

I. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

A. Self Concept Skills

Central to understanding emotional development is the idea of self concept—an increasing level of conscious awareness of one’s feelings, thoughts, abilities, likes, and dislikes, as well as awareness of one’s body in space. Prekindergarten children’s emerging ability to perceive these aspects of themselves at a conscious level distinguishes them from toddlers, who lack such awareness. Children begin to generate multiple answers to the question “Who am I?” which is an essential aspect of becoming competent in related areas such as self control and social/friendship skills.

By around 48 Months of Age	End of Prekindergarten Year Outcomes	Examples of Child Behaviors	Examples of Instructional Strategies
Child is building competence in controlling own body movements (such as balancing, sitting still, starting and stopping in response to requests).	I.A.1. Child is aware of where own body is in space and respects personal boundaries.	The child: <ul style="list-style-type: none"> is able to stay in designated personal space without intruding upon others’ (stays in own seat at lunch table without kicking feet or leaning against neighboring children). can move around the classroom without stepping on materials or disrupting others’ activities. 	The teacher: <ul style="list-style-type: none"> arranges classroom furniture in a manner that allows children to engage in class activities. conducts activities in spaces that are adequate for children’s space needs. uses positive cues to remind children what to do with their bodies at certain times (“hands in your lap;” “quiet feet;” “use kind words and gentle touches;” “watchful eyes”). encourages children to use their words to get their needs met such as “Stop, I don’t like it when you (push me); next time (say excuse me.)” or “I don’t like it when you (grab things from me); next time (ask for a turn).
Child can identify own physical characteristics and indicate some likes and dislikes when prompted.	I.A.2. Child shows self-awareness and can express pride in age appropriate abilities and skills.	The child: <ul style="list-style-type: none"> describes self using basic characteristics (hair color, eye color, gender). describes self using personal preferences (favorite color, favorite food: “I like . . .”). describes self using specific competencies (“I can buckle my shoes.” “I’m good at drawing.”). describes self in terms of being a member of different communities (family, classroom, school). 	The teacher: <ul style="list-style-type: none"> acknowledges children’s efforts, providing support when needed. engages children in conversations about themselves. provides opportunities for children to draw self portraits and describe themselves. reads aloud and discusses books about self awareness. points out observations of progress in children’s growing competence.
Child may overestimate or underestimate own abilities.	I.A.3. Child shows reasonable opinion of his own abilities and limitations.	The child: <ul style="list-style-type: none"> exercises appropriate caution in clearly dangerous situations. requests help from adults when appropriate. declines help politely when not needed (“No, thanks, I can do it myself.”). 	The teacher: <ul style="list-style-type: none"> sets appropriate safety limits for children’s age level. provides help kindly when requested. encourages children to do as much as they are able independently. points out and compliments children when they use good judgment (“Jasmine, I’m glad to see you carrying those scissors so carefully.” “Thank you, Derrick, for wiping up that spilled water so no one will slip and fall.”). models and encourages practice of self-help skills child has not yet mastered. scaffolds activities that may present some challenges to children.
Child shows initiative in trying new activities, but may not persist in solving problems.	I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.	The child: <ul style="list-style-type: none"> is eager to try out new activities and materials. participates in a variety of individual activities and tasks. selects centers or activities based on personal preferences. plans and sustains independent play sequences. tries several strategies to solve a problem before seeking adult assistance. uses appropriate communication to express frustration. 	The teacher: <ul style="list-style-type: none"> provides a variety of learning centers and activities that meet the needs and interests of different children. gives children opportunities to make independent decisions about which learning center or materials to work with. models appropriate use of materials for independent work or play. comments on the contributions of children in activities, tasks, and play. teaches and encourages children to solve problems and persist at challenging tasks.

B. Self Regulation Skills

Prekindergarten children feel safer and function more successfully in the classroom when rules and routines are consistently implemented. A well organized classroom with well prepared activities helps children expand their attention span and build self-control and personal responsibility. As they encounter and overcome new and various social obstacles when playing with peers, guidance from teachers will enable them to learn acceptable and unacceptable ways of dealing with social and emotional stress and/or excitement.

