

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.

Social-Emotional Development

Self-Care

Eats by self...

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

Prepares water for washing...

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

Avoids danger...

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

Manipulates clothes fasteners without help...

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

Undresses self...

- completely undresses self without help

Dresses self...

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

Blows and wipes nose...

- without help.

Self Care Total:

18

Circle this number on the *Developmental Chart - Social-Emotional Development*. (p. 36)

Social-Emotional Development

Social Skills

Follows simple rules...

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

Interacts with others...

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

Joins...

- other children in cooperative play groups.

Laughs at...

- silly behavior of others.

Greets others...

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

Aware of own good and bad behavior...

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

Social Skills Total:

14

Circle this number on the *Developmental Chart - Social-Emotional Development*. (p. 36)

Social-Emotional Development

Emotional Development

Stays with one activity/task by self...

- less than 5 minutes
- 5–10 minutes
- 10–15 minutes
- 15–20 minutes

Respects property...

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

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

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

Separates...

- from parent in familiar surroundings, without crying.

Develops healthy self-concept...

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

Reacts...

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

Shows concern for others...

- shows sympathy/comforts others who are in distress

Accepts delayed rewards...

- gives up immediate reward for promise of delayed reward

Emotional Development Total:

18

Circle this number on the *Developmental Chart - Social-Emotional Development*. (p. 36)