

Social and Emotional Development (Indicators for 46 - 60 months)

Emotional Development

a. Self Concept

- ☐ Expresses and/or demonstrates an awareness of self as an individual with certain wants, needs, abilities, characteristics, preferences, and rights.
- ☐ Demonstrates self-direction by making choices among peers, activities, and materials.
- ☐ Tries new things and improves new skills with practice.
- ☐ Initiates actions or activities with peers. For example, inviting a friend to play.
- ☐ Uses a variety of materials with curiosity and interest.
- ☐ Shows ability to take care of personal or shared possessions. (e.g. backpack, toys, books).
- ☐ Shows ability to respect personal space and boundaries of other people. (e.g., checking before touching another person or showing concern when stepping on someone's foot).

b. Self-Regulation

- ☐ Expresses wants, thoughts, needs, and feelings through various methods of communication.
- ☐ Seeks adult support and engages in finding solutions to resolve conflict with peers.
- ☐ With support, listens to instructions before beginning an activity.
- ☐ With support, demonstrates an understanding of developmentally appropriate rules and routines.
- ☐ With support, demonstrates the ability to follow developmentally appropriate rules and routines.
- ☐ Shows progress in sharing materials with others.
- ☐ Waits for their turn in simple game or use of equipment.
- ☐ Demonstrates understanding of cause and effect of own actions.
- ☐ Shows beginning ability to co-regulate emotions and behaviors with a trusted, regulated adult.

c. Sympathy and Empathy

- ☐ Demonstrates empathy through comfort and care of others. (e.g., asking "Are you okay?" or giving/requesting a hug or high-five).
- ☐ Labels emotions of self and others, with support.
- ☐ Asks "What" and "why" questions to understand the effects of behavior.
- ☐ Shows progress in expressing feelings, needs, and opinions, in difficult situations such as conflicts, within out harming self, others, or property.

d. Adapting to Diverse Settings

- ☐ Demonstrate ability to be flexible and adjust to routine or unexpected changes including physical setting, daily schedule, staffing and group size/attendance, with adult support.
- ☐ Given prior notice (e.g., with a visual schedule or verbal/nonverbal adult cues), adjusts to changes from one activity/setting to the next.



- ☐ Anticipates, with assistance, what will be needed in diverse settings.
- ☐ Follows rules in new or diverse settings.

Social Development

a. Building Relationships with Others

- ☐ Asks questions and checks with an adult as needed while exploring their environment.
- ☐ Seeks help when needed for emotional support.
- ☐ Shares information with at least one trusted person.
- ☐ Works independently.
- ☐ Works cooperatively with others to plan, create, and organize activities during play and solve problems as they arise.
- ☐ Participates in group activities.
- ☐ Uses different turn-taking strategies (e.g., trading, setting a timer, etc.).
- ☐ Shows an increased ability to be friendly and flexible in play and to work cooperatively to resolve conflicts with peers.
- ☐ Shows or communicates care or concern for others.
- ☐ Makes friends with others.
- ☐ Notices who is absent from a group setting.
- ☐ Communicates wants and needs in a group setting.
- ☐ Helps self and others when needed.
- ☐ Knows and expresses self as a part of diverse group (e.g., family, preschool class, faith community, etc.).
- ☐ Uses play to explore, practice, and understand social roles.

b. Respecting Similarities and Differences

- ☐ Recognizes and discusses similarities and difference in others.
- ☐ Notices that other children might communicate differently (e.g., through nonverbal communication, different languages and/or dialects).
- ☐ Begins to think about a situation from the point of view of others.