>Child shows pleasure in finishing a picture by taking it to the teacher and saying, “Look, I drew my family.”</p> <p>Child looks in the mirror and says, “I have long, black hair!”</p>
		<p>Phase 2</p> <p>c. Identifies similarities and differences between self and others. <i>(R PA 6-1 PO1; R PA 6-2 PO1, PO2)</i></p> <p>d. Recognizes similarities and differences between own family culture and the family culture of others. <i>(R PA 6-1 PO1; R PA 6-2 PO1, PO2; R CH 1-4 PO2; R CH 4-1 PO1, PO2; R SS 1-1)</i></p>	<p>Child touches another child’s hair and his own hair in comparison. Child says, “We both have short hair.”</p> <p>Child compares his own family to one he sees in a book.</p>
	<p>Phase 3</p> <p>e. Demonstrates respect for differences in classmates by interacting with them in a variety of ways. <i>(R PA 6-1 PO1; R PA 6-2 PO1, PO2)</i></p> <p>f. Willingly participates in activities celebrating cultural diversity. <i>(R PA 6-1 PO1; R PA 6-2 PO1, PO2; R CH 4-1 PO1, PO2; R SS 1-1 PO1, PO2)</i></p>	<p>Child plays with a child who speaks another language.</p> <p>Child includes a child with disabilities in activities.</p> <p>Child participates in or watches dances or songs from diverse cultural groups.</p>	

**Context Statement for Social and Emotional Development Standard Two**

Children are active learners. They have natural curiosity and are eager to learn. Learning activities that encourage choice, open-ended exploration, independence, and creative thinking contribute to the development of lifelong learners.

**STANDARD 2.**

**Children demonstrate positive approaches to learning.**

**Benchmark 2.1. The child demonstrates curiosity in new experiences.**

Developmental Continuum			Examples That You May Observe	
P H A S E  3	P H A S E  2	P H A S E  1	<p>Phase 1</p> <p>a. Selects an activity when choices are provided. <i>(R SS 4-1 PO2)</i></p> <p>b. Shows interest in materials in the classroom environment.</p>	<p>Child points to toy he wants to use.</p> <p>Child notices new bulletin board.</p>
		<p>Phase 2</p> <p>c. Participates and maintains interest in an activity.</p>	<p>Child selects and completes puzzle.</p> <p>Child looks at books for increasingly longer periods of time.</p>	
	<p>Phase 3</p> <p>d. Recognizes and inquires about new experiences and changes in the classroom.</p>	<p>Child asks, “Why did you move the toys?”</p> <p>Child asks, “Where is he?” when another child is absent.</p>		

## Benchmark 2.2. The child demonstrates self-direction and independence.

Developmental Continuum			Examples That You May Observe	
P H A S E  3	P H A S E  2	P H A S E  1	<p>Phase 1</p> <p>a. Sets goals with adult help. <i>(R CH 6-1 PO1; R CH 6-2 PO1, PO2)</i></p>	<p>When asked, “What do you want to do today?” child says, “Make a card.”</p> <p>Child independently gathers all of her materials to make a card.</p> <p>Child finishes making a card and gives it to a friend.</p>
			<p>Phase 2</p> <p>b. Plans steps to achieve goals. <i>(R CH 6-1 PO1; R CH 6-2 PO1, PO2)</i></p>	
			<p>Phase 3</p> <p>c. Completes goals. <i>(R CH 6-1 PO1; R CH 6-2 PO1, PO2)</i></p>	

## Benchmark 2.3. The child uses a variety of techniques to resolve conflicts.

Developmental Continuum			Examples That You May Observe	
P H A S E  3	P H A S E  2	P H A S E  1	<p>Phase 1</p> <p>a. Seeks adult assistance to resolve a conflict. <i>(R CH 5-4 PO1; R CH 5-7 PO1; R CH 5-8 PO1; R CH 5-9 PO1)</i></p>	<p>Child says, “Teacher, he took my toy.”</p> <p>Child offers a suggestion when the teacher says, “We have three bikes and five children. What should we do?”</p> <p>Child negotiates with peer to share a toy.</p>
			<p>Phase 2</p> <p>b. Offers suggestions during conflict resolution. <i>(R CH 5-4 PO1)</i></p>	
			<p>Phase 3</p> <p>c. Engages another child in conflict resolution without adult assistance. <i>(R CH 5-4 PO1; R CH 5-9)</i></p>	

**Context Statement for Social and Emotional Development Standard Three**

Children have a right to be valued as capable beings with the potential to act with thoughtfulness and care. As children interact with others, they become aware of the limits and boundaries of acceptable behavior and begin to learn about the possible consequences of their actions. They learn to autonomously manage their behavior and develop personal strategies for self-motivation and persistence. Appropriate social interactions help children become aware of their abilities and rights to participate in and contribute to their learning experiences.

