

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/MythsOfTeachingELLsEspinosa.pdf>.

Additional Resources and Glossary

Strand: Self

Topic: Awareness and Expression of Emotions

Print Resources

Carlson, F.M. (2006). Essential touch: Meeting the needs of young children. Washington, DC: NAEYC.

Hyson, M. (2004). The emotional development of young children: Building an emotion-centered curriculum 2nd Ed. New York: Teachers College Press.

Petty, K. (2009). Developmental milestones of young children. St. Paul, MN: Redleaf Press.

Websites

[Supporting Social Emotional Development](#)

Tips for Supporting Social-Emotional Development, Zero to Three: National Center for Infants, Toddlers, and Families.

[Social Emotional Indicators](#)

Developmental Continuum from Birth to Age 3: Social Emotional Indicators, Center on the Social Emotional Foundations for Early Learning (CSEFEL), Vanderbilt University.

<http://www.education.com/reference/article/emotional-development-preschool-children/>

Emotional Development in Preschool Age Children, C. Seefeldt and B.A. Wasik, 2010.

[Challenging Behavior](#)

Technical Assistance Center on the Social Emotional Intervention for Young Children (TACSEI)

Strand: Self

Topic: Self-Concept

Print Resources

Epstein, A. (2000). Me, you, and us: Social-emotional learning in preschool, Ypsilanti, MI: High/Scope Press.

Phillips, C.B. & Neubeauer, B. (2002). Alike and different: Exploring our humanity with young children. Washington, DC: NAEYC.

Silberg, J. & D'Argo, L. (2001). Games to play with babies. 3rd Ed. Lewisville, NC: Gryphon House

Websites

[Emotional Intelligence](#)

Social Emotional Development: Emotional Intelligence for Children

[Self-Confidence](#)

School Readiness Birth-3: Self-Confidence, Zero to Three

[Teaching Diversity](#)

Scholastic *Teaching "Diversity": A Place to Begin*, Article by Janet Gonzalez-Mena and Dora Pulido-Tobiassen

[Empathy and Cultural Competence](#)

NAEYC *Empathy and Cultural Competence Reflections from Teachers of Diverse Children*, Article by Michaela W. Colombo

Strand: Self

Topic: Self-Comforting

Websites

[Security Objects](#)

Security Objects - Early history, Theoretical underpinnings, Cultural issues, Developmental trends, Advantages of having security objects, Alternatives to blankets, Richard H. Passman, Ph.D.

[Self-soothing](#)

Helping Your Child Begin Developing Self-Control (self-soothing). Zero to Three

[Pacifiers](#)

Pacifiers: Are They Good for Your Baby? Mayo Clinic Staff

Strand: Self

Topic: Self-Regulation

Print Resources

Bailey, B. (2001). Conscious discipline: 7 basic skills for brain smart classroom management. Oveido, FL: Loving Guidance, Inc.

Bailey, B. (2002). Easy to Love, Difficult to Discipline: The Seven Basic Skills for Turning Conflict Into Cooperation. New York: Harper Collins.

Cohn, A. (1999). Punished by rewards: The trouble with gold stars, incentive plans, A's, praise and other bribes 2nd Ed. Boston, MA: Houghton Mifflin Harcourt.

Evans, B. (2002). You can't come to my birthday party! Conflict resolutions with young children. Ypsilanti, MI: High/Scope Press.

Gartrell, D. (2004). The power of guidance: Teacher social-emotional skills in early childhood classrooms. Washington, DC: NAEYC

Gartrell, D. (2012). Education for a Civil Society: How Guidance Teaches young children democratic life skills. Washington, DC: NAEYC.

Websites

[Self-Control](#)

Readiness Birth - 3: Self Control

[Discipline and Limit Setting](#)

Discipline and Limit Setting, 24 to 36 months

[Handling Extreme Emotions](#)

Helping Young Children Control Anger and Handle Disappointment, Gail Joseph and Phillip Strain

Strand: Self

Topic: Sense of Competence

Print Resources

Kaltman, G. (2005). *Help! for teachers of young children: 88 tips to develop children's social skills and create positive teacher-family relationships*. Newbury Park, CA: Corwin.

