



Alabama's Standards *for* Early Learning and Development

SECTION

1

Relationships and Connections



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ALABAMA DEPARTMENT OF
Early Childhood
Education

In partnership with



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FAMILY AND COMMUNITY ENGAGEMENT (FCE)



Connections to Help Me Succeed

Family engagement invites parents and family members to actively participate in their children's learning experience. There is a reciprocal process of information sharing and interaction that values both partners' roles and contributions, focuses on connections, and is respectful and responsive to families' needs. Families are invited to participate in programmatic decision-making and leadership opportunities and to become part of their children's learning through aligned home-program experiences. Family engagement is strength-based, building on families' values, culture and identified contributions.

When early learning programs create connections within their communities, both children and families benefit. Knowledge of available services enable program staff to identify and refer families for additional help as needed, and help to coordinate those services. Community service providers can learn more about families' needs and interests and develop or enhance their services to ensure their responsiveness. Programs can promote community events and pool their resources to offer fun, educational and responsive opportunities that help children and their adults become active members of their community.

Did you know?

Children's attendance in early learning programs can impact their school readiness and school success.

Children who are chronically absent, or who miss 10% of the school year, are less likely to read on grade level by third grade and are more likely to be chronically absent in later grades. Family engagement can make an impact! When families understand the importance of regular attendance, and when professionals track and follow up with families when children are absent, attendance improves and so do children's opportunities to learn.

FCE 1 Family Partnerships

FCE1a: Child Development and Parenting

FCE1b: Communication

FCE1c: Home-School Connection

FCE1d: Family Participation

FCE1e: Decision-Making and Leadership

FCE 2 Program Culture and Environment

FCE 3 Community Partnerships

**FCE 1****FAMILY PARTNERSHIPS**

FCE1a: Child development and Parenting: Early learning programs support families' understanding of child development and parenting techniques.

Program Policies	<ul style="list-style-type: none">• Programs provide family-centered and strength-based services aimed at helping families support and care for their children.• Programs identify family adults as the experts on their children and the team leaders• Programs support families' access to additional program or community services as needed.• Programs include family education and child development, offer participatory opportunities and experiences that strengthen existing parenting knowledge and skills, and promote the development of adults' new abilities to enhance the growth and development of their child.
Policies in Practice	<ul style="list-style-type: none">• Programs offer parenting education classes.• Programs are regularly provided with information about their children's growth and learning progress.• Programs conduct health and mental health screenings, share results, and help families access additional support as needed.• Family input is sought when developing children's goals and focus areas for learning.• Information about child development and parenting is shared through newsletters, bulletin boards, social media, and other communication strategies.• Programs dedicate a family space or library with books and other information on child development and parenting.• Families are provided with information about the program's philosophy on learning and instruction, the daily schedule and available resources.• Enrollment and registration forms include information about children's routines, interests, culture, home life.• Program staff model positive interaction and communication techniques with children.• Information about child development and parenting is shared through newsletters, bulletin boards, social media, and other communication strategies.
Family's Experience	<ul style="list-style-type: none">• Families are informed about typical developmental milestones and learning.• Families are engaged in children's learning and are informed about the program's curriculum and daily events.• Family adults identify and build on children's strengths to help them learn and develop.• Families are equipped to use daily routines and everyday occurrences as learning opportunities.• Families are an essential part of the child's team.• Families seek out advice and information about child development, learning and parenting from early learning professionals.• Families are competent and confident in their parenting roles.

FCE 1**FAMILY PARTNERSHIPS**

FCE1b: Communication: Early learning programs promote respectful and reciprocal communication strategies with families.

