

Area 4

Social-Emotional Development

The ability to get along with others is a critical skill that begins in early childhood. During these years, a child moves through three stages that result in positive social-emotional behaviors. First, he/she learns to trust and belong to a family and others. As a result of trusting others, a child learns to gain independence and self-control. Finally, a child is ready to take initiative and risks as self-confidence grows.

Self-Care Skills

At around two years of age, a child strives to independently care for himself or herself, imitating other family members. By the time a child enters school, he/she is expected to perform basic physical functions. These include the ability to feed, dress, groom, and use the bathroom independently.

Social Skills

Whenever a child works with others on projects, activities, and games, he/she is learning to cooperate, share materials, and take turns. Also, a child learns patience and respect for other's ideas and feelings. Many factors, such as heredity, culture, economics, and community, influence social skill development.

Emotional Development

During the preschool years, a child develops a sense of positive self-esteem that blossoms into a unique identity and personality. Clearly, the quality and consistency of the emotional support received during this time is critical to overall development.

Suggested Items

- cup
- spoon
- dry cereal, milk, bowl
- fork
- knife
- clothes with buttons, snaps, zippers
- clothing - jacket, socks

Similar items may be substituted.

Self-Care - Age Norms

Eats by self. . .

- 2.3 drinks from cup without spilling
- 2.6 feeds self entire meal when food is cut up
- 3.0 pours liquid into glass with some spilling
- 3.6 uses spoon without spilling much
- 3.6 puts dry cereal and milk in bowl without spilling
- 3.9 holds and uses fork effectively - stabs food and brings it to mouth
- 4.6 uses knife to spread soft food
- 5.0 uses knife for cutting

Prepares water for washing. . .

- 2.9 turns water faucet on and off
- 3.6 adjusts hot and cold water temperature

Avoids danger. . .

- 3.0 walks slowly on wet, icy, or slippery surfaces
- 3.6 demonstrates caution by avoiding hot stoves, knives, heights, electric outlets, deep water, broken glass, etc.

Manipulates clothes fasteners without help. . .

- 3.6 unfastens large buttons and snaps
- 3.9 buttons large front buttons
- 5.0 puts zipper in catch and zips large front zipper

Undresses self. . .

- 3.9 competely undresses self without help

Dresses self. . .

- 3.9 without help: puts on socks, coat, jacket, sweater, pants; (except buttons and fasteners).

Blows and wipes nose. . .

- 5.0 without help.

Follows simple rules. . .

- 2.6 about 50% of the time.
- 3.0 in circle or group games led by adult (e.g., *Ring-Around-a-Rosy*).
- 4.0 plays simple board/card games with other kids with adult help (e.g., *Candyland*®)
- 5.6 waits for adult/teacher to give child attention
- 6.0 consistently complies with the rules of fair play in games

Interacts with others. . .

- 2.9 shows an interest in the conversation of others
- 3.3 shows a preference for some peers, has special friends
- 4.6 prefers playing with other children, rather than adults
- 4.6 begins to share and take turns

Joins. . .

- 3.0 other children in cooperative play groups.

Laughs at. . .

- 3.0 silly behaviors of others.

Greets others. . .

- 3.9 responds consistently and appropriately to "Hi! How are you?" from familiar adults

Aware of own good and bad behavior. . .

- 5.0 apologizes when breaks or damages another's possessions
- 6.0 admits wrong doing

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Emotional Development - Age Norms

Stays with one activity by self. . .

- 2.6 less than 5 minutes
- 3.4 5-10 minutes
- 4.0 10-15 minutes
- 5.3 15-20 minutes

Respects property. . .

- 3.6 claims own possessions
- 4.6 recognizes other's property
- 5.0 asks permission to use other's possessions

Expresses emotions/frustrations with words, not actions, most of the time. . .

- 3.6 states how he/she feels when asked (happy, sad, mad)
- 3.9 says "Stop it," "Don't do that," or similar statements rather than hitting, pushing, crying, or yelling
- 4.6 names facial expressions of other's basic emotions (happy, sad, mad)

Separates. . .

- 3.9 from parent in familiar surroundings, without crying.

Develops healthy self-concept. . .

- 3.9 makes positive comments about self: "I'm good." "I'm big."
- 4.0 calls attention and takes pride in own achievements
- 4.6 participates in competitive games

Reacts. . .

- 4.3 calmly and accepts mild failures and disappointments.
- 4.9 seeks alternative activities when necessary

Shows concern for others. . .

- 4.3 shows sympathy/comforts others who are in distress

Accepts delayed rewards. . .

- 5.0 gives up immediate reward for promise of delayed reward