Websites

[Self-Confidence](#)

Confidence, Zero to Three

Strand: Relationships

Topic: Attachment

Print Resources

Bailey, B. (2000). *I love you rituals*. New York: William Morrow Publishers.

Balaban, N. (2006). *Everyday goodbyes: Starting school and early care: A guide to the separation process*. York: Teachers College Press.

Development: Ages & Stages—Helping Children Manage Fears. Carla Poole, Susan A. Miller, & Ellen Booth Church. (2004). *Early Childhood Today*, 19(3), 33-35.
Miller, K. (2000). *Things to do with toddlers and twos.* West Palm Beach, FL: Telshare Publications

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[Attachment](#)

What Works: Attachment, Donna Wittmer

[Separation Anxiety](#)

Easing the Separation Process for Infants, Toddlers, and Families by Nancy Balaban

[EC Mental Health](#)

Early Childhood Mental Health, Zero to Three.

[Challenging Behavior](#)

Technical Assistance Center on the Social Emotional Intervention for Young Children (TACSEI)

Strand: Relationships

Topic: Interactions with Adults

Print Resources

Katz, L.G. & McClellan, D.E. (1997). Fostering children's social competence: The teacher's role. Washington, DC: NAEYC.

Dombro, A.L., Jablon, J. & Stetson, C. (2011). Powerful interactions: How to connect with children to extend their learning. Washington, DC: NAEYC.

Paley, V. (2000). The kindness of children. Cambridge, MA: Harvard University Press.

Reschke, K. (2005). *Knowing children: Early friendship development.* The Ohio State University Extension. The Foundation Series. 1-8.

Websites

[Relationships as Curriculum](#)

Lloyd-Jones, L. (2002). Relationships as curriculum. *Head Start Bulletin*, 73, 10-12.

[Temperament](#)

Burns, K. (2010). *The Temperaments and the Adult-Child Relationship.*

[Relationships](#)

Relationships: The Heart of Development and Learning, National Infant and Toddler Care Initiative

Strand: Relationships

Topic: Interactions and Relationships

Print Resources

Kemple, K.M. & Kemple, M. (2003). Let's be friends: Peer competence and social inclusion in the early childhood program. New York: Teachers College Press.

Mitchell, T. & Dowling, J. (2008). I belong: Active Learning for children with special needs. Ypsilanti, MI: High/Scope Press.

Peterson, R. (1992). Life in a crowded place: Making a learning community. Portsmouth, NH: Pearson.

Websites

[Building Relationships](#)

Tips on Helping Your Child Build Relationships, Zero to Three

[Peer Interactions](#)

Using Classroom Activities and Routines to Support Peer Interactions, T. Bovey and P. Strain (CSEFEL).

[Peer Relationships and Social Competence](#)

Ladd, G.W. (1999). *Peer relationships and social competence during early and middle childhood*. Annual Review of Psychology, 50, 333-359.

Strand: Relationships

Topic: Empathy

Print Resources

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Websites

[Empathy](#)

The Visible Empathy of Infants and Toddlers by Valerie Quann and Carol Anne Wien

[Empathy Development](#)

How Children Develop Empathy by Lawrence Kutner, PhD

[Cultural Competence](#)

NAEYC *Empathy and Cultural Competence Reflections from Teachers of Diverse Children*, Article by Michaela W. Colombo

[Seeds of Empathy](#)

Seeds of Empathy

[Persona Dolls](#)

Story Telling with Persona Dolls by Julie Rotondo Bisson

Glossary*

Attachment: An emotional bond between children and caregivers (Securely attached preschoolers view adults as important figures)

Competence: The quality of being competent; adequacy; possession of required skill, knowledge, qualification, or capacity. (According to recent research, academic achievement is strongly related to a sense of competence. Children with higher levels of competence display higher levels of reading achievement, higher levels of language and communication skills and higher levels of numeracy (Ashdown & Bernard, 2011; Barblett & Maloney, 2010).)

