# ARIZONA EARLY LEARNING STANDARDS

**4th Edition**

May 2018

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# SOCIAL EMOTIONAL DEVELOPMENT STANDARD

*Social emotional development is the core of early care and education because it sets a firmfoundation on which all other learning will take place.*

Children's emotional development is built into the architecture of their brains. Relationships that provide social, emotional, andphysical security promote and enhance a child's ability to learn and thrive.

To grow socially and emotionally, children need to develop an increasing capacity to experience, express, and gain self-controlover their emotions and social interactions. This development is enhanced by nurturing relationships and positive early learning experiences. A consistent, predictable, and engaging environment strengthens a child's confidence in approaching new challenges, interacting with others, and exploring their environment.

Established social-emotional skills have a significant, positive impact on a child's learning, particularly in **cognitive development**. It sets the foundation for life-long success. This Standard articulates the ways in which a child can demonstrate their understanding of themselves and others, form positive social relationships, and relate to the world at large. Well-developed, strong, social emotional skills are critical when a child encounters a stressful life challenge. Thesehardships may include neglect, trauma, poverty, cultural and language differences, bias, and disabilities.

The Social-Emotional Development Standard is organized into the following Strands and related Concepts:

**Strand 1: Self-Awareness and Emotional Skills**
- Concept 1: Self-Awareness
- Concept 2: Recognizes and Expresses Feelings
- Concept 3: Self-Regulation

**Strand 2: Relationships and Skills**
- Concept 1: Attachment
- Concept 2: Social Interactions
- Concept 3: Respect

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# Social Emotional Development Standard Definitions

**Autonomy** is the ability and desire to be in charge of oneself.[1]

**Cognitive Development** is the field of study which focuses on the child's ability to acquire new knowledge and skills.

**Emotional Literacy** is the ability to label emotions and regulate them in socially appropriate ways.[2]

**Empathy** is the ability to recognize, respond, and share in another's emotions, thoughts, or feelings.

**Nature and Nurture** refers to the influence of both environmental and genetic factors on development.

**Secure Attachment** leads to confidence and trust that children have with the individual responsible for their care. It is the framework within which children develop their growing ability to regulate emotions and behavior.

**Self-Awareness** is the ability to recognize and understand one's self as an individual.

**Temperament** refers to a term used to describe the manner in which a child approaches and reacts to the world. It is their personal "style".

[1] Riley, D., San Juan, R., Klinker, J., & Ramminger, A. (2008). Social & emotional development: Connecting science and practice in early childhood settings. St Paul MN. Red Leaf Press.
[2] Zambo, D. & Hansen, C.C. (2007). Child development through the eyes of children's authors: Using picture books to understand theory. London, England: Pearson.

# STRAND 1: SELF-AWARENESS AND EMOTIONAL SKILLS

| SOCIAL EMOTIONAL DEVELOPMENT |
|---|
| **STRAND 1: SELF-AWARENESS AND EMOTIONAL SKILLS** |
| **Concept 1:  Self-Awareness** |

**The child demonstrates an awareness of self.**

Children develop a sense of personal identity as they begin to recognize the characteristics that make them unique as individuals and to build self-esteem.

**Indicators and Examples in the Context of Daily Routines, Activities, and Play**

  a.  **Demonstrates self-confidence.**
- Acknowledges her own accomplishments and says, "I can hit the ball."
- Explains, "I'm learning how to take care of myself and my friends."
- Signs, "I can do it myself."

  b.  **Makes personal preferences known to others.**
- Chooses carrots over celery during mealtime.
- Tells friends, "I don't like that."

  c.   **Demonstrates knowledge of self-identity/<u>autonomy</u>.**
- Declares, "I'm the big brother," while looking at a family picture.
- Tells the teacher, "I'm at school while mommy is at work."
- Holds up three fingers and says, "I am this many."

  d.  **Displays an awareness of similarities and differences between self and others.**
- Says, "My hair is curly and yours is straight."
- Points to shirt and then to friend's shirt, indicating that they are wearing the same color of shirt.

  e.  **Demonstrates developmentally appropriate cultural curiosity and responsiveness.**
- Wonders about a friend's seaweed snack and asks for a taste.
- The group widens the story time circle to make room for the child and their wheelchair.
- A guest speaker (parent) shares a storybook and song in their home language to the class.

# SOCIAL EMOTIONAL DEVELOPMENT

## STRAND 1: SELF-AWARENESS AND EMOTIONAL SKILLS

### Concept 2:  Recognizes and Expresses Feelings

**The child recognizes and expresses feelings of self and others.**

Children develop **emotional literacy** through the ability to identify and acknowledge their feelings and feelings of others through daily interactions.

