

Family and Child Education (FACE) Preschool Standards

Social Emotional



Social-emotional development is the building block of children's cognitive development and life long learning. Social and emotional competence is rooted in the relationships young children experience in the early years of their life. Early relationships become the foundation for helping children understand themselves, form positive social relationships, relate to adults and children outside their family, and act responsibly toward themselves and others.

What, how, and how much young children learn in school depends in large part on social and emotional competence. When children are socially and emotionally ready for school, transition from home to school is more likely to be marked by success. Young children thrive when they feel emotionally secure, socially competent, and physically safe.

Young children are active learners, naturally curious, and eager to learn. Consistent and predictable relationships and environments enable a child to approach new tasks and situations enthusiastically, exhibit a spirit of independence and a sense of

control over choices, and feel positive about themselves and their ability to do things. Additionally, they are able to take reasonable risks, to express or defend ideas, to try new experiences, to engage in challenging tasks, and adapt to changing situations.

Observe the children in your classroom everyday. Your observations are the first step to understanding young children's social-emotional health. When you have questions or concerns, be certain to discuss with parents, and consider having the child participate in the *Ages and Stages Questionnaire – Social Emotional (ASQ - SE)* Parent educators have been trained to administer this screening.

Parents observe their children too. Often they have questions about how children behave socially and emotionally. Plan a Parent Time session or two around children's growth in this area and provide time for parents to discuss.

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The *Social Emotional Standards* are organized as follows:

- Self Awareness
- Relationships of Mutual Trust and Respect
- Responsibility for Self
- Approaches to Learning

The Social-Emotional Standards were developed from the Arizona Early Learning Standards, the Missouri Pre-K Standards, From Neurons to Neighborhoods, The Science of Early Childhood Development and A Good Beginning, The Child Mental Health Foundations and Agencies Network (FAN), and the Ages and Stages Questionnaire: Social Emotional.

Self Awareness

Standard 1. Recognizes and expresses personal identity and feelings.

Indicator	Examples
1.1. Demonstrates knowledge of personal identity.	The child <ul style="list-style-type: none">• Refers to self by first and last name• Describes self using several basic characteristics (e.g., gender, age, hair color, eye color).• Names and identifies with tribe/clan• Names and describes cultural/community traditions and events.
1.2 Demonstrates self-confidence.	The child <ul style="list-style-type: none">• Says “I can do that” or “I want to try it.”

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Indicator	Examples
	<ul style="list-style-type: none"> • Stands up for rights and needs • Tells others, “I don’t like that.”
1.3 Demonstrates awareness of abilities.	<p>The child</p> <ul style="list-style-type: none"> • Acknowledges accomplishments; says, “I hit the ball.” • Says, “I am a good at drawing baskets.”
1.4 Shows an awareness of similarities and differences between self and others.	<p>The child</p> <ul style="list-style-type: none"> • Points to his shirt and then to his friend’s, indicating that they are wearing the same color of shirt. • Says, “I am bigger than you.”
1.5 Makes personal preferences known to others.	<p>The child</p> <ul style="list-style-type: none"> • Uses words to tell wants and needs. • When asked to name a favorite color, child says, “red.” • Says, “I like chocolate ice cream best.” • Says “No, I don’t want to jump off the slide”.
1.6 Expresses and describes feelings.	<p>The child</p> <ul style="list-style-type: none"> • Uses words such as happy, mad, scared, sad, frustrated, excited.
1.7 Learns to express strong feelings in appropriate ways.	<p>The child</p> <ul style="list-style-type: none"> • Says, “It makes me mad when you take my bike!” • After prompting from adult or in response to a situation, says, “I feel sad because

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Indicator	Examples
	you didn't play with me".
1.8 Associates emotions with words, facial expressions and behaviors.	<p>The child</p> <ul style="list-style-type: none"> • When shown a child in a book who is smiling, says "The boy is happy." • Says, "Jamie is sad. He is crying." • While listening to a story covers his eyes and says, "This is scary!"

Relationships of Mutual Trust and Respect

Standard 2. Develops positive social relationships with adults and children.

Indicator	Examples
2.1 Looks at and responds when adults or other children initiate interactions.	<p>The child</p> <ul style="list-style-type: none"> • Makes eye contact. • Pretends to eat a hamburger and answers "Yes" when asked "Do you want French fries?" • Answers when asked, "What do you want to do now?"
2.2 Responds to affection.	<p>The child</p> <ul style="list-style-type: none"> • Climbs into a lap to read a book when invited. • Likes to hold the hand of an adult or other child.