Culture: The shared actions, beliefs, language, knowledge and attitudes of a group as reflected in their ways of engaging in everyday life.

Discipline: The practice of making people obey rules of behavior, and punishing them if they do not.

Diversity: The condition of having or being composed of differing elements; variety - especially the inclusion of different types of people (e.g., culture, language, race, religion, sexual orientation, etc.).

Emotions: An affective state of consciousness in which joy, sorrow, fear, hate, or the like, is experienced, as distinguished from cognitive and volitional states of consciousness (Emotions are at the center of human functioning, developing predominately within the first few years of life. Having an awareness of one's own emotions and being able to express those emotions are important aspects of social information.)

Empathy: Identification with and understanding of another's feelings and situation (Research suggests that children with empathetic feelings have a higher probability in intervening when other children are bullied. They also display higher levels of pro-social foundation of social emotional development allows for the child to develop relationships.)

Friendship: The relationship of mutual affection between two or more people.

Guidance: (guiding behavior) An intervention strategy to teach appropriate behavior, respect for others and one's self, getting along with others, social problem-solving, expressing strong emotions in acceptable ways and making decisions ethically and intelligently.

Peer: A person who has equal standing with another or others, as in rank, class, or age (class or age mates).

Persistence: To continue steadfastly or firmly in some state, purpose, course of action, or the like, especially in spite of opposition, remonstrance, etc. (At around the age of five, children's increase in initiative propels their interest in discovering new solutions to problems. They have more persistence and are willing to commit to tasks that require more time.)

Persona Dolls: Dolls whose "stories" reflect the composition of the group and offer a vehicle for introducing diversity.

Pro-social: Behaviors intended to help other people (Pro-social behavior is characterized by a concern about the rights, feelings and welfare of other people. Behaviors that can be described as pro-social include feeling empathy and concern for others and behaving in ways that can help or benefit other peoples.)

Relationship: A particular type of connection existing between people related to or having dealings with each other (Having a strong foundation of social-emotional development allow for the child to develop relationships.).

Routine: Activity that is daily or frequently pursued, especially in the regular course of business or classroom practice.

Scaffolding: An instructional strategy in which the teacher provides information and assistance that allow children to perform at a higher level than they might be able to do on their own. Examples include: providing hints or prompts; demonstrating the task, and/or the thinking

required by “talking out loud” through the process. L Begin practice with easier material and once the child has mastered the concept/skills it is appropriate to move to the next level. If the child is still having difficulties, assess where s/he is making the error in thinking and begin scaffolding from that point.

Self-concept: Humans’ ideas and feelings about themselves as objects or beings; the total of one’s thoughts and feelings that define

Self: Consists of a person's conscious and unconscious aspects, their personality, cognitions or thoughts and feelings.

Self-regulation/Self-Control: The ability to manage emotions and control actions and behaviors (Self-regulation encompasses the ability to manage cognitive as well as social behaviors. The ability to self-regulate has been shown to be one of the major predictors of school success (Logue, 2007).)

Social Competence: At each age, social-cognitive understand contributes to social competence, interpersonal sensitivity, and an awareness of how the self relates to other individuals and groups in a complex social world (Thompson 2006).

Temperament: The way in which a child approaches and reacts to the world - “personal style.” Temperament influences a child’s behavior and the way s/he interacts with others. Temperament can be described as “easy or flexible,” “active or feisty,” or “slow to warm or cautious.”

Zone of Proximal Development (ZPD): The zone of proximal development is the gap between what a learner has already mastered (the actual level of development) and what he or she can achieve with provided with educational support (potential development).