Program Policies	<ul style="list-style-type: none"> • Programs ensure that family communications are done in culturally sensitive ways that accommodate family literacy levels and language needs. • Written materials are available and discussions are held in the languages that reflect the program's populations. • Programs have a system for informal, ongoing, reciprocal, and positive communication about children's day to day activities. • Families are included in more formalized communication processes to talk about children's growth and learning progress. • There are formal and informal opportunities to engage with families about their interests, strengths, expectations, concerns, joys and achievements. • Programs are timely in their responses to families' feedback and concerns. • Programs promote two-way communication that engages and respects families' viewpoints and interests.
Policies in Practice	<ul style="list-style-type: none"> • Families receive updates in their preferred communication mode (email, text, written update, phone call). • Interpreters are available as needed. • In-person conferences between family members and early childhood professionals involve not only the teacher and parent but also include the student when appropriate. • Program staff use OPERA listening: Open ended questions, Pause, Eye contact, Repeat, Avoid judgment, Ask opinion, Advise last. (Baby TALK, 2016) • Professionals seek input and suggestions from families on strategies they may have found successful. • Program staff are sensitive to families' levels of comfort, knowledge or interest in different areas. • Professionals are aware that non-verbal, as well as verbal communication, can convey a message of acceptance.
Family's Experience	<ul style="list-style-type: none"> • Families receive information about development and ways they can assist their children in growing across all domains. • Families are informed about their children's experiences during the day. • Families have a voice in sharing information about family and children's interests and activities. • Families know about each child's schedule and routines, special events, meals, etc. • Families have different options for communicating and participating in their children's experiences such as email updates, phone calls, in-person meetings. • Families are confident that they will get answers to their questions in a timely manner.

**FCE 1****FAMILY PARTNERSHIPS**

FCE1c: Home-School Connection: Early learning programs connect in-home and out-of-home experiences to optimize children's learning.

Program Policies	<ul style="list-style-type: none">• Programs strive to assure parallel practices where similar strategies and responses to children's learning and behavior are used at both school and home.• Programs offer formal and informal opportunities for information-sharing.• Programs use a partnership approach with families to optimize children's learning.• Programs design transition processes for children's moves within the program and for entering and leaving the program.• Individualized services for children's special needs are provided in natural and inclusive environments and during daily routines and activities to promote their access to and participation in learning experiences.
Policies in Practice	<ul style="list-style-type: none">• Services and goals are designed to reflect family adult's interests, hopes and dreams for their children.• Programs offer home visits and/or conferences to formally review children's progress and develop learning goals that connect home and program learning.• Programs offer adult resource and toy libraries.• Take-home activity bags experiences are used to connect home and school learning.• Families are engaged to determine optimal strategies for children's transition from one classroom to another.• Preschool groups and kindergarten classes connect through pen pals, school visits or teacher visits.• Programs have formalized processes for sharing and receiving information from children's previous or future learning programs.• Program staff, together with the professional team, work to modify and adapt materials, lessons, and environments to promote children's unique learning styles.
Family's Experience	<ul style="list-style-type: none">• Family adults stay informed about children's every day experiences in their early learning program.• Family adults are more confident about supporting their children's learning through at-home activities.• Family adults and children share learning experiences.• Families are willing to share information about at-home circumstances that may impact children's learning.• Family members are interested in volunteering or participating in the life of the early learning program.• Children's transitions to/from other schools or programs are smooth. Family members are informed about the new environment, routine, and schedule and can prepare children for changes and new expectations.• Families receive information about children's growth and development with interest.

FCE 1**FAMILY PARTNERSHIPS**

FCE1d: Family Participation: Early learning programs promote families' participation in their children's program experiences.

