

Ohio’s Early Learning and Development Standard (Birth to age 5): Implementation Guide

Domain: Social and Emotional Development

Introduction

The standards for social and emotional development involve behaviors that reflect children’s emotional growth and their growing ability to successfully navigate their social worlds through interactions with teachers and peers. These standards include a focus on children’s developing abilities to regulate attention, emotions, and behavior, and to establish positive relationships with familiar adults and with peers. Research indicates that early skills of social competence and self-regulation are foundational to children’s long-term academic and social successes (National Research Council, 2008).

The strategies in this guidance document are not designed to be specific activities or “lesson plans.” Rather, they represent broad approaches to implementation in each strand that may help teachers create meaningful learning activities and experiences to support development and learning.

Standard Statements	Implementation Strategies
The child will	The teacher may:
Self <i>Awareness and Expression of Emotion</i>	
<u>Infants</u> Express a variety of emotions (contentment, distress, happiness, sadness, surprise, dislike, anger and fear) through facial expressions, gestures, movement and sounds.	<ul style="list-style-type: none"> • Play games like “Peek-a-Boo” and follow the infant’s lead to know when to stop. • Respond positively to an individual infant’s expression of emotion. • Sing and say songs, chants, rhymes, poems and finger plays. • Talk quietly to infants about their feelings.
<u>Young Toddlers</u> Communicate emotions purposefully and intentionally, including complex emotions such as happiness, sadness, surprise, dislike, anger and fear nonverbally and possibly with a few familiar words.	<ul style="list-style-type: none"> • Verbally identify children’s emotions when they are expressed. • Talk about feelings; validate the children’s feelings; give words to the children describing their feelings (e.g., “You are frustrated.” “You are sleepy.”). • Play interactive games like “Peek-a-Boo” and “This Little Piggy.” • Sing and say songs, chants, rhymes, poems and finger plays.

	<ul style="list-style-type: none"> • Use feeling words with photos and pictures to label emotions that children are experiencing, and to support English language learners. • Read and talk about children’s literature selections about feelings such as <i>The Feelings Book</i>.
<p><u>Older Toddlers</u></p> <p>Show awareness of own emotion and use nonverbal and/or verbal ways to express complex emotions such as pride, embarrassment, shame and guilt.</p>	<ul style="list-style-type: none"> • Sing and say songs, chants, rhymes, poems and finger plays. • Verbalize and use a broad range of pictures representing cultures, ethnicities, etc., to help children understand appropriate ways to express emotions. • Verbally recognize complex emotions and support children as they go through them.
<p><u>Pre-Kindergarten</u></p> <p>Recognize and identify own emotions and the emotions of others.</p> <p>Communicate a range of emotions in socially accepted ways.</p>	<ul style="list-style-type: none"> • Identify visual cues of emotions using human visuals (e.g., facial expressions, body language, vocalizations, etc.) • Sing and say songs, chants, rhymes, poems and finger plays. • Read books that communicate socially accepted ways to express emotions recognizing that there are cultural differences in what may be “acceptable” ways to express emotions. Avoid complex texts and adapt for English language learners.
<p>Self <i>Self-Concept</i></p>	
<p><u>Infants</u></p> <p>Begin to understand self as a separate person from others.</p>	<ul style="list-style-type: none"> ○ Place mirrors at infants’ eye levels when they are on the floor. • Place infants on mat together so they can see each other. • Call baby by name. • Hold infant and touch your nose, then the baby’s nose—say, “My nose, Trina’s nose,” etc. • Allow infants to touch adults’ faces, hair and ears and give them the language as they explore.
<p><u>Young Toddlers</u></p> <p>Recognize self as a unique person with thoughts, feelings and distinct characteristics.</p>	<ul style="list-style-type: none"> • Model identifying feelings—yours and the children’s (e.g., “I’m feeling hungry.” Or, “I know you feel sad when Mommy goes to work.”). • Provide a mirror so children can see themselves and describe what they see.