**Indicators and Examples in the Context of Daily Routines, Activities, and Play**

a. **Associates emotions with words, facial expressions, and body language.**
   - Describes the emotions of a character in a book.
   - Signs, "I am mad" when asked how they feel.

b. **Identifies, describes, and expresses their own feelings.**
   - Covers their eyes and says, "This is scary!" while listening to a story.
   - Says, "I am happy today because it's my birthday!"

c. **Identifies and describes feelings of others.**
   - Approaches an adult and says, "That child is sad. They are crying."
   - Says, "My mommy will be so excited to see my picture!"

d. **Expresses feelings of satisfaction in independent activities**
   - Independently peddles the tricycle with a smile on their face.
   - Displays their clay structure and says, "Look what I did!"

e. **Expresses empathy for others.**
   - Sees a friend crying and then gives the friend a hug.
   - Asks, "Are you ok?" after seeing a friend fall down.

| SOCIAL EMOTIONAL DEVELOPMENT |
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**STRAND 1: SELF-AWARENESS AND EMOTIONAL SKILLS**

**Concept 3:  Self-Regulation**

**The child manages the expression of feelings, thoughts, impulses, and behaviors.**

Young children develop self-control as they acquire the ability to regulate their impulses with decreasing support fromadults. This enables children to function successfully and independently in both personal and social contexts. **Temperament** displays itself through the way a child manages their behaviors in daily activity; temperament is drivenby both **nature and nurture**.

**Indicators and Examples in the Context of Daily Routines, Activities, and Play**

a.  **Understands and follows expectations in the learning environment.**
   ▪ Uses walking feet when transitioning to the library.
   ▪ Puts the puzzle away, where it belongs, when finished.

b.  **Adjusts behavior and adapts to transitions, daily routines, and unexpected events.**
   ▪ Moves through activities independently.
   ▪ Stays with the group and follows the teacher during a fire drill.
   ▪ Chooses a cozy corner away from the group when needed.

c.  **Chooses appropriate words and actions.**
   ▪ Says and/or signs, "Stop, I don't like it when you hit me."
   ▪ Waits their turn during a shared game or toy time.

# STRAND 2: RELATIONSHIPS AND SOCIAL SKILLS

## SOCIAL EMOTIONAL DEVELOPMENT

### STRAND 2: RELATIONSHIPS AND SOCIAL SKILLS

### Concept 1:  Attachment

**The child demonstrates the ability to engage in and maintain secure relationships.**

Positive social relationships between adults and children develop in an environment where children feel safe and secure. When caregivers provide a secure base of physical and emotional support, children construct **secure attachments** with their caregivers which supports them in moving into deeper and more complex learning.

**Indicators and Examples in the Context of Daily Routines, Activities, and Play**

a. **Expresses interest, curiosity, and trust with familiar adults.**
   - Child welcomes a new guest to the classroom.
   - When teacher smiles, child responds with a smile back.

b. **Seeks support from familiar adults.**
   - Asks for comfort/reassurance after a playground fall.
   - Seeks out the caregiver when they need help doing a task.

c. **Separates from familiar adult with minimal distress.**
   - Continues to paint after acknowledging a family member's departure.
   - Transitions quickly into classroom activity after family drop off.

# SOCIAL EMOTIONAL DEVELOPMENT

## STRAND 2: RELATIONSHIPS AND SOCIAL SKILLS

### Concept 2: Social Interactions

**The child displays positive social behavior.**

A child's relationship with peers and adults reflect their ability to initiate and sustain positive and appropriate interactions while increasing their capacity to acknowledge someone else's perspective.

**Indicators and Examples in the Context of Daily Routines, Activities, and Play**

a. **Responds when adults or other children initiate interactions.**
   - Selects from the choice board when asked, "What do you want to do now?"
   - Decides whether to join a group when invited to play.

b. **Initiates and sustains positive interactions with adults and other children.**
   - Shares about a new food at dinner.
   - Suggests, "Let's build a road for our cars." Then the children work together to build a road.

c. **Acknowledges someone's perspective by demonstrating positive ways to resolve conflict.**
   - Child asks, "When you're done, can I play with it?"
   - Seeks assistance from a teacher when a disagreement starts to escalate.