Program Policies	<ul style="list-style-type: none"> • Programs offer varied opportunities and types of experiences for which parents may volunteer or participate in program activities. • Programs respect families' availability, interest, and comfort in participating in program life. • Programs design events or activities that reflect children's culture and home experiences. • Family members are invited to share their special skills or interests with the program's adults and children.
Policies in Practice	<ul style="list-style-type: none"> • Programs design surveys or ask families during registration about their interests and availability. • Varied types of volunteer opportunities that consider families' availability of time and abilities are offered: classroom visits, newsletter, field trips, show and tell visits, donation of materials, information-sharing via phone chain. • Knowledgeable adults may provide translations of books or materials. • Family adults may share workplace experiences. For example, a hair stylist may show children what he does at work or contribute supplies for a dramatic play area. • Families' culture and diversity are included in the program's curriculum and experiences for children. • Informal family-friendly events such as "donuts with dads" or "grandma reading days" are offered regularly.
Family's Experience	<ul style="list-style-type: none"> • Adults are comfortable about their children's everyday experiences in the early childhood program. • Parents contribute to the life of the early learning program in some way and their contribution is valued. • Family adults contribute to a strong partnership across home and program. • Family members are invested in the program and contribute based on their strengths. • Families participate in regular program activities with confidence. • Family members participate in early learning program special events with excitement. • Families contribute information about their culture through the sharing of information and resources.

**FCE 1****FAMILY PARTNERSHIPS**

FCE1e: Decision-Making and Leadership: Early learning programs provide families with opportunities to contribute to their children's program operation.

Program Policies	<ul style="list-style-type: none">• Families are included in leadership at various levels which includes decision making, written policy development, and ongoing review of program operation.• Conflict resolution policies exist that are designed with guidance and input from families and identify procedures for complaints or suggestions.• Programs create pathways for families to advocate for their children's wants and needs.• Programs involve families in program goal development and strategic planning.
Policies in Practice	<ul style="list-style-type: none">• Programs convene family advisory boards, councils, subcommittees and oversight groups to inform program operation and policy development.• Families are informed of opportunities to participate in leadership training, either at the program, community or state level.• Families are afforded opportunities to offer suggestions and solutions for program and systems improvement.• Families are aware of their rights and responsibilities and feel comfortable and knowledgeable about how to act on them.• Families are informed about opportunities and encourage those who are interested to participate.• Programs use a variety of strategies for leadership and advocacy skill building.• Programs have a schedule for regular review and update of policies, using family input.
Family's Experience	<ul style="list-style-type: none">• Families' voices count in decision making, offering active contributions across levels.• Families have the confidence to express their needs and the needs of their children.• Families are part of the team.• Family members develop leadership skills that allow them to appreciate different perspectives of a decision and the rationale behind it.• Families are advocates for early childhood quality and access.

FCE 2**PROGRAM CLIMATE AND ENVIRONMENT**

FCE2: Program Climate and Environment: Early learning programs are welcoming to all children and families.

Program Policies	<ul style="list-style-type: none"> • Program administrators set expectations, a clear vision and goals, model effective practice, and make sure program policies, operational procedures, and practices promote family engagement. • Program administration provides continuous learning and quality improvement for staff. • Programs are committed to using data to improve family engagement practices on a continual basis. • Programs' service delivery is strength-based. • Facility environments are welcoming to all families and are inclusive of various cultures and economic levels.
Policies in Practice	<ul style="list-style-type: none"> • Administrators check in with families regularly to ensure they are satisfied and comfortable with children's care. • Program staff are offered professional development and resources on family partnerships, culture, diversity, and communication. • Family surveys or other means of seeking input are distributed to families and results are analyzed and used for improvement. • Facility environments are pleasant, posted materials and bulletin boards include family-friendly information and are updated regularly. • Posted materials reflect languages and cultures that are present in the program. • Initial conversations and meetings with families are positive and welcoming and seek out family-based strengths and interests. • Family spaces are available that include resources, information about the program, and offer opportunities for family members sit and talk together. • Facilities have areas for nursing mothers.
Family's Experience	<ul style="list-style-type: none"> • Families network with others and feel a sense of community. • Children and siblings remain in the program over an extended period during the early childhood years. • Families voice satisfaction to neighbors and community. • Families participate and volunteer as often as possible.

**FCE 3****COMMUNITY PARTNERSHIPS**

FCE3: Community Partnerships: Early learning programs collaborate with community agencies to support children and families.