By around 48 Months of Age	End of Prekindergarten Year Outcomes	Examples of Child Behaviors	Examples of Instructional Strategies
Child follows simple rules and routines when assisted by adults.	I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher.	The child: <ul style="list-style-type: none"> participates in the development of classroom rules. transitions from one activity to another. comments on the sequence of the day’s events (“After centers, it’s time to go outside.”). goes to the daily schedule chart and points out what comes next. 	The teacher: <ul style="list-style-type: none"> involves children in creating classroom rules and expectations so they feel sense of ownership. consistently refers to and uses the rules and routines to structure the day. establishes signals (finger plays, songs, chants, etc.) to help children transition from one activity to another. uses a daily schedule with pictures/symbols to help children follow the day’s activities.
Child is able to manage a small number of materials with support.	I.B.1.b. Child takes care of and manages classroom materials.	The child: <ul style="list-style-type: none"> appropriately handles materials during activities. cleans up and puts materials away in appropriate places (places a puzzle back into its labeled spot). puts away his belongings in his personal space 	The teacher: <ul style="list-style-type: none"> provides demonstrations and reminders of appropriate use of materials. establishes signals (clean-up song) to help children clean up. provides adequate time for cleaning up materials. labels materials to make them accessible for children. provides a space for each child to store his personal belongings. introduces new materials and shows children how to use them before placing the materials in a learning center.
Child needs adult guidance to help manage her behavior.	I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.	The child: <ul style="list-style-type: none"> responds to signals for transitioning from one activity to another. communicates appropriately to make needs known. waits for her turn (waits patiently at the water fountain for a classmate to finish drinking; selects another learning center when the learning center of her first choice is full). refrains from impulsive responses (waits her turn to be called on during group discussion, requests materials rather than grabbing them). refrains from aggressive behavior toward peers or self. 	The teacher: <ul style="list-style-type: none"> establishes and uses signals to help transition from one activity to another. responds to a child’s request for assistance in a timely manner. uses center signs to help structure the number of children in a center. reads aloud and discusses books that show characters regulating behavior. intervenes promptly when a child’s behavior begins to escalate.
Child forms positive relationships with teachers.	I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.	The child: <ul style="list-style-type: none"> responds to signals for transitioning from one activity to another. communicates appropriately to make needs known. waits for her turn (waits patiently at the water fountain for a classmate to finish drinking; selects another learning center when the learning center of her first choice is full). refrains from impulsive responses (waits her turn to be called on during group discussion, requests materials rather than grabbing them). refrains from aggressive behavior toward peers or self. 	The teacher: <ul style="list-style-type: none"> establishes and uses signals to help transition from one activity to another. responds to a child’s request for assistance in a timely manner. uses center signs to help structure the number of children in a center. reads aloud and discusses books that show characters regulating behavior. intervenes promptly when a child’s behavior begins to escalate.

C. Relationships with Others

As prekindergarten children enter school, they start forming relationships with the adults and other children in their environment. Teachers can help children develop meaningful and rewarding relationships by offering them facilitative support. During this developmental period, children often begin to develop special friendships with particular peers which increase their feelings of comfort, pleasure, and confidence in their social world. These experiences also help build a sense of empathy and caring for others.

By around 48 Months of Age	End of Prekindergarten Year Outcomes	Examples of Child Behaviors	Examples of Instructional Strategies
Child forms positive relationships with teachers.	I.C.1. Child uses effective verbal and non verbal communication skills to build relationships with teachers/adults.	The child: <ul style="list-style-type: none"> greeted teacher in the morning and says goodbye when leaving. coordinates eye contact with communication (looks at teacher during communicative exchanges). engages in conversations with an adult about what he is doing such as sharing stories and experiences from outside of the school with the teacher. views teacher as a helpful resource for information as well as social support (approaches teacher to ask questions or solicit help when needed). respects teacher’s authority (accepts limits and rules set by teacher). participates in developing classroom rules and routines. 	The teacher: <ul style="list-style-type: none"> displays a warm, welcoming attitude toward all children. greeted children by name at arrival times and says goodbye at departure times. recognizes cultural differences, which may be non-verbal; for example in certain cultures, children’s averting eye contact from adults may be considered a sign of respect for authority. establishes consistent, fair and developmentally appropriate classroom routines and rules (takes input from children). engages in conversations with each child throughout the day. asks questions to scaffold conversations with children. allows ample wait time for children to respond or to ask questions. gets down to child’s level (seated on floor or chair) during conversation as often as possible. remembers and responds to information specific to individual children (Lauren’s mom is about to have a baby; Jake’s grandfather died last week; Shana is adjusting to being in a new home.).
Child feels comfortable and confident within classroom environment.	I.C.2. Child assumes various roles and responsibilities as part of a classroom community.	The child: <ul style="list-style-type: none"> cares for classroom materials appropriately. recognizes that classroom materials belong to everyone. readily accepts and carries out “classroom helper” jobs. respects other’s work spaces and time with shared materials. takes turns with materials and in activities. participates in individual, small-, and large-group activities (sings along with the group during circle time, plays cooperatively in the block center with classmates to build a tower). takes responsibility for cleaning up own spills and messes. enjoys seeing own work and self-representations displayed in the classroom (artwork on the wall, name and picture on charts and cubbies). understands the consequences of not following directions. 	The teacher: <ul style="list-style-type: none"> teaches children how to properly care for classroom materials and to clean up after themselves. makes children part of decision making processes (naming the classroom pet). provides meaningful classroom “helper” jobs that allow each child to participate in the classroom community. provides time, space, and materials that allow children to work together in small and large groups. provides interactive songs and activities to engage children during circle time. displays children’s work, names, play products, and pictures in the classroom.
Child shows interest in peer play but may be less skilled (or lack confidence) initiating and joining a group.	I.C.3. Child shows competence in initiating social interactions.	The child: <ul style="list-style-type: none"> participates spontaneously in a variety of group activities, tasks, and play. actively seeks out play partners and appropriately invites them to play (starts a game with classmates on the playground). 	The teacher: <ul style="list-style-type: none"> encourages children to show initiative rather than passivity (inviting children to share their opinions and preferences, saying “Jesse, why don’t you ask Mark if he wants a ride in your wagon?”). provides time, space, and materials that encourage children to work and play together in small and large groups. reads aloud and discusses books where the characters deal with a variety of social situations.

