

Social/Emotional Development

Children demonstrate self-confidence.

0.1.1 Express individuality by making independent decisions about which materials to use. [0.1.P.A.1](#)

0.1.2 Express ideas for activities and initiate discussions. [0.1.P.A.2](#)

0.1.3 Actively engage in activities and interactions with teachers and peers. [0.1.P.A.3](#)

0.1.4 Discuss their own actions and efforts. [0.1.P.A.4](#)

Children demonstrate self-direction.

0.2.1 Make independent choices and plans from a broad range of diverse interest centers. [0.2.P.A.1](#)

0.2.2 Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings). [0.2.P.A.2](#)

0.2.3 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next. [0.2.P.A.3](#)

0.2.4 Attend to tasks for a period of time. [0.2.P.A.4](#)

Children identify and express feelings.

0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness. [0.3.P.A.1](#)

0.3.2 Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad). [0.3.P.A.2](#)

0.3.3 Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to “safe spot” to relax, expressive activities). [0.3.P.A.3](#)

Children exhibit positive interactions with other children and adults.

0.4.1 Engage appropriately with peers and teachers in classroom activities. [0.4.P.A.1](#)

0.4.2 Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands). [0.4.P.A.2](#)

0.4.3 Say “thank you,” “please,” and “excuse me.” [0.4.P.A.3](#)

0.4.4 Respect the rights of others (e.g., “This painting belongs to Carlos.”). 0.4.P.A.4

0.4.5 Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”). 0.4.P.A.5

0.4.6 Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions). 0.4.P.A.6

Children exhibit pro-social behaviors.

0.5.1 Play independently and cooperatively in pairs and small groups. 0.5.P.A.1

0.5.2 Engage in pretend play. 0.5.P.A.2

0.5.3 Demonstrate how to enter into play when a group of children are already involved in play. 0.5.P.A.3

0.5.4 Take turns. 0.5.P.A.4

0.5.5 Demonstrate understanding the concept of sharing by attempting to share. 0.5.P.A.5