# SOCIAL EMOTIONAL DEVELOPMENT

## STRAND 2: RELATIONSHIPS AND SOCIAL SKILLS

### Concept 3:  Respect

**The child has an increasing capacity to understand social boundaries about behavior and the environment.**

When children interact with others, they become aware of the boundaries of acceptable behavior and possess a growing sense of the potential consequences of their actions. Children thrive in environments when they have a sense of ownership.

**Indicators and Examples in the Context of Daily Routines, Activities, and Play**

a. **Respects the rights and property of others.**
   - Walks around a block structure built by another child.
   - Waits behind friend for their turn to go down the slide.

b. **Defends own rights and the rights of others.**
   - Tells his friend not to knock down his block structure.
   - Tells teacher, "I can't have anything with peanuts."

c. **Shows respect for learning materials in the learning environment.**
   - Stacks up books after reading time.
   - Puts caps on markers after using them.

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# Integration

The integration page lists examples of strategies, activities, and experiences that an adult caregiver might offer to support the integration of Approaches to Learning, Language and Literacy, and Mathematics into the Social-Emotional Development Standard.

| SOCIAL EMOTIONAL DEVELOPMENT | | |
|---|---|---|
| **INTEGRATION − STRAND 1: SELF-AWARENESS AND EMOTIONAL SKILLS** | | |
| **Approaches to Learning - Approaches that are best integratedinto Social-Emotional Development.** | **Language & Literacy – Actions that would incorporate Language and Literacy into Social-Emotional Development.** | **Mathematics – Actions that would incorporate Mathematics into Social-Emotional Development.** |
| 1. Bends down and makes eye contact to acknowledge emotion of a crying childat drop-off by saying, "It looks like you're feeling sad. Sometimes it's hard when you get dropped off. Let's think of some things we can do to helpyou feel better" (Examples: Redirect totheir favorite toy, provide a hug, help create picture for caregiver.) | 1. Models appropriate behavior for emotional control by using feeling picture cards/poster to discuss choices for dealing with emotions,reasons behind emotions, and consequences of poor behavior choices. | 1. Provides behavior choices and opportunities for open discussionto children and allows them to vote/graph on which would be the best choice. |
| 2. Model open-ended questions about children's show and share items which will elicit a deeper conversation between peers. For example, "Why is this bear so specialto you?" "How do you take care of your bear?" "Tell your friends about your bear" The children will continue questioning. | 2. Reads aloud a book focusing on self- regulation (e.g., It's Hard to Be Five: Learning How to Work My Control Panel by Jamie Lee Curtis). Asks children to draw a picture of something that is hard for them to do. Follows activity with conversation on how child can overcome this difficult task. | 2. Compares and contrasts child preferences with them: "What is your favorite learning area?" "What is your least favorite?" |

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## SOCIAL-EMOTIONAL DEVELOPMENT

### INTEGRATION − STRAND 2: RELATIONSHIPS AND SOCIAL SKILLS

| Approaches to Learning - Approaches that are best integratedinto Social-Emotional Development. | Language & Literacy – Actions that would incorporate Language and Literacy into Social-Emotional Development. | Mathematics – Actions that would incorporate Mathematics into Social-Emotional Development. |
|---|---|---|
| 1. Designates a "problem solving" areain the classroom (e.g., a Peace Rug) and assists children in problem-solving skills: emphasizes active listening and provides words for conversation to meet a solution. Additional support: shows children possible solution cards to use with one another. | 1. Models how to utilize names when greeting others or saying goodbye; provides name tags with photo of child to place in the attendance chart. | 1. Begins by starting a conversation about "important people" in their life (friends, siblings, parents, etc.); discusses why these people are important to them and make them happy.; asks children to draw a picture of who are the people that are important to them; collects and performs a whole-group tally of how many people the class has drawn. Extension idea: puts all the drawings together and creates a class book for the library. |
| 2. Acknowledges children's positive interactions with peers. (e.g., "McKenzie you are such a good friendto give Omar your chair so that he canuse the art space when you're finished.") | 2. Provides/models words for children to use when in a conflict with a peer. For example, when a child wants a toy from another child, they are able to verbalize, "Can I have itwhen you're done?" | 2. Encourages helpers during snack time to place one plate per one cup tohelp develop one-to-one correspondence. |

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# Alignment

Within the Alignment Matrix are codes that reference where in the Head Start Early Learning Outcomes, the Infant Toddler Developmental Guidelines, and the Kindergarten Standard examples are found.