	<ul style="list-style-type: none"> • Use photographs of each child so they can see themselves and compare with others. • Watch for and support child's non-verbal cues and preferences. • Support children's identity creation by providing opportunities to make choices and respecting those choices—even "No!" • Allow children to have their comfort objects (blankets, pacifiers, etc.) when needed. • Use photographs of each child so they can see themselves and compare with others. • Ask families to provide a family photo (or take photo of family at arrival/departure) to place on the children's cubbies designating their spaces, and encourage them to look at the photos when they want to.
<p><u>Older Toddlers</u></p> <p>Show awareness of themselves as belonging to one or more groups.</p> <p>Identify own feelings, needs and interests.</p>	<ul style="list-style-type: none"> • Support children's identity creation by providing opportunities to make choices and respecting those choices—even "No!" • Provide a mirror so children can see themselves. Have conversations about what they see (clothing colors, body parts, eye, hair color). • Build community by displaying pictures of children and their families, pictures of children in groups and children engaged with one another. • Honor children's feelings by acknowledging them even when the behavior may not be appropriate (e.g., "I can see that you are angry because your block tower fell over, but it isn't OK to throw the blocks. Can I help you rebuild your tower?").
<p><u>Pre-Kindergarten</u></p> <p>Identify the diversity in human characteristics and how people are similar and different.</p> <p>Compare own characteristics to those of others.</p>	<ul style="list-style-type: none"> • Discuss similarities and differences among children in the classroom. Model language to be used for English language learners to participate—make sure language matches what you point out so there are no misunderstandings (e.g., if you point to eyes say eyes; if you then want brown eyes; point to several brown objects using the word brown, then the eyes for "brown eyes").

	<ul style="list-style-type: none"> • Provide different types of clothing in the dramatic play area (sizes, cultures, gender). • Include multicultural books, dolls and pictures in the environment. • Provide a mirror and materials so they can create self-portraits. Lead conversations about how their portraits are alike and different. • Invite children to bring family photos to share and tell about their family members. Engage children in a discussion of how their families are alike and different. Build on English language learners' responses, extending and modeling uses of language. • Invite families to share an aspect of their cultures (e.g., a book, a meal, a song, etc.).
Self <i>Self-Comforting</i>	
<u>Infants</u> Comfort self in simple ways and communicate needs to help through vocalizations and gestures.	<ul style="list-style-type: none"> • Respond in comforting ways to an infant who is upset by speaking softly, holding, rocking, humming, etc. • Pick up crying children promptly, using soothing voice and motions. • Assure there are familiar toys and materials in the environment. • Provide a soft, cozy, quiet area of the environment where an adult can comfort a child. • Recognize cues infants give for overstimulation and stop the stimulation and comfort the infant.
<u>Young Toddlers</u> Comfort self in a variety of ways.	<ul style="list-style-type: none"> • Consult with family members as to how the child comforts him/herself at home. Use similar strategies if appropriate. • Recognize the signs given by the child that he/she is tired and needs a change of activity or position. • Offer items that are soft.
<u>Older Toddlers</u> Anticipate the need for comfort and try to prepare for changes in routine.	<ul style="list-style-type: none"> • Alert children when there is going to be a change in the routine or environment. • Learn the situations that make individual children uncomfortable or cause distress and seek to minimize them.

	<ul style="list-style-type: none"> • Offer comfort through words and/or touch. Be aware that touch may not be appropriate in all cultures.
Self <i>Self-Regulation</i>	
<u>Infants</u> Express and act on impulses.	<ul style="list-style-type: none"> • Accept infants' emotions and respond to them positively, holding them when they are upset. • Pick up crying children promptly using soothing voices and touches.
<u>Young Toddlers</u> Respond positively to limits and choices offered by adults to help guide behavior.	<ul style="list-style-type: none"> • Accept emotions and respond to them positively. • Describe children's emotions acknowledging both positive and negative feelings. • Provide many reminders of expected behavior. • Provide choices to engage the children in the decision-making process, using pictures/photos so English language learners may provide their input. • Nurture with kind words and hugs. • Redirect, provide choices of alternate activities and support children as they reengage in new play.
<u>Older Toddlers</u> With modeling and support, manage actions and emotional expressions.	<ul style="list-style-type: none"> • Use dolls and puppets to role play and model emotions. • Describe children's feelings and encourage talking about how they are feeling. • Be aware that children may not be able to articulate their feelings but may express them in other ways. • Give positive feedback on children's accomplishments. • Ask if the child will accept help, "May I help you with your sweater?" • Allow adequate "wait time" for children to process the request, especially English language learners also needing to process the language, when giving directions for completion of tasks.
<u>Prekindergarten</u> Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.	<ul style="list-style-type: none"> • Identify visual images of emotions using faces, games and books. • Encourage children to draw or create books/stories about an event when they experienced a particular emotion (e.g., a book about how happy she was when she got a puppy for her