**STANDARD 3.**

Children demonstrate self-control and show responsibility for themselves and others.

**Benchmark 3.1. The child respects the rights and property of self and others.**

Developmental Continuum			Examples That You May Observe
<b>P H A S E  3</b>	<b>P H A S E  2</b>	<p>Phase 1</p> <p>a. Identifies ownership of items belonging to self and others. <i>(R CH 5-4 PO1)</i></p>	<p>The child knows which backpack is his and which backpacks belong to others.</p>
		<p>b. Uses things belonging to others without keeping them. <i>(R CH 5-4 PO1)</i></p>	<p>Child uses a friend’s toy and returns it when prompted.</p>
		<p>Phase 2</p> <p>c. Asks permission before using items that belong to others. <i>(R CH 5-4 PO1)</i></p>	<p>Child sees something in another child’s cubby and asks to use it.</p>
		<p>Phase 3</p> <p>d. Defends own rights and the rights of others. <i>(R CH 5-4 PO1)</i></p>	<p>Child says, “Elizabeth, Joe had the bike first!”</p>

## Benchmark 3.2. The child cares for the learning environment and materials.

Developmental Continuum			Examples That You May Observe	
P H A S E  3	P H A S E  1	Phase 1		
		a. Appropriately uses materials with assistance. <i>(R PA 5-1 PO3)</i>	Child plays with a new toy after seeing the teacher model how to use it.	
	P H A S E  2	P H A S E  1	b. Participates in clean-up routines with adult assistance. <i>(R PA 5-1 PO3)</i>	Child assists adult in putting puzzles and other manipulatives on shelf.
			Phase 2	
	P H A S E  3	P H A S E  2	c. Cares for the learning environment and materials with prompting. <i>(R PA 5-1 PO3)</i>	Child turns the pages of books carefully after adult models proper book-handling.
			d. Participates in clean-up routines with prompting. <i>(R PA 5-1 PO3)</i>	Child puts play dough away after adult asks, “Where does the play dough go?”
P H A S E  3		P H A S E  3	Phase 3	
			e. Independently cares for the learning environmen and materials. <i>(R PA 5-1 PO3)</i>	Child walks around a block structure to avoid knocking it over.  Child returns a completed puzzle to the puzzle rack before taking out another one.
		f. Voluntarily assists others in cleaning up and putting away materials. <i>(R PA 5-1 PO3)</i>	Child says, “Jamal, I’ll help you put the toys away.”	

**Benchmark 3.3. The child follows rules and routines in various environments (e.g., classroom, group activities, outdoors, and field trips).**

Developmental Continuum			Examples That You May Observe	
P H A S E  3	P H A S E  2	P H A S E  1	<p>Phase 1</p> <p>a. Follows classroom rules and routines with prompting. <i>(R PA 5-1 PO3)</i></p> <p>Phase 2</p> <p>b. Follows classroom rules and routines without prompting. <i>(R PA 5-1 PO1)</i></p> <p>Phase 3</p> <p>c. Accepts the consequences of actions, positive or negative. <i>(R PA 5-1 PO1; R SS 2-1 PO1)</i></p> <p>d. Understands reasons for classroom rules. <i>(R PA 5-1 PO1; R SS 2-1 PO1)</i></p>	<p>Child uses a napkin at the teacher’s request.</p> <p>Child cleans up when prompted by transition music.</p> <p>Child throws away trash, puts dishes into the tub, and goes to the bathroom to wash his hands when finished with lunch.</p> <p>Child accepts redirection after throwing sand.</p> <p>Child says, “If we run, we can get hurt.”</p>

### Context Statement for Social and Emotional Development Standard Four

Children’s cultural values, customs, and traditions from home are nurtured and preserved to enable children to feel positive about themselves and to enable them to interact successfully with others.