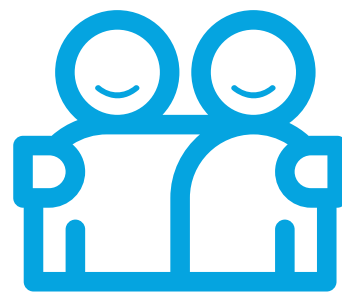
Program Policies	<ul style="list-style-type: none">• Programs participate in community systems-building that helps to reduce gaps in service and supports families.• Programs collaborate with other agencies and systems to pool resources and knowledge.• Community stakeholders are invited to take part in program planning and decision-making.• Program staff, family members, and community agencies collaborate as needed and appropriate to support children's growth and development.• Referral processes are developed to assist families to access needed services and/or resources.
Policies in Practice	<ul style="list-style-type: none">• Professionals make suggestions (referrals) to families to obtain needed services.• Posters and flyers about community events and services are posted in visible spots for easy viewing and access.• Programs design opportunities for shared transitions across programs and schools.• Program staff participate in community boards and/or meetings and share information with families.• Families are asked to sign permissions that allow the program staff to communicate with other agencies and limit information-sharing to "need to know".• Programs have developed ongoing information-sharing processes with other agencies who work with families (early intervention, human services agencies, educational enrichment programs, youth activity programs, fitness centers, libraries, public school special education services, etc.).• Community agencies or program representatives are invited to volunteer or participate in programs' operations.• Children attend field trips or are provided with opportunities to learn about community services such as libraries, museums, or other businesses in the community.
Family's Experience	<ul style="list-style-type: none">• Families will have fewer gaps and barriers as a result of community collaboration.• Families are confident in sharing and voicing their perspective on community plans that impact them.• Families share and receive support and information from other families.• Families experience coordinated transitions from program to program that lead to children's readiness and success.





SOCIAL EMOTIONAL DEVELOPMENT (SED)

Myself, My Feelings, My Relationships



Children's social and emotional development are at the heart of their growth and learning. Social development, how children relate to other people and their environment, and emotional development, the way in which children learn about their own characteristics and feelings, go hand in hand. When children have positive learning experiences and interactions with others, they develop confidence in their abilities; they begin to understand they are unique, build skills to control their emotions, and learn how to express themselves. In fact, research has shown that emotionally-secure children are more attentive and involved, and are more likely to do better in school.

At the heart of children's social and emotional well-being are relationships. Professionals must intentionally build caring and trusting relationships that show warmth, care, and respect for children's individual needs and interests. When adults respond to children with praise, cues, and model positive behaviors, they become more competent and successful learners and acquire the needed skills to get along with others.

SED 1 Myself

SED1a: Self-Awareness

SED1b: Self-Esteem

SED 2 My Feelings

SED2a: Manage Feelings

SED2b: Self-Regulation

SED 3 My Relationships

SED3a: Relationships with Adults

SED3b: Relationships with Peers

Did you know?

Children who have developed strong bonds (attachment) to the adults in their lives are more likely to be able to control their emotions and get along with others.

Children develop connections, beginning at birth, and feel secure when the adults in their lives nurture and respond to them. Adults need to hold, cuddle and promptly attend to infants' needs to help them feel safe and calm. As children mature into toddlers and preschoolers, strong attachment experiences result in confident children who rely on familiar adults to be their safe base while exploring and learning.

Secure attachment helps brain development by giving children the confidence to explore and build those needed connections. Positive attachment experiences also help children to learn how to trust others, develop empathy, and manage their own feelings.

When early learning professionals read children's cues, promptly respond to their needs, and actively participate in their learning, they are supporting secure attachment experiences.