**Adapted from the Center for Family Studies, West Ed. for Early Childhood Ohio Professional Development Social Emotional Development.*

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Materials to Support Social Emotional Development and Learning

Infant/Toddler	Pre-Kindergarten
<p><u>Strand: Self</u> Daily records that document progress watch for gestures that signal or express needs Rocking chair Mirrors Emotional cards/cubes Puppets to demonstrate expression of emotions Names visible through the room Songs about names Photos of each child and his/her family Pictures of each baby Soft surfaces, cozy places, individual children’s security items (blankets, binkies, stuffed toys, etc.) Picture daily schedule Multiples of favorite toys so sharing and turn-taking is easier Dramatic play materials - dress-up clothes, pretend food, dishes etc. Mobiles in diapering area Cause/effect toys Simple “job board”</p> <p><u>Strand: Relationships</u> Toys to grab and hold Balls that roll and other action toys Two or more of favorite toys to make sharing and turn-taking easier Favorite blanket or toy Soft places for comfort Rocking chair Photos of children with their families Photos of individual children with teacher(s) Tummy time materials such as mats, soft blankets, etc. Puppets to model conversations Seating arrangements that support interactions Centers to encourage parallel and cooperative play Pictures of children playing together</p>	<p><u>Strand: Self</u> Mirrors Key words posted in different languages. Books, puppets, visuals illustrating emotional language Rocking chair Photos of children and families from diverse cultures Pictures of children in the classroom with their families Photo albums of children’s favorite people, things, events Diverse clothing and ethnic food in the dramatic play area Skin tone crayons, markers, paint to create self portraits Accessories for dolls (wheelchair, walker, cane, etc.) “Persona” Dolls Classroom labels on materials and equipment using photos and text in a child’s first language Self portraits Name cards and photos Photos of each child and his/her family Posters about each child and family Photos of real children expressing emotions Favorite items each child may use Soft surfaces, cozy spaces, comfortable furnishings. Visual schedule</p> <p><u>Strand: Relationships</u> Spaces for private conversations Centers to encourage cooperative, social play Markers, crayons, paint to make pictures to use as conversation starters Puppets to model conversations Duplicate toys on open shelves “Prop box” materials for dramatic play (grocery store, post office, flower shop, etc.). Toys to interact with children such as blocks, dolls, cause and effect Pictures that illustrate the routines of the day (e.g., hand washing, tooth-brushing, etc.)</p>

Duplicate toys on open shelves	Pictures/posters of children playing together Class pet Job board "Persona" Dolls
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Children's Literature Selections and Music

