

Infant/Toddler-MELDS

Domain: Social and Emotional Development

This document can be used for planning within this Domain. You can type directly into the “My Planning” boxes.

Domain	Goal Topic	Indicators- Birth-8 months	My Planning	Indicators- 6-18 Months	My Planning	Indicators- 16-36 Months	My Planning
Social and Emotional Development	Trust and Emotional Security (Emotional Functioning)	Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger or unhappiness through: -various facial expressions -body movements -gestures		Expresses a variety of emotions and modifies expression according to the reactions of familiar adults.		Self-conscious emotions appear: shame, embarrassment, guilt, pride.	
		Quiets or stops crying when held, rocked, given a change of position or level of stimulation in the environment, or talked to by a familiar adult.		Looks to/seek comfort from familiar adults when distressed and accepts reassurance.		Shows understanding of some emotional expressions by: -labeling them -asking questions about them -responding appropriately (verbally or non-verbally)	

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		Attends with interest when others show range of emotions through facial expressions, voices, or gestures.		Responds to others' emotional expressions by: -sharing emotional reactions – smiling when adult smiles, showing excitement when other children are excited -looks sad or concerned when another child is crying; may offer soft toy, blanket, or food		May use artistic tools for emotional expression.	
						Expresses empathy toward other children or adults.	
		May cry when another child cries.		Displays confidence that needs will be met by caregiver, evidenced by child watching and waiting a short time for caregiver to meet the recognized need.		Begins to express feelings of anger and frustration: tells friends “I don’t like that!”.	
						Has an expectation that the caregiver will provide what is needed in most situations.	

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Social and Emotional Development	Self-Regulation	Comforts self by: - clutching toy - sucking thumb - stroking blanket		Comforts self by: -sucking on fingers -retrieving a familiar object -engaging in a familiar routine y utilizing quiet space in classroom when needed		Shows impulse control by: -beginning to understand their role in play (need to wait for a turn for a toy) -tolerating brief wait times or delays - anticipates and follows routines when prompted: -helps with clean up y gets ready to go for a walk -joins group time for dancing, stories, etc. -begins to dress themselves as part of daily routines, even though it may take longer	
		Starts, maintains, or stops social contact through: - looks - gestures - sounds - smiles		Expresses own needs: -gestures when hungry -grabs blanket when tired		Begins to manage and adjust actions and behavior with the guidance of familiar adults: -using words or signs such as “no”	



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				-calls to engage caregiver		or “stop” during conflict -let’s a trusted adult know when hungry, tired or needing assistance with a peer	
		Anticipates being lifted or fed: - molds body-turns towards adult - opens mouth		Anticipates and participates in routine activities: -lifts arms when dressing -holds out cup			
		Signals (using cues) when: - full-pushes bottle away, stops nursing - wants to be put down – squirms, pushes away		Can be restless and determined creating conflicted needs which can lead to power struggles emerging (Example: child is tired but doesn’t want to stop playing).			
Social and Emotional Development	Sense of Self, Self-Awareness, and Self-Concept	Uses hands to explore different parts of the body.		Points to or indicates parts of the body when asked.		Recognizes own image in the mirror or photo and understands that it is self.	



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		Beginning to understand that they can make things happen; (example: pat a musical toy to make music come again, or raise arms to be picked up by parent or caregiver).		Express thoughts and feelings by saying “no!”		Says own name when asked and names others in family.	
		Cries when a parent or caregiver leaves the room.		Begins to recognize and respond to own name (example: gestures at sound of name or vocalizes at sound of name).		Identifies self by gender, for example:, “I boy”.	
		Smiles at self in mirror.		Recognizes familiar people in addition to immediate family or primary caregiver.		Begins to make comparisons between self and others; for example:, “Tommy is boy like me.”	
		Recognizes, holds, touches own feet and hands.		Uses name to refer to significant people; for example, “Mama” or Papa”.		Uses adjectives to refer to self, for example:, “Me big”.	
		Shows preferences; cries when something is not liked.		Shows distress when preferred people don’t interact with them.		Communicates, “I do it!” or “No” when caregiver or parent tries to help.	



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				Shows signs of mastery; for example:, laughs at own cleverness or is frustrated when unable to do something.		Respect toddlers' valid opinion of saying no.	
						Wants to experience the world on own terms; for example, avoids messy materials.	
						Uses evaluative words to talk about self, "Me good girl?"	
Social and Emotional Development	Relationships with Adults	Seeks comfort from caring adult by crying and looking for him or her.		Forms attachment with primary caregiver; more easily soothed, studies the face, attends longer to caregiver's facial expressions.		Seeks attention of a special caregiver and communicates "Watch me!" before proudly displaying a new skill.	
		Is more easily soothed by sound of primary caregiver's voice than unfamiliar voice.		Distinguishes between familiar and unfamiliar adults.		Cries and looks for special caregiver after falling.	

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		Shows preference for familiar adult, lifts arms to be picked up by special adult; squealing and kicking when familiar adult appears.		Exhibits separation anxiety, cries briefly when separated from parent or caregiver.		Tries to influence adult behavior; for example, brings favorite book and expresses “One more?” even though she has just heard “We are all done; time for a nap”.	
				Feels secure to explore environment in presence of primary caregiving adult.		Gesturing for one more hug as a parent is leaving for work.	
		Responds to being held: Calming down, molding of the body to the caregiver.		Plays away from the primary caregiver and then moves close to him or her from time to time to check in.		Uses adult as a resource through words or actions; for example, asks a caregiver for a cracker or for help setting jacket on.	
				When distressed child seeks to be physically close to primary caregiver.		Begins to follow simple instructions or guidance of a caregiver.	
				Imitates sequence of events after seeing the sequence completed by a caregiving adult; for			

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				example, read a story to a doll or put a teddy to bed.			
Social and Emotional Development	Relationships with Children	Turns to the voice of an older sibling.		Plays side-by-side with another child.		Engages in social pretend play with one or two friends and take on roles; for example, pretends to be a dog while a friend pretends to be the owner.	
		Notices a crying peer with a serious expression.		Matches emotions with a peer's emotions.		Expresses an interest in playing with a particular child. Exhibits sadness when a favorite friend is not at school; "When you miss your friend here at school, she misses you too".	
		Watches other children with interest.		Participates in spontaneous interactions with peers and exhibits enjoyment.		Engages in joint exploration and has begun associative play; for example, attempts to build a block tower with a	



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								friend or can wait a short time for “my turn”.	
		Reaches out to touch eyes or hair of a peer.			Influences and responds to a peer’s behavior in a simplistic manner; for example, handing a playmate a doll.			Shows concern for a peer who is in distress.	
		Laughs when an older sibling or peer makes a funny face.			Begins to show preference among play partners, often hugging or touching them.			Engages in reciprocal play such as run and chase or offer and receive.	
		Tries to get the attention of another child by smiling or babbling to him/her.			Knows the names of peers when they are referred to.				
					Knows the family members of frequent playmates.				