SED 1: MYSELF

SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	1aI-1 Explore movement of hands, feet, body, and objects	1aYT-1 Show awareness of specific body parts; point to ears, mouth, nose, etc.	1aOT-1 Name own physical characteristics or body parts
	1aI-2 Show joy or smile and coo at own image in the mirror	1aYT-2 Recognize self in the mirror	1aOT-2 Begin to show self-consciousness or embarrassment during some social situations
	1aI-3 Respond to name	1aYT-3 Say name	1aOT-3 Use first person pronouns to refer to self
	1aI-4 Express likes and dislikes (preferences) through vocalizations or gestures	1aYT-4 Indicate likes or dislikes (preferences) through willingness to participate or complete activities or actions	1aOT-4 Name likes and dislikes (preferences) when asked
	1aI-5 Recognize how actions affect others	1aYT-5 Express self as individual through gestures and actions	1aOT-5 Display assertiveness
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> • Show anticipation of feeding or being held • Smile and reach for familiar adults; show unease at unfamiliar adults • Notice and explore own hands • Laugh and reach for the mirror when shown • Cry to show discomfort, hunger, or tiredness • Turn to look at adult when name is called • Raise knees to chest when on back for diaper changing • Pull off own socks 	<ul style="list-style-type: none"> • Point to body parts when asked • Assert own needs by pointing, gesturing, or talking • Focus on self in mirror • Protest when given water rather than the preferred juice • Clap when favorite food is being served • Move own body to fit inside a tunnel toy with a sibling • Hold on to a favorite toy as another child approaches saying, "mine" • Resist help from an adult during dressing, "me do it" 	<ul style="list-style-type: none"> • Tell an adult, "I hit my elbow" or "I can bend my knee." • Hide head when asked to relate age or a personal characteristic • Show discomfort when an adult remarks on an accomplishment • Declare interests or needs, saying, "I want to play with the blocks." or "I'm hungry." • Tell an adult, "I like green but Joey likes red." • Refuse help when trying to zip coat
	<ul style="list-style-type: none"> • Place unbreakable mirrors at eye level • Hold child up to mirror and name body parts or features • Use child's name during interactions • Play games like "This Little Piggy" with body parts • Describe baby's reactions to experiences • Soothe child who is showing discomfort • Praise child who helps with routines 	<ul style="list-style-type: none"> • Sing body part songs like "Head Shoulders Knees and Toes" • Display photos of children and families in action • Label cubby with name • Allow time for children to complete tasks on own • Acknowledge children's preferences • Give either..or choices • Tell family stories and read books from the child's home culture 	<ul style="list-style-type: none"> • Describe children's characteristics, "Your hair is brown just like mine." • Talk about children's actions and preferences. "You can run fast, just like a cheetah!" "You choose that green cup often; you must really like green." • Encourage children to draw themselves and others, talking about similarities and differences • Acknowledge children's feelings • Include dolls of different colors and abilities in the family center

SED 1: MYSELF

SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	1aYP-1 Recognize similarities and differences in own and others' personal characteristics	1aOP-1 Differentiate themselves by physical characteristics
	1aYP-2 Call attention to self in photos or videos	1aOP-2 Show increasingly accurate understanding of own strengths, preferences, limitations, and personal qualities
	1aYP-3 Demonstrate knowledge of personal information	1aOP-3 Connect adult's actions to own accomplishments or actions
	1aYP-4 Use words to demonstrate knowledge of own preferences	1aOP-4 Make choices based on likes and dislikes (preferences)
	1aYP-5 Stand up for own rights	1aOP-5 Stand up for rights of others
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> Name family members Notice that a friend has the same hair color Say, "I'm bigger." when standing near another child Tell a friend, "You like apples, but I like bananas." Say, "I want to play with the blocks." Ask a friend for a toy Recite first and last name Tell a friend, "I had that toy first." Ask an adult, "Read me that again!" after hearing a preferred story. Point out self in family photo 	<ul style="list-style-type: none"> Tell a friend, "I have light hair; you have dark hair." Tell an adult, "We both are wearing red shirts." Share personal information with others, "I live in a house with my grandma. We have a dog." Announce, "I can run really fast." Select the green playdough, "I like green best." Tell an adult, "I am going to play with the blocks first; I love the blocks." As an adult to help complete a task Tell another, "We were here first." Tell an adult when two other children are arguing over a toy.
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> Model how to communicate wants and needs Ask children to draw their faces after they look in a mirror Make "me books" that include pages with self-portrait, family, and pages of favorites, such as things to do, food or book Review children's full names and addresses Graph children's preferences for colors, foods, books, etc. and talk about the results Discuss characters' interests and behaviors from a story Acknowledge children's expression of needs or interests, "It sounds like you're angry." 	<ul style="list-style-type: none"> Plan activities that consider children's diverse interests Invite children to tell the group about a favorite personal experience Display children's family photos and photos of families from other cultural groups around the world Call attention to similarities amongst children, "You both like to draw." Acknowledge children's comments about another's feelings, "Thank you for letting me know about Bobby's problem." Provide opportunities for children to select their own activities or vote on something they like best