By around 48 Months of Age	End of Prekindergarten Year Outcomes	Examples of Child Behaviors	Examples of Instructional Strategies
Child enjoys parallel and associative play with peers.	I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.	The child: <ul style="list-style-type: none"> shares space and materials with other children comfortably. follows the lead of others (enters a center and adapts to the ongoing play of others). generates joint play goals and carries them out with at least one other child at a time. demonstrates ability to negotiate and compromise with peers to achieve a cooperative goal. 	The teacher: <ul style="list-style-type: none"> models positive interactions by engaging in play with the children. arranges classroom to provide space for cooperative as well as individual play activities. assists children in communicating effectively with each other and resolving conflicts appropriately. encourages quieter/shy children to connect with others, providing assistance to do so when needed.
Child seeks adult help when experiencing conflicts with another child.	I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.	The child: <ul style="list-style-type: none"> attempts to work out problems with a peer independently before seeking adult help. asks an adult or peer for help when needed (“Will you push me on the swing?”). asks the teacher for help in resolving a conflict with a classmate after attempting to solve the problem herself (“Mary won’t give me a turn on the swing!”). follows conflict resolution steps with teacher’s guidance to solve a dispute with a classmate. 	The teacher: <ul style="list-style-type: none"> encourages children to communicate directly with each other in respectful ways. models appropriate ways to ask for assistance. involves children in discussions and activities about how to get own needs met while respecting the needs of others (books, role playing, puppets). helps children learn the language of simple conflict resolution such as “I don’t like it when you show me your tongue. I feel angry/I feel sad.” “When you want my attention, say my name.”
Child responds with concern when a child or adult is distressed.	I.C.6. Child demonstrates empathy and caring for others.	The child: <ul style="list-style-type: none"> shows emotions related to another’s experience (expresses sadness for a character in a book, shows excitement when a classmate crosses the finish line in a race). demonstrates a desire to be helpful (volunteers to help a classmate clean up a spill). demonstrates concern for a classmate (comforts a classmate who is crying, slows down to walk with a classmate with a physical disability). interacts with a variety of peers regardless of race, gender, or ability. 	The teacher: <ul style="list-style-type: none"> models concern for others. acknowledges when children help each other. uses activities that introduce children to the concept of perspective-taking (the idea that others may see or feel things differently than they do). uses activities that involve children in discussions about the feelings of others (books, role playing, puppets). provides active opportunities for children to be helpful and caring (making get-well cards for a sick classmate, making gifts for family and friends at holiday times, taking care of a classroom pet, pairing a child with a disability with a peer who can help).
Child interacts with playmates and may have preferred friends.	I.C.7. Child interacts with a variety of playmates and may have preferred friends.	The child: <ul style="list-style-type: none"> talks with the friend to plan their play (planning to play house in the pretend and learn center). seeks help for the friend (going to the teacher for help when a friend falls down). talks about the friend. chooses to work with the friend. copies the friend’s ideas or behaviors at times. expresses pleasure at spending time with the friend. follows the friend’s preferences or notices concerns at times. expresses interest in playing with the friend outside of school. independently chooses a work or play partner. 	The teacher: <ul style="list-style-type: none"> provides time, space, and materials that allow children to work and play together in small and large groups. leads activities that involve children in discussions about friendship (books, role playing, puppets). facilitates peer interactions through structured activities and play. acknowledges classmates who are working together or helping each other as doing what friends do. respects child’s desire for proximity or pairing with a special friend when appropriate (wanting to sit together at lunch time, partnering for a game).

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D. Social Awareness Skills

By around 48 Months of Age	End of Prekindergarten Year Outcomes	Examples of Child Behaviors	Examples of Instructional Strategies
<p>Child is interested in other people and their feelings.</p>	<p>I.D.1. Child demonstrates an understanding that others have perspectives and feelings that are different from her own.</p>	<p>The child:</p> <ul style="list-style-type: none"> • uses visual cues from other children to identify how he is feeling. • uses words to express own and other's preferences ("I like to paint with red, and Mary likes to paint with blue."). • uses words to express own and other's feelings ("Michael thinks that's funny, but I don't!"). • asks questions that indicate understanding that peers may have a different perspective than himself ("Do you like raisins?" "Were you scared of that movie?"). 	<p>The teacher:</p> <ul style="list-style-type: none"> • models acceptance of someone's different perspective. • reads aloud and discusses books that show characters with differing perspectives. • has children identify the feelings of different story characters during read-alouds. • provides activities that promote respect for diversity (culture, ethnicity, special needs, and language). • introduces activities that give children concrete experiences with the concept of different perspectives (taking turns looking around through different colored lenses or through binoculars, having children pair up and sit back-to-back with their partner and describe what they can see from their position; then trade places). • uses a graph to compare and contrast children's preferences (favorite food, color, book).