### Reference Codes for the Head Start Early Learning Outcomes Framework
- ATL – Approaches to Learning
- C – Cognition
- LC – Language and Communication
- LIT – Literacy
- MATH – Mathematical Thinking
- PMPD – Perceptual, Motor, and Physical Development
- SE – Social & Emotional Development
- SCI – Scientific Inquiry

### Reference Codes for the Infant Toddler Developmental Guidelines
- ATL – Approaches to Learning
- CD – Cognitive Development
- LDC – Language Development and Communication
- PHD – Physical Health and Development
- SED – Social and Emotional Development

### Reference Codes for Kindergarten Standards
Physical Education Standards
- PB – Personal Behavior
- SB – Social Behavior
- VPA – Values Physical Activity

Kindergarten Health Education Standards
- AH – Asking for Help
- CEH – Communication to Enhance Help

Kindergarten English Language Arts Standards
- ELA – English Language Arts

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## SOCIAL-EMOTIONAL DEVELOPMENT

**ALIGNMENT – STRAND 1: SELF AWARENESS AND EMOTIONAL SKILLS**

| INFANT & TODDLER GUIDELINES | AZ EARLY LEARNING STANDARDS | HEAD START EARLY LEARNING OUTCOMES FRAMEWORK | AZ KINDERGARTEN STANDARD |
|---|---|---|---|
| **Self-Awareness (SE)** | **Self-Awareness** | **Sense of identity and belonging (SE)** | **Health Education or PhysicalEducation** |
| Shows confidence in increasing abilities. | Recognizes own self-confidence. | Child expresses confidence in own skills and positive feelings about self. | Participates in new skills andmovement activities **(VPA).** |
| Expresses feelings and emotions through facial expressions, sounds or gestures. | Makes personal preferences known to others. | Child expresses a broad range of emotions and recognizes these emotions in self and others. | Demonstrate healthy ways toexpress needs, wants, and feelings **(CEH).** |
| Develops awareness of self as separate from others. | Demonstrates knowledge of self-identity/autonomy. | Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests. | |

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## SOCIAL-EMOTIONAL DEVELOPMENT

**ALIGNMENT – STRAND 1: SELF AWARENESS AND EMOTIONAL SKILLS**

| INFANT & TODDLER GUIDELINES | AZ EARLY LEARNING STANDARDS | HEAD START EARLY LEARNING OUTCOMES FRAMEWORK | AZ KINDERGARTEN STANDARD |
|---|---|---|---|
| **Self-Awareness (SE)** | **Self-Awareness** | **Sense of identity and belonging (SE)** | **Health Education or Physical Education** |
| Develops awareness of self as separate from others (SE). | Displays an awareness of similarities and differences between self and others. | Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests. | Accept all classmates without regard for personal differences **(SB).** |
| | Demonstrates developmentally appropriate cultural curiosity and responsiveness. | Child has sense of belonging to family, community and other groups. | |

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## SOCIAL-EMOTIONAL DEVELOPMENT

### ALIGNMENT – STRAND 1: SELF-AWARENESS AND EMOTIONAL SKILLS

| INFANT & TODDLER GUIDELINES | AZ EARLY LEARNING STANDARD | HEAD START EARLY LEARNING OUTCOMES FRAMEWORK | AZ KINDERGARTEN STANDARD |
|---|---|---|---|
| **Social-Emotional Development (SE)** | **Recognizes and Expresses Feelings** | **Emotional Functioning (SE)** | **Health Education or Physical Education** |
| Expresses feelings and emotions through facial expressions, sounds or gestures. | Associates emotions with words, facial expressions, and body language. | Child expresses a broad range of emotions and recognizes these emotions in self and others. | Exhibit both verbal and nonverbal expressions of enjoyment **(VPA).** |
| Begins to show concern for others. Learns social skills and eventually uses words for expressing feelings, needs and wants. | Identifies, describes, and expresses their own feelings. | Child expresses a broad range of emotions and recognizes these emotions in self and others. | Demonstrates healthy ways to express needs, wants, andfeelings **(CEH).** |
| Begins to recognize and respond to other children's feelings and emotions. | Identifies and describes feelings of others. | Child expresses care and concern toward others. | Speak audibly and express thoughts, feelings, and ideasclearly **(ELA)**. |
| Expresses feelings and emotions through facial expressions, sounds or gestures. | Expresses feelings of satisfaction in independent activities. | Child manages emotions with increasing independence. | |
| Begins to show concern for others. Learns social skills and eventually uses words for expressing feelings, needs and wants. | Expresses empathy for others. | Child expresses care and concern toward others. | Shows compassion for others by helping them **(SB).** |

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# SOCIAL-EMOTIONAL DEVELOPMENT

