

SOCIAL AND EMOTIONAL



DOMAIN

Standards for Social and Emotional Development: Pre-Kindergarten

Note: Standards refer to outcomes by the end of pre-kindergarten.

Student:	Self-Concept and Self Awareness
1. Recognizes himself/herself as unique individual having his/her own abilities, characteristics, feelings, and interests.	<ul style="list-style-type: none"> a. Identifies self as being part of a family and/or identifies being connected to at least one significant adult. b. Demonstrates knowledge of his/her own uniqueness (talent, interests, preferences, gender, culture, etc.) c. Exhibits self-confidence by attempting new tasks independent of prompting or reinforcement. d. Compares and/or contrasts self to others (e.g., physical characteristics, preferences, feelings, abilities). e. Identifies the range of feelings he/she experiences, and that his/her feelings may change over time, as the environment changes, and in response to the behavior of others. f. Displays accomplishment, contentment, and acknowledgement when completing a task or solving a problem by himself/herself (e.g., wants to show a peer or adult).
Student:	Self-Regulation
2. Regulates his/her responses to needs, feelings, and events.	<ul style="list-style-type: none"> a. Expresses feelings, needs, opinions, ideas, and desires both verbally and non-verbally in a way that is appropriate to the situation. b. Appropriately names types of emotions (e.g., frustrated, happy excited, sad) and associates them with different facial expressions, words and behaviors.
Student:	Relationships with Others
3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers and other familiar adults).	<ul style="list-style-type: none"> a. Interacts with significant adults. b. Seeks guidance from primary caregivers, teachers and other familiar adults. c. Transitions into unfamiliar setting with the assistance of a familiar adult.
4. Develops positive relationships with their peers.	<ul style="list-style-type: none"> a. Approaches children already engaged in play. b. Interacts with other children (e.g., in play, conversation, etc.). c. Shares materials and toys with other children. d. Sustains interactions by cooperating, helping, and suggesting new ideas for play. e. Develops close friendship with one or more peers. f. Offers support to another child or shows concern when a peer seems distressed.
5. Demonstrates pro-social problem solving skills in social interactions.	<ul style="list-style-type: none"> a. Seeks input from others about a problem. b. Uses multiple pro-social strategies to resolve conflicts (e.g., trade, take turns, problem solve). c. Uses and accepts compromise, with assistance.

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<i>Student:</i>	<i>Accountability</i>
6. Understands and follows routines and rules.	<ul style="list-style-type: none"> a. Displays an understanding of the purpose of rules. b. Engages easily in routine activities (e.g., story time, snack time, circle time). c. Uses materials purposefully, and safely as set by the group rules. d. Understands that breaking rules have a consequence. e. Applies rules in new, but similar situations.
<i>Student:</i>	<i>Adaptability</i>
7. Adapts to change.	<ul style="list-style-type: none"> a. Easily separates himself/herself from parent or caregivers. b. Transitions with minimal support between routine activities and new/unexpected occurrences. c. Adjusts behavior as appropriate for different settings and/or events. d. Uses multiple adaptive strategies to cope with change (e.g., seeking social support from an adult or peer, taking deep breaths, engaging in another activity). e. Willingly engages in new experience and activities.