

Social and Emotional Development

- Self Concept
- Self Control
- Cooperation
- Social Relationships
- Knowledge of Families and Communities

One of the primary goals of a quality early childhood program is to foster social and emotional development in young children. By learning how to appropriately express and manage their feelings, children will learn to get along with others. This includes learning to take turns, to lead and follow, etc. Preschool children benefit from adult support and guidance to develop the ability to negotiate issues that occur.

The key to social and emotional development is strong, positive, secure relationships. Young children need parents, extended families, teachers, caregivers and other adults who are supportive and attentive, and who provide safe and predictable environments. Such environments promote a healthy sense of self and connections with others. High quality environments provide experiences to foster independence, cooperation, and appreciation of diversity.



Strategies to support inclusive learning environments:

- ❖ Divide skills and behaviors into smaller steps
- ❖ Carefully observe social interactions and provide opportunities that will promote positive interactions
- ❖ Provide opportunities for social interactions with typically developing peers
- ❖ Provide choices so children have more control over their environment

Some general accommodations to support children with special learning or developmental needs can be found on page 9 and in Rule 51.

Self Concept

Widely Held Expectations

- Child develops independence, confidence, and competence
 - Likes self and shows pride in accomplishments
 - Shows growing independence in a range of activities, routines, and tasks
 - Joins other children in various play activities
 - Chooses from a range of activities within the program
- Child identifies own characteristics (name, age, gender, family members, etc.)

Learning in Action: Examples

The Child

- Is willing to try a new activity (soap painting, cooking project, etc.) and pursues it for a meaningful period of time
- Introduces self and family members to others
- Initiates interactions with others
- Selects and participates in chosen activities independently

The Adult

- Allows children to experiment with their growing competence and independence
- Supports children's developing appreciation of their gender and cultural identity
- Models self confidence in interactions with children and others
- Encourages child to help another child pour and serve snacks and meals, or select partner for an activity

THE ENVIRONMENT INCLUDES

- Materials that encourage children's interaction, involvement, exploration and experimentation
- Materials for children to learn about their own culture and the culture of others

Related Standards

Nebraska K-12 State Standards

Reading/Writing

1.2.1

1.3.1

Social Studies/

History

1.8

Nebraska Rule 11

Regulations

004.05A1

004.05C

004.06C

004.06D

004.06E

Head Start

Outcomes

Framework

6.1.1

6.1.2

6.1.3

Self Control

Widely Held Expectations

Related Standards

Nebraska K-12 State Standards

Reading/Writing

1.2.1

1.3.1

Science

1.1.1

1.7.1

Social Studies/

History

1.6

1.8

Mathematics

1.3.2

1.3.5

1.5.1

- Child expresses feelings and shows concern for others
 - Shows awareness and responds appropriately to the feelings of others
 - Calms self after excitement, expresses strong emotions constructively and controls aggression
 - Manages fears by expressing concerns and accepting support from adults
- Child follows rules and routines
 - Attempts to solve problems with other children independently, by negotiation or other socially acceptable means
 - Participates in daily routines without being asked
 - Builds awareness and ability to follow basic health and safety rules

Learning in Action: Examples

Nebraska Rule 11

Regulations

004.05A1

004.05A

2004.05D

004.06C

004.06D

004.06E

The Child

- Follows simple program rules
- Helps pick up cups and napkins and puts them in the wastebasket after snack
- Keeps the sand inside the sand table after only a few reminders
- Moves from free play to clean up with ease and purpose
- Uses words and other means of communication to describe positive and negative feelings

The Adult

- Models and helps children recognize feelings and find appropriate ways to express them
- Develops responsibility and ownership in the individual child by maintaining a relatively stable schedule or sequence of activities during the day
- Establishes trusting, caring relationships with each child
- Provides words and positive responses to guide children's self control

Head Start

Outcomes

Framework

6.2.1

6.2.2

6.2.3

THE ENVIRONMENT INCLUDES

- A posted daily schedule which provides a variety of active and quiet times, allowing for movement, physical group activities and alone times
- Clear program rules that provide supportive guidance for developmental self control
- Adequate materials paired with supportive encouragement for individual and cooperative play

Cooperation

Widely Held Expectations

- Child increases ability to sustain relationships
 - Uses compromise and conflict resolution skills
 - Plays actively with other children
 - Attempts to solve problems with other children independently, by negotiation, or other socially acceptable means
 - Uses language to engage others in meaningful conversation

Learning in Action: Examples

The Child

- Works on projects with other children (shares labor, follows rules, etc.)
- Waits to take a turn in activity
- Plays side by side with other children
- Works cooperatively with another child who is painting on the same side of the easel
- Sits next to a new child and helps the child with snack routine

The Adult

- Asks open-ended questions to expand children's understanding, "What do you think will happen next?"
- Provides building materials that encourage interactive play with others
- Encourages children to rely on each other
- Provides opportunities for children to work in small groups in which each child has a specific responsibility

THE ENVIRONMENT INCLUDES

- Opportunities for children to learn to take turns in conversations with peers and group discussion, as well as with materials and equipment
- Participate with group project work

Related Standards

Nebraska K-12
State Standards
Reading/Writing
1.2.1
1.3.1
Science
1.2.1
1.8.1
Social Studies/
History
1.6
1.7
1.8
Mathematics
1.2.1