<u>INFANT/TODDLER</u>	<u>PRE-KINDERGARTEN</u>
<p><u>Strand: Self</u> <i>Baby Faces</i> by Margaret Miller <i>If You're Happy and You Know It: My First Taggies Book</i> by Steve Light <i>Oh, David: A Diaper David Book</i> by David Shannon <i>Baby Happy Baby Sad</i> by Leslie Patricelli <i>I Can, Can You?</i> by Marjorie Pitzer <i>I Am Happy: A Touch and Feel Book of Feelings</i> by Steve Light <i>Lots of Feelings</i> by Shelly Rotner <i>Whose Toes Are Those?</i> by Sally Symes <i>This Little Piggy</i> illustrated by Annie Kubler <i>Head, Shoulders, Knees and Toes</i> illustrated by Annie Kubler <i>Baby Faces</i> by Kate Merritt <i>Do You Have a Tail?</i> by Simms Taback <i>Hands Can</i> by Cheryl Willis Hudson <i>Tell Me about Your Day</i> by Mem Fox <i>Sweet Dreams Lullaby</i> by Betsy E. Snyder <i>Pat the Bunny</i> by Dorothy Kunhardt <i>Daddy Kisses</i> by Anne Gutman <i>Huggy Kissy</i> by Leslie Patricelli <i>Mama Do You Love Me?</i> By Barbara M Joosse & Barbara Lavallee <i>No No Yes Yes</i> by Linda Patricellei <i>Pat-a-Cake</i> illustrated by Annie Kubler <i>Henry Helps with the Baby</i> by Beth Bracken</p> <p><i>The Book of Lullabies: Wonderful Songs and Rhymes Passed Down from Generation to Generation for Infants & Toddlers</i> (First Steps in Music series) by John M. Feierabend (Editor)</p>	<p><u>Strand: Self</u> <i>Many Colored Days</i>, Dr. Seuss <i>Today I Feel Silly: And Other Moods that Make My Day</i>, Jamie Lee Curtis <i>Glad Monster, Sad Monster</i>, Ed Emberley <i>All Kinds of Children</i>, Norma Simon <i>The Skin You Live In</i>, Michael Tyler <i>We're Different, We're the Same</i>, Sesame Street <i>It's Okay to Be Different</i>, Todd Parr <i>The Crayon Box that Talked</i>, Shane Derolf <i>I'm Not Scared!</i> Todd Parr <i>When Sophie Gets Angry - Really, Really Angry</i> by Molly Bang <i>The Feel Good Book</i> by Todd Parr <i>What I Like About Me!</i> Allia Zobel Nolan <i>I'm Gonna Like Me: Letting Off a Little Self-Esteem</i>, Jamie Lee Curtis <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst <i>Noisy Nora</i> by Rosemary Wells <i>Be Quiet, Marina</i> by Kirsten DeBear <i>Chrysanthemum</i>, Kevin Henkes <i>Owen</i>, Kevin Henkes <i>Sheila Rae the Brave</i>, Kevin Henkes <i>Ira Sleeps Over</i>, Bernard Waber <i>William's Doll</i>, Charlotte Zolotow</p> <p><i>Getting to Know Myself</i>, CD by Hap Palmer <i>I Can Do It</i> music by David Kisor</p>

Easy Songs for Smooth Transitions in the Classroom by Nina/Aghayan Araujo

Strand: Relationships

Bye Bye Time by Elizabeth Verdick
The Kissing Hand by Audrey Penn
Papa Do You Love Me? By Barbara M Joosse & Barbara Lavallee
Feast for 10 by Cathryn Falwell
My Friend Rabbit by Eric Rohmann
Gossie and Gertie by Olivier Dunrea
My Friends by Taro Gom
My Friend and I by Lisa Jahn-Clough
Shelia Rae's Peppermint Stick by Kevin Henkes
My Friends by Taro Gom
The Feelings Book by Todd Parr
My Many Colored Days Board Book by Dr. Seuss
The Way I Feel by Janan Cain

My Mommy Comes Back, Baby Songs CD by Hap Palmer

Strand: Relationships

Will I Have a Friend? Miriam Cohen
Koala Lou by Mem Fox
The Hug Rug by Audrey Penn
I Will Always Love You by Robert Munsch and Shelia McGraw
When I Miss You by Cornelia Maude Spelman
Share-Take-Turns-Learning to Get Along, by Cheri J. Miners M.Ed.
Llama Llama Time to Share by Anna Dewdney
Grumpy Gloria by Anna Dewdney Page
Bully by Laura Vaccaro Seeger
Good News Bad News by Jeff Mack
Shelia Rae's Peppermint Stick by Kevin Henke
Chicken, Pig, Cow and the Class Pet by Ruth Ohi
What Pet to Get by Emma Dodd

Additional Resources

Copple, C. & Bredekamp, S. (2009). Developmentally appropriate practice in early childhood programs serving children from birth through age 8 3rd Ed. Washington, DC: NAEYC

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Back to Basics: Play in Early Childhood, Jill Englebright Fox, Ph.D. retrieved January 7, 2014 at

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The Program for Infant/Toddler Care (PITC), retrieved on January 6, 2014 at

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ZERO TO THREE: National Center for Infants, Toddlers, and Families, retrieved on January 6, 2014 at

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