<p>Demonstrate the ability to delay gratification for short periods of time.</p> <p>With modeling and support, show awareness of the consequences for his/her actions.</p>	<p>birthday, or draw a picture of how frightened he was during the thunderstorm).</p> <ul style="list-style-type: none"> • Use songs to name emotions. • Acknowledge and validate all feelings, whether positive or negative. • Be consistent in providing places for children to go to self-regulate and revisit throughout the day. • Read and discuss books regarding feelings. • Help children remove themselves from a situation where their feelings have escalated. Elicit support from English language learner family members or bilingual staff to help English language learners understand this concept so it is not perceived as a place of punishment. • Use a visual waiting list when children are waiting for their turns.
<p>Self <i>Sense of Competence</i></p>	
<p><u>Infants</u></p> <p>Act in ways to make things happen.</p>	<ul style="list-style-type: none"> • Offer appropriate mobiles, rattles and other toys that encourage noise, offer cause and effect and allow for appropriate developmental progression. • Coo and talk back to the infants as they begin to make sounds. • Smile and praise accomplishments.
<p><u>Young Toddlers</u></p> <p>Show a sense of satisfaction when making things happen.</p>	<ul style="list-style-type: none"> • Be consistent in daily routines while also meeting individual needs. • Offer appropriate mobiles, rattles and other toys that encourage noise, offer cause and effect and allow for appropriate developmental progression. • Be expressive with feedback by clapping hands and saying, "You did it!"
<p><u>Older Toddlers</u></p> <p>Recognize own abilities and express satisfaction when demonstrating them to others.</p>	<ul style="list-style-type: none"> • Model and guide self-help skills. • Be consistent in daily routines while also meeting individual needs. • Display children's work. • Encourage sharing of materials.

<p><u>Prekindergarten</u></p> <p>Show confidence in own abilities and accomplish routine and familiar tasks independently.</p>	<ul style="list-style-type: none"> • Assign meaningful jobs that support the function of the classroom community, teach how they should be done and support and acknowledge children as they accomplish their tasks independently (e.g., feed class pet, water plants, etc.). • Begin to help children to become independent in areas of their strengths. • Encourage children to help others do something they are good at. • Create situations that require children to problem solve. Create a familiar environment that reflects all children, their interests and abilities so they feel a sense of belonging and are comfortable acting independently. • Label classroom materials and equipment in both text and pictures with children's primary languages other than English. (Some English language learners recognize words in print in their home language.)
<p>Relationships <i>Attachment</i></p>	
<p><u>Infants</u></p> <p>Initiate interactions and seeks close proximity to familiar adults who provide consistent nurturing.</p>	<ul style="list-style-type: none"> • Greet each child on arrival and say goodbye when teacher or child departs. • Greet each child on arrival and say goodbye when teacher or child departs. • Demonstrate "responsive care" at all times. • Talk to, smile at and allow infants time to respond. • Hold infants close to the body and allow them to snuggle close. • Recognize facial expressions and cues and respond appropriately. • Touch or pick up infants in the presence of unfamiliar adults and reassure them that they are safe. • Give infants individualized attention during personal care routines.
<p><u>Young Toddlers</u></p> <p>Explore environment in the presence of familiar adults with</p>	<ul style="list-style-type: none"> • Greet each child on arrival and say goodbye when teacher or child departs.

<p>whom he/she has developed a relationship over an extended period of time.</p> <p>Seek close proximity to familiar adults for security and support, especially when distressed.</p> <p>Imitate familiar adults.</p> <p>Initiate play with familiar adults.</p>	<ul style="list-style-type: none"> • Respond to requests for attention by smiling, laughing or talking. • Respond immediately, consistently and appropriately to children's needs for comfort. • Establish welcome and goodbye routines • Allow freedom to explore while being nearby to keep them safe. • Use songs and finger plays to initiate playful interactions.
<p><u>Older Toddlers</u></p> <p>Display signs of comfort during play when familiar adults are nearby but not in the immediate area.</p> <p>Seek security and support from familiar adults when distressed.</p>	<ul style="list-style-type: none"> • Greet each child on arrival and say goodbye when teacher or child departs. • Consistently be available and engaging in order to maintain a comfortable and positive relationship with the children. • Communicate with children at their eye-levels and be responsive to what they say. • Create a safe and secure learning environment with predictable routines and clear expectations.
<p><u>Pre-Kindergarten</u></p> <p>Express affection for familiar adults.</p> <p>Seek security and support from familiar adults in anticipation of challenging situations.</p> <p>Separate from familiar adults in a familiar setting with minimal distress.</p>	<ul style="list-style-type: none"> • Create routines for transition times. • Set up your environment so you are easily available to the children. • Communicate daily plans and events in words and pictures. • Greet children—and families—at the door upon arrival and say goodbye upon departure. • Model appropriate communication and tone of voice with other adults in the classroom. • Nurture a sense of belonging to the group.
<p>Relationships <i>Interactions with Adults</i></p>	
<p><u>Infants</u></p> <p>Initiate and engage in reciprocal (mutual give and take) interactions with familiar adults.</p>	<ul style="list-style-type: none"> • Engage infants in back and forth communications and give enough wait time for the infants to respond. • Recognize facial cues and give appropriate feedback. • Hold infants close to the body and allow them to snuggle close.
<p><u>Young Toddlers</u></p>	<ul style="list-style-type: none"> • Prepare children for caregivers' absences whenever possible.