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2.3 Initiates and sustains positive interactions with adults and friends.	<p>The child</p> <ul style="list-style-type: none"> • Asks another child if she can help work on a puzzle. • Says, “Let’s build a road for our cars.”
2.4 Shows care, concern, sympathy, and empathy for others.	<p>The child</p> <ul style="list-style-type: none"> • Says, “My mom will be so happy to see my picture.” after drawing a picture of her mom • Looks sad when someone is crying or hurt. • Asks, “Are you OK?”, after seeing a friend fall down.
2.5 Demonstrates positive ways to resolve conflict.	<p>The child</p> <ul style="list-style-type: none"> • Trades toys with a friend. • Takes turns during shared play, such as when playing a board game. • Agrees to share blocks with her friend who wants to play with them.

Responsibility for Self

Standard 3. Increasingly regulates impulses, manages behavior and follows rules and routines.

Indicator	Examples
3.1 Regulates behaviors and responses.	<p>The child</p> <ul style="list-style-type: none"> • Calms down within 15 minutes after being upset. • Resists taking toy from peer.

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3.2 Manages transitions, daily routines and unexpected events.	<p>The child</p> <ul style="list-style-type: none"> • Settles down after periods of exciting activity. • Willingly stops playing and puts away toys at clean-up time. • Asks, “Who is that?” when seeing an unexpected visitor, and then continues with activity.
3.3 Understands and follows consistent rules.	<p>The child</p> <ul style="list-style-type: none"> • Reminds a friend that running is for outside.
3.4 Accepts the consequences of actions positive or negative.	<p>The child</p> <ul style="list-style-type: none"> • Gets a sponge to wipe up his milk after spilling it on the table. • Gets an ice pack for a friend after accidentally hitting him with a block.
3.5 Adjusts behavior for alternative activities and in different settings of the learning environment.	<p>The child</p> <ul style="list-style-type: none"> • Uses a quiet voice when visiting the library. • Shares learning materials during group activities.
3.6 Takes responsibility for personal needs.	<p>The child</p> <ul style="list-style-type: none"> • Washes hands with soap and water • Brushes teeth after lunch
3.7 Responds positively to requests by familiar adults.	<p>The child</p> <ul style="list-style-type: none"> • Cooperates with adult requests such as pick up toys, buckle seat belt
3.8 Asks permission before using items that belong to others.	<p>The child</p> <ul style="list-style-type: none"> • Asks to play with a doll in another child’s backpack.

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	<ul style="list-style-type: none"> Asks, “May I ride the bike next?”
3.9 Defends own rights and the rights of others.	<p>The child</p> <ul style="list-style-type: none"> Tells a friend not to knock down his block structure. Says, “Elizabeth, Joe had the bike first.”
3.8 Uses courteous words and actions.	<p>The child</p> <ul style="list-style-type: none"> Says, “Thank you” after receiving a snack. Waits for her turn during a conversation or play.
3.9 Participates in cleaning up.	<p>The child</p> <ul style="list-style-type: none"> Helps put the crayons away. Picks up books from the floor and places them on the shelf.
3.10 Shows respect for learning materials and toys.	<p>The child</p> <ul style="list-style-type: none"> Turns pages of a book carefully. Picks up crayons from the floor and returns them to the correct container.

Approaches to Learning

Standard 4. Shows growth in approaches to learning.

Indicator	Examples
4.1 Curiosity—Interested in learning and new experiences.	<p>The child</p> <ul style="list-style-type: none"> Chooses to paint when given the choice to play with toys or paint.

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	<ul style="list-style-type: none"> • Eagerly explores and experiments with materials and equipment. • Asks, “Where are we going?”
4.2 Initiative—Shows independence in interaction and choices.	<p>The child</p> <ul style="list-style-type: none"> • Suggests activities to play. • Puts away materials, hangs up coat and backpack, without being asked. • Chooses a book to read instead of playing with friends.
4.3 Persistence—Continues with challenging tasks.	<p>The child</p> <ul style="list-style-type: none"> • Stays with activities of interest longer than 5 minutes. • Asks for a more difficult puzzle. • Loses a game without getting upset.
4.4 Creativity—Shows the ability to think and express ideas uniquely.	<p>The child</p> <ul style="list-style-type: none"> • Uses materials in a new way, e.g. a blanket becomes a tent. • Creates a story about a picture she has drawn. • Says, “That’s a funny story.”
4.5 Problem-solving—Seeks answers to problems.	<p>The child</p> <ul style="list-style-type: none"> • Recognizes that there are not enough cupcakes for everyone. • Wets a paper towel to get pain off her pants. • Asks, “Will you button my jacket?”
4.6 Confidence—Shows self-assurance in a variety of circumstances.	<p>The child</p> <ul style="list-style-type: none"> • Says, “I can pour the juice myself!” • Tells an adult, “I don’t want you to help. • Says, “I’ll try it” when a new food is introduced.