## ALIGNMENT – STRAND 1: SELF-AWARENESS AND EMOTIONAL SKILLS

| INFANT & TODDLER GUIDELINES | AZ EARLY LEARNING STANDARD | HEAD START EARLY LEARNING OUTCOMES FRAMEWORK | AZ KINDERGARTEN STANDARD |
|---|---|---|---|
| **Self-Regulation (ATL)** | **Self-Regulation** | **Emotional & Behavioral Self-Regulation (ATL)** | **Health Education or Physical Education** |
| Behave in consistent ways to elicit desired response. | Understands and follows expectations in the learning environment. | Child follows classroom rules and routines with increasing independence. | Follows directions in class **(PB)**. |
| Begins to manage own behavior and show self-regulation.<br><br>Understands simple routines, rules or limitations **(SE)**. | Modifies behavior and adapts to transitions, daily routines, and unexpected events. | Child demonstrates flexibility in thinking and behavior. | Works in a diverse group setting without interfering with others **(SB)**. |
| Use sounds, gestures and movements to impact the environment and interactions. | Chooses appropriate words and actions. | Child manages actions, words, and behavior with increasing independence.<br><br>Child demonstrates an increasing ability to control impulses. | Demonstrates healthy ways to express needs, wants, and feelings **(CEH)**. |

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## SOCIAL-EMOTIONAL DEVELOPMENT

**ALIGNMENT – STRAND 2: RELATIONSHIPS AND SOCIAL SKILLS**

| INFANT & TODDLER GUIDELINES | AZ EARLY LEARNING STANDARD | HEAD START EARLY LEARNING OUTCOMES FRAMEWORK | AZ KINDERGARTEN STANDARD |
|---|---|---|---|
| **Trust and Emotional Security (SE)** | **Attachment** | **Relationships with Adults (SE)** | **Health Education or Physical Education** |
| Shows preference for familiaradults. | Expresses interest, curiosity,and trust with familiar adults. | Child engages in and maintains positive relationships and interactions with adults. | Demonstrate ways to tell a trusted adult if threatened or harmed **(AH).** |
| Engages in behaviors that build relationships with familiaradults. | Seeks support from familiaradults. | Child engages in and maintains positive relationships and interactions with adults. | |
| Seeks to find comfort in newsituations. | Separates from familiar adultwith minimal distress. | Child manages emotions with increasing independence. | |

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# SOCIAL-EMOTIONAL DEVELOPMENT

## ALIGNMENT - STRAND 2: RELATIONSHIPS AND SOCIAL SKILLS

| INFANT & TODDLER GUIDELINES | AZ EARLY LEARNING STANDARD | HEAD START EARLY LEARNING OUTCOMES FRAMEWORK | AZ KINDERGARTEN STANDARD |
|---|---|---|---|
| **Developing Relationship withother children (SE)** | **Social Interactions** | **Relationships withother children (SE)** | **Health Education or Physical Education** |
| Responds to and interacts with other children. | Responds whenadults or other children initiate interactions. | Child engages in and maintains in positive interactionsand relationships with other children. | Continues a conversation through multiple exchanges **(ELA).** |
| Engages in behaviors that build relationships with familiar adults. | Initiates and sustains positive interactions with adults and other children. | Child engages in cooperative play with other children. | Ask and answer questions to seek help, get information, or clarify something that is not understood **(ELA).** |
| Uses a variety of strategies to solveproblems **(CD).** | Acknowledges someone's perspective by demonstrating positive ways to resolve conflict. | Child used basic problem-solving skills to resolve conflicts with other children. | Demonstrate the elements of socially acceptable conflict resolution during class activity (**SB).** |

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# SOCIAL-EMOTIONAL DEVELOPMENT

## ALIGNMENT – STRAND 2: RELATIONSHIPS AND SOCIAL SKILLS

| INFANT & TODDLER GUIDELINES | AZ EARLY LEARNING STANDARD | HEAD START EARLY LEARNING OUTCOMES FRAMEWORK | AZ KINDERGARTEN STANDARD |
|---|---|---|---|
| **Social-Emotional Development (SE)** | **Respect** | **Relationships withOther Children (SE)** | **Health Education or Physical Education** |
| Begins to recognize and respond to other children's feelings and emotions.<br><br>Shows awareness of and interest in the environment **(ATL).** | Respects the rights andproperty of others.<br><br>Defends own rights and therights of others.<br><br>Shows respect for learningmaterials in the learning environment. | Recognizes cause and effect relationships **(LR)**.<br><br>Helps, shares, and cooperates in a group **(ATL).** | Demonstrates safe use of equipment during all class activities **(PB).** |

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