<p>Participate in routines and experiences that involve back and forth interaction with familiar adults.</p>	<ul style="list-style-type: none"> • Engage children in playing simple back and forth games, such as rolling a ball back and forth. • Respond to requests for attention by smiling, laughing or talking.
<p><u>Older Toddlers</u></p> <p>Interact with familiar adults in a variety of ways.</p> <p>Seek assistance from familiar adults.</p> <p>Demonstrate early signs of interest in unfamiliar adults.</p>	<ul style="list-style-type: none"> • Listen attentively and positively respond to children. • Attend to children’s non-verbal cues. • Keep rules and conversations simple and positive. • Be aware of children’s comfort levels with unfamiliar adults and offer support as they become interested (e.g., remain near, allow the child to observe the adult without interaction, introduce the child to the adult when he/she is ready).
<p><u>Prekindergarten</u></p> <p>Engage in extended, reciprocal conversations with familiar adults.</p> <p>Request and accept guidance from familiar adults.</p>	<ul style="list-style-type: none"> • LISTEN to the children. • Use open-ended questions. Be accepting of responses. • Provide time in the schedule that promotes interactions with adults. • Practice scenarios that require children to ask for support and/or request items from the adults. Encourage English language learners to use phrases and sentences, and accept pointing, gestures and simple words. Children need to feel emotionally safe and secure to experiment with English. • Engage children in conversations about topics of interest to them. • Give children an opportunity to respond in interactions with adults. • Provide ample time for English language learners to process language demands; model English language using child’s original words; provide extended wait time; extended interaction in non-native language can be challenging and tiring for a child. • Have extended reciprocal conversations with individual and small groups of children about experiences, interests, books or whatever they’d like to talk about. Listen responsively.
<p>Relationships <i>Peer Interactions and Relationships</i></p>	

<p><u>Infants</u></p> <p>Show interest in other children.</p> <p>Repeat actions that elicit social responses from others.</p>	<ul style="list-style-type: none"> • Place infants nearby other infants so they can watch each other and interact. • Engage infants in activities where they observe and give verbal or social feedback in response to an action. • Imitate baby sounds, use facial expressions, wait for baby to respond, repeat these interactions until baby tires of it.
<p><u>Young Toddlers</u></p> <p>Participate in simple back and forth interactions with peers for short periods of time.</p>	<ul style="list-style-type: none"> • Provide multiple copies of books and favorite toys encouraging parallel play (e.g., two “mommies” cooking breakfast at the stove). • Play alongside a child to demonstrate sharing or interacting with others. • Provide adult supervision in areas where more than one child is playing, describing their actions and helping to engage them in play.
<p><u>Older Toddlers</u></p> <p>Engage in associative play with peers.</p> <p>With modeling and support, demonstrate socially competent behavior with peers, such as helping, sharing and taking turns.</p>	<ul style="list-style-type: none"> • Set up the classroom so there are areas for large groups, small groups and individual private spaces available. • Allow time in the schedule for peer interaction. Facilitate interaction of English language learners with native English speakers through modeling, describing play, actions, activities, etc., to build vocabulary and promote socialization as appropriate. • Use stories, songs and finger plays that stress pro-social skills. • Give positive feedback for socially acceptable behaviors.
<p><u>Prekindergarten</u></p> <p>Interact with peers in more complex pretend play including planning, coordination of roles and cooperation.</p> <p>Demonstrate socially competent behavior with peers.</p> <p>With modeling and support, negotiate to resolve social conflicts with peers.</p>	<ul style="list-style-type: none"> • Rotate and add new materials to dramatic play (and other areas of the classroom) to prolong interest and inspire creativity including objects, puppets, props and clothing from different cultures. • Dramatize and act out stories for problem solving. For English language learners match activity roles with language-levels to encourage participation. • Give appropriate feedback for the use of appropriate behaviors. • Use peer mediators to solve social conflicts, using language peers whenever possible for English language learners.