## STANDARD 4.

### Children form healthy social relationships.

#### Benchmark 4.1. The child interacts cooperatively with others.

Developmental Continuum		Examples That You May Observe	
P H A S E  3	P H A S E 2	<p>Phase 1</p> <p>a. Responds when adults or children initiate interactions. <i>(R PA 5-1 PO2; R PA 5-2 PO1, PO2)</i></p>	<p>Child joins play when invited by adults or peers.</p> <p>Child acknowledges and returns welcome and farewell greetings.</p>
		<p>Phase 2</p> <p>b. Initiates and sustains positive interactions with adults and peers. <i>(R PA 5-1 PO2; R PA 5-2 PO1, PO2)</i></p>	<p>Child asks another child if she wants to build a block structure.</p> <p>Child engages in an extended conversation about his birthday party with his teacher or peers.</p>
		<p>Phase 3</p> <p>c. Plays cooperatively with a small group of children and demonstrates responsive and reciprocal skills throughout the interactions. <i>(R PA 5-1 PO2; R PA 5-2 PO1, PO2)</i></p> <p>d. Politely makes requests using words such as “please”, “thank you”, “you’re welcome”, “excuse me.” <i>(R CH 5-4 PO1)</i></p>	<p>Child plans out roles before entering dramatic play.</p> <p>Child says, “More juice, please.”</p>

**Benchmark 4.2. The child demonstrates an awareness of and participates in the classroom community.**

Developmental Continuum			Examples That You May Observe	
P H A S E  3	P H A S E  2	P H A S E  1	<p>Phase 1</p> <p>a. Identifies specific areas and members of the classroom community. <i>(R PA 6-2 PO1, PO2)</i></p> <p>Phase 2</p> <p>b. Demonstrates a sense of belonging in the classroom. <i>(R PA 6-2 PO1, PO2)</i></p> <p>Phase 3</p> <p>c. Contributes to and cares for the classroom (members and environment). <i>(R PA 5-1 PO1, PO3)</i></p>	<p>Child befriends a new student by showing her around the classroom.</p> <p>Child says, “Mom, this is where I sit.”</p> <p>Child participates in a classroom discussion about rules.</p> <p>Child brings in recyclable items to share with others.</p> <p>Child helps a new student with classroom routines</p>

**Benchmark 4.3. The child demonstrates an awareness of and contributes to the school community.**

Developmental Continuum			Examples That You May Observe
P H A S E  3	P H A S E  2	<p><b>P</b> <b>H</b> <b>A</b> <b>S</b> <b>E</b> <b>1</b></p> <p>Phase 1</p> <p>a. Shows interest in areas outside the classroom environment. <i>(R SS 3-1 PO2)</i></p> <p>b. Identifies people and common features in the school community. <i>(R SS 2-1; R SS 3-1 PO2)</i></p>	<p>Child points to another classroom and asks, “What are they doing?”</p> <p>Child says, “Look, this is my playground. Look, this is where I eat.”</p> <p>Child recognizes other adults in the school building.</p>
		<p>Phase 2</p> <p>c. Demonstrates a sense of belonging in the school community. <i>(R PA 6-1 PO1; R PA 6-2 PO1, PO2)</i></p>	<p>Child says, “We sing songs in my school.”</p> <p>Child tells somebody else about his school.</p>
	<p>Phase 3</p> <p>d. Contributes to and cares for the school community (members and environment). <i>(R PA 5-1 PO1, PO3)</i></p>	<p>Child helps to plant a school garden.</p> <p>Child helps to clean up the outdoor environment.</p>	

**Benchmark 4.4. The child demonstrates an awareness of the neighborhood community.**

Developmental Continuum			Examples That You May Observe
<b>P H A S E  3</b>	<b>P H A S E  1</b>	<p>Phase 1</p> <p>a. Identifies community workers and common features of the neighborhood community and local landscape such as streets, houses, plants, and mountains. <i>(R CH 2-1 PO1, PO2; R CH 2-2 PO1, PO2; R SS 3-1 PO2; R SS 4-1 PO1)</i></p>	<p>Child says, "I live on this street."</p> <p>Child says, "That's a fireman."</p>
	<b>2</b>	<p>Phase 2</p> <p>b. Describes the roles and responsibilities of various people in the community. <i>(R SS 2-1; R SS 4-1 PO1)</i></p>	<p>Child says, "Police keep us safe. The dentist looks at my teeth."</p> <p>Child pretends to be the cashier at the grocery store.</p>
		<p>Phase 3</p> <p>c. Demonstrates an awareness of community responsibility and how people rely on each other. <i>(R SS 2-1)</i></p>	<p>Child goes with an adult to return library books.</p> <p>Child tells another person not to litter.</p>