SED1b: Self-Esteem: Children will demonstrate emerging confidence in their own abilities.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	<p>1bI-1 Indicate needs and wants; participate as adult attends to needs</p> <p>1bI-2 Show beginning awareness of own skills and expectation of results from an action</p> <p>1bI-3 Explore the environment when adult is nearby</p> <p>1bI-4 Show pleasure at accomplishments</p>	<p>1bYT-1 Alternate between doing things independently and wanting help or comfort</p> <p>1bYT-2 Demonstrate confidence in the ability to make things happen</p> <p>1bYT-3 Explore the environment on own, but check back with a familiar adult occasionally</p> <p>1bYT-4 Show others something that's been completed</p>	<p>1bOT-1 Show pride in attempting to complete self-help or personal care tasks independently</p> <p>1bOT-2 Attempt new tasks or activities with interest</p> <p>1bOT-3 Participate in varied and new experiences with adult encouragement</p> <p>1bOT-4 Show joy in accomplishments</p>
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> • Open mouth when food is offered or raise arms to indicate need to be held • Pull off own socks, then try to put them on • Push a button on a pop-up toy, smile at the result, and repeat • Clap after crawling up the steps • Smile and show joy after scooting across the room • Move purposefully to investigate toys or to reach a ball or hit an object • Choose the same toy every day 	<ul style="list-style-type: none"> • Hold up a drawing, "Look." • Take spoon away from adult, attempting to self-feed • Clap after fitting each piece of a knobbed puzzle • Try out a new experience while looking to adult for reassurance • Join others in play with adult when adult is involved • Play in the dramatic play area, then seek out adult, then return to play area again • Smile when adult comments on a painting 	<ul style="list-style-type: none"> • Smile and clap when using the potty, saying "No more diapers!" • With adult help, put on coat by self, using the coat flip method • Watch others use a plastic knife to cut out playdough shapes then try it • Try to spread jelly on toast • Sing a new song or finger play • Tell an adult, "Watch me run to that pole!" • Tell a family member, "Look at my picture" that is displayed on the wall • Taste a new food during snack
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> • Encourage children to explore • Describe and acknowledge the child's actions and accomplishments, "You took off your socks." • Cuddle, nurture, and be responsive to child to foster trust and attachment • Show interest in and be fully engaged with child • Help child learn to calm self by model calming behavior, or offering soothing objects • Be flexible, giving children time to remain engaged in activities of interest 	<ul style="list-style-type: none"> • Acknowledge children's attempts, "You tried really hard." • Provide open-ended materials for child to create products • Reassure child when trying something new • Be available when a child seeks assistance • Expect child to protest to express individuality • Allow time to complete or try a new task independently • Provide children with choices "Do you want to wear the red or blue sweater?" 	<ul style="list-style-type: none"> • Acknowledge and describe child's accomplishments