	<ul style="list-style-type: none"> • Model and teach conflict resolution skills.
Relationships <i>Empathy</i>	
<u>Infants</u> React to emotional expressions of others.	<ul style="list-style-type: none"> • Describe another child's discomfort and give reassurance that it will be okay. • Model and encourage gentle touches. • Engage infants in activities where they can watch and interact with one another.
<u>Young Toddlers</u> Demonstrate awareness of the feelings expressed by others.	<ul style="list-style-type: none"> • Encourage children to comfort another child. • Model different techniques to give comfort and support, labeling your actions while you do them. • Give positive feedback to children for their attempts to comfort another child. • Read books that model compassion and empathy.
<u>Older Toddlers</u> Demonstrate awareness that others have feelings. Respond in caring ways to another's distress in some situations.	<ul style="list-style-type: none"> • Model empathy. • Write thank you notes and get well cards with the children. • Point out and verbalize acts of kindness. • Seek to understand where each child is coming from. • Keep "helping" supplies within children's reach so they can independently choose to help another child (e.g., tissues). • Read books that model compassion and empathy.
<u>Prekindergarten</u> Express concern for the needs of others and people in distress. Show regard for the feelings of other living things.	<ul style="list-style-type: none"> • Have children dictate thank you notes and get well cards. • Have a class pet and assign responsibilities for the pet's care. • Have the children point out acts of kindness they have seen from their peers. • Respond to a need in the community (e.g., recycle, collect supplies for an animal shelter, help in a community garden, etc.). • Support children in communicating their feelings to others. • Read books that model compassion and empathy toward people and things, including the environment, plants and animals. Invite families or bilingual staff to read books to model compassion in multiple languages or in tandem with English.

Support for Differentiation

1. Accept children's approximations and attempts and elaborate/expand on these as appropriate.
2. Scaffold each learner in his zone of proximal development.
3. Use assistive technology when appropriate. Assistive technology is technology used by individuals with disabilities in order to perform functions that might otherwise be difficult or impossible. For more information on specific strategies visit: <http://www.newton.k12.ks.us/at/examples.htm>.
4. Resources based on the *Universal Design for Learning* principles are available at www.cast.org.

Support for English Language Learners

- Use multimedia such as videos, pictures and concrete objects to create connections with vocabulary words.
- Use gestures and body language.
- Speak slowly and enunciate clearly. Do not raise your voice.
- Repeat information and review. If a child does not understand, try rephrasing in short sentences and simpler syntax.
- Try to avoid idioms and slang words.
- Try to anticipate words that might be unfamiliar and give explicit meaning to them.
- Make use of the excellent language learning that occurs among children by supporting play and small-group activities.
- Show children how much you enjoy them and appreciate their efforts to learn a new language.

Adapted from Cecil, N.L. (1999) *Striking a balance: Positive practices for early literacy*. Scottsdale, AZ: Holcomb Hathaway.

Resources:

Preschool English Learners: Principles and Practices to Promote Language, Literacy and Learning. California Department of Education. <http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf>.

Guidelines for Addressing the Needs of Preschool English Language Learners. Ohio Department of Education, Lau Resource Center. [http://education.ohio.gov/getattachment/Topics/Special-Education/Limited-English-Proficiency-\(1\)/About-the-Lau-Resource-Center/Guidelines-for-Addressing-the-Needs-of-Preschool-English-Language-Learners-\(1\).pdf.aspx](http://education.ohio.gov/getattachment/Topics/Special-Education/Limited-English-Proficiency-(1)/About-the-Lau-Resource-Center/Guidelines-for-Addressing-the-Needs-of-Preschool-English-Language-Learners-(1).pdf.aspx).

Principles of Second Language Development. Ohio Department of Education, Lau Resource Center.
<http://education.ohio.gov/Topics/Other-Resources/Limited-English-Proficiency/Research/Principles-of-Second-Language-Development-in-Teach#.Ukm8lvkzFC8.gmail>.

McGlothlin, Barry (1995). *Fostering second language development in young children: Principles and practices.*
<http://www.escholarship.org/uc/item/23s607sr#page-1>.

Espinosa, L. (2008). *Challenging common myths about young English language learners.* The Foundation for Child Development.
<http://fcd-us.org/sites/default/files/MythsOfTeachingELLEspinosa.pdf>.