Nebraska Rule 11
Regulations
004.05A2
004.05D
004.06C
04.06D
004.06E

Head Start
Outcomes
Framework
6.3.1
6.3.2
6.3.3

Social Relationships

Widely Held Expectations

Related Standards

Nebraska K-12 State Standards

Reading/Writing

1.2.1

1.3.1

Science

1.1.3

1.2.1

Social Studies/

History

1.6

1.8

Mathematics

1.5.1

1.5.3

Nebraska Rule 11

Regulations

004.05A2

004.05D

004.06C

004.06D

004.06E

Head Start Outcomes Framework

6.4.1

6.4.2

6.4.3

- Child interacts empathetically and cooperatively with adults and peers
 - Receives social support and shows loyalty to a friend
 - Solves problems with other children independently
 - Shows awareness of and responds to the feelings of others
 - Knows how to join a group of playing children

Learning in Action: Examples

The Child

- Uses words to express anger, such as "I don't like it when you push me!" or "That makes me mad!"
- Responds to adults' questions
- Notices who is absent from circle time and asks about it, showing concern for others
- Shares materials and toys with other children
- Develops close friendships with one or two children as well as plays with many children

The Adult

- Provides opportunities for children to develop an awareness of feelings, ideas, and actions of others, such as "Susie looks really happy today!"
- Provides opportunities for children to practice listening and talking with others
- Provides opportunities and support to help children develop relationships with peers and adults

THE ENVIRONMENT INCLUDES

- Individual opportunities to discuss appropriate behavior in real situations, as they occur
- Constructive means of physically working off frustration

Knowledge of Families & Communities

Widely Held Expectations

- Child understands and respects similarities and differences among adults and children in their program, home, and community
 - Begins to understand various family roles, jobs, and rules
- Child expresses some understanding of familiar locations in community such as where people live, and where stores, parks, and restaurants are located
- Child uses familiar words to identify family members and workers in their community

Learning in Action: Examples

The Child

- Reads/looks at books and writes/dictates stories about family, and/or dramatizes stories involving families etc.
- Participates in activities to help others in the group or community
- Sees self as a family member and as a boy or girl in the family
- Shares stories of family events during circle time
- Recognizes familiar places in their environment (stores, parks, restaurants, etc.)

The Adult

- Helps children describe and appreciate their own characteristics and those of others
- Invites leaders and workers in the community to come to the program
- Takes group on field trips to various places in the community
- Invites families to come and share their uniqueness (traditions, holidays, food, games, etc.)

THE ENVIRONMENT INCLUDES

- Opportunities to expose children to a wide variety of roles and career possibilities
- Opportunities to help children learn about their school and community, and includes their families

Related Standards

Nebraska K-12 State Standards

Reading/Writing

1.1.1

1.1.4

1.2.1

1.3.1

Social Studies/

History

1.1

1.2

1.7

1.8

1.9

Nebraska Rule 11 Regulations

004.05C

004.06C

004.06D

004.06E

Head Start Outcomes Framework

6.5.1

6.5.2

6.5.3

6.5.4

Resources

Caring Classrooms/Intelligent Schools: The Social Emotional Education of Young Children--
Jonathan Cohen

Easy to Love, Difficult to Discipline: The 7 Basic Skills for Turning Conflict into Cooperation--
Becky A. Bailey

The Emotional Development of Young Children: Building an Emotion-Centered Curriculum--
Marilou Hyson

*Fostering Children's Social Competence: The Teacher's Role--*Lilian G. Katz and Diane E. McClellan

*Making It Better: Activities for Children Living in a Stressful World--*Barbara Oehlberg

Let's Be Friends: Peer Competence and Social Inclusion in Early Childhood Programs--
Kristen Mary Mary Kemple

*Pathways to Competence: Encouraging Healthy Social and Emotional Development in Young Children--*Sarah Landy

*The Power of Guidance: Teaching Social-Emotional Skills in Early Childhood Classrooms--*Dan Gartrell

*Promoting Social and Moral Development of Young Children: Creative Approaches for the Classroom--*Carolyn P. Edwards

*Raising Self Reliant Children in a Self-Indulgent World: Seven Building Blocks for Developing Capable Young People--*H. Stephen Glenn and Jane Nelsen

*Teaching Children to Care: An Empathy Curriculum for Preschoolers--*Nancy Mullin-Rindler and Maureen Crowley

*You Can't Come to My Birthday Party: Conflict Resolution with Young Children--*Betsy Evans

These books and many other resources may be borrowed by Nebraska residents from the Early Childhood Training Center. A web-based search of these media materials is offered at www.esu3.org/ectc or telephone contact may be made by calling 1-402-597-4826 or 1-800-89CHILD.

Books for Children

*Abuela--*Arthur Dorros

*Alexander and the Terrible, Horrible, No Good, Very Bad Day--*Judith Viorst

*Amazing Grace--*Mary Hoffman and Caroline Binch

*Go Away, Big Green Monster!--*Edward R. Emberley

*Love You Forever--*Robert N. Munsch

*Mama, Do You Love Me?--*Barbara M. Joosse

*Mama Zooms--*Jane Cowen-Fletcher

*Rainbow Fish--*Marcus Pfister

*Stellaluna--*Janell Cannon