

Social and Emotional Development (Indicators for 34 - 48 months)

Emotional Development

a. Self Concept:

- ☐ Begins to see self as an individual with their own wants, needs, skills, and abilities.
- ☐ Chooses individual activities.
- ☐ Expresses self in different roles during pretend play.
- ☐ Compares self with others.
- ☐ Expresses own ideas and opinions.
- ☐ Begins to show awareness of own autonomy and boundaries.

b. Self-Regulation:

- ☐ Demonstrates understanding of and ability to communicate developmentally appropriate basic safety guidelines.
- ☐ Shows progress in the ability to express and identify feelings, needs and opinions across learning environments.
- ☐ Shows progress in ability to recognize and communicate feelings and emotions.
- ☐ Shows progress in sharing the attention of a trusted adult caregiver.
- ☐ Shows progress in turn-taking ability.
- ☐ With adult guidance, uses materials and equipment purposefully and safely.
- ☐ Begins to notice the cause and effect of own actions.
- ☐ Develops listening skills with intentional adult instruction and support. (e.g., teaching children that listening can look like giving their attention to others or events in various ways.

c. Sympathy and Empathy:

- ☐ Demonstrates a beginning ability to identify basic feelings of self and others in a variety of situations. (e.g., identifying that self or others feels happy, sad, or angry).
- ☐ Demonstrates ability to be kind to self and others in a variety of situations.

d. Adapting to Diverse Settings:

- ☐ Explores objects and materials and interacts with others in a variety of new settings.
- ☐ Begins to demonstrate ability to be flexible or adjust to routine or unexpected changes including physical setting, daily schedule, staffing and group size/ attendance.

Social Development

a. Building Relationships with Others:

- ☐ Separates from adults in familiar settings, with assistance.
- ☐ Approaches adults for assistance when needed.
- ☐ Offers to assist others.



- ☐ Expresses affection for others.
- ☐ Follows guidance for behavior in different environments.
- ☐ Identifies known safety roles and distinguishes between trusted and unknown adults.
- ☐ Engages in parallel play (i.e., plays next to or near others without trying to influence the play or behavior of others).
- ☐ Engages in interactive play with others.
- ☐ Leads or participates in cooperative play with others

b. Respecting Similarities and Differences:

- ☐ Notices similarities or difference in others.
- ☐ Develops relationships with others based upon shared experiences.