

## P-MELDS

### Domain: Social Emotional Development

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

Goal Topic	Element	Code	Indicators- 34-48 Months	My Planning	Indicators- 46-60 Months	My Planning
Emotional Development	Self-Concept	1a	Begins to see self as an individual with their own wants, needs, skills, and abilities.		Expresses and/or demonstrates an awareness of self as an individual with certain wants, needs, abilities, characteristics, preferences, and rights.	
			Chooses individual activities.		Demonstrates self-direction by making choices among peers, activities, and materials.	
			Expresses self in different roles during pretend play.		Tries new things and improves new skills with practice.	
			Compares self with others.		Initiates actions or activities with peers. For example, inviting a friend to play.	
			Expresses own ideas and opinions.		Uses a variety of materials with curiosity and interest.	
			Begins to show awareness of own autonomy and boundaries.		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	



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					when stepping on someone's foot).	
			Demonstrates understanding of and ability to communicate developmentally appropriate basic safety guidelines.		Expresses wants, thoughts, needs, and feelings through various methods of communication.	
			Shows progress in the ability to express and identify feelings, needs, and opinions across learning environments.		Seeks adult support and engages in finding solutions to resolve conflict with peers.	
Emotional Development	Self-Regulation	1b	Shows progress in ability to recognize and communicate feelings and emotions.		With support, listens to instructions before beginning an activity.	
			Shows progress in sharing the attention of a trusted adult caregiver.		With support, demonstrates an understanding of developmentally appropriate rules and routines.	
			Shows progress in turn-taking ability.		With support, demonstrates the ability to follow developmentally appropriate rules and routines.	
			With adult guidance, uses materials and equipment purposefully and safely.		Shows progress in sharing materials with others.	
			Begins to notice the cause and effect of own actions.		Waits for their turn in simple game or use of equipment.	



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			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).		Demonstrates understanding of cause and effect of own actions.	
Emotional Development	Sympathy and Empathy	1c	Realizes and expresses how another child might feel		Expresses empathy for others	
			Demonstrates awareness of feeling during pretend play		Comforts physically hurt or emotionally upset child through appropriate words or actions	
			Recognizes other children's kind behaviors		Labels own emotions and, increasingly, the emotions of others	
					Demonstrates understanding of the consequences of own actions on others	
					Understands the reasons for rules and routines within the group and accepts them	
					Asks "what" and "why" questions to understand effects of behavior	
Emotional Development	Adapting to Diverse Settings	1d	Explores objects and materials, and interacts with others in a variety of new settings		Demonstrates ability to be flexible or adjust to routine or unexpected changes including physical setting, daily schedule, staffing and group size/ attendance	

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Social Development	Building Relationships with Others	2a	Begins to demonstrate ability to be flexible or adjust to routine or unexpected changes including physical setting, daily schedule, staffing and group size/ attendance		Adjusts to transitions from one activity setting to the next during the day with appropriate emotions and behaviors	
					Anticipates with assistance what will be needed in diverse settings	
					Follows rules in diverse settings	
			Separates from adults in familiar settings, with assistance.		Asks questions and checks with an adult as needed while exploring their environment.	
			Approaches others for assistance when needed.		Seeks help when needed for emotional support.	
			Offers to assist others.		Shares information with at least one trusted person.	
			Expresses affection for others.		Works independently.	
			Follows guidance for behavior in different environments.		Works cooperatively with others to plan, create, and organize activities during play and solve problems as they arise.	
			Identifies known safety roles and distinguishes between trusted and unknown adults.		Participates in group activities.	
			Engages in parallel play (i.e., plays next to or near others without trying to		Uses different turn-taking strategies (e.g., trading, setting a timer, etc.).	

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Social Development	Respecting Similarities and Differences	2b	influence the play or behavior of others).			
			Engages in interactive play with others		Shows an increased ability to be friendly and flexible in play and to work cooperatively to resolve conflicts with peers.	
			Leads or participates in cooperative play with others		Shows or communicates care or concern for others.	
					Makes friends with others.	
					Notifies 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 groups. (e.g., family, preschool class, faith community, etc.).	
					Uses play to explore, practice, and understand social roles	
					Recognizes and discusses similarities and differences in others.	
			Develops relationships with others based upon shared experiences.		Notifies that other children might communicate differently. (e.g., through nonverbal communication, different languages and/or dialects).	

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					Begins to think about a situation from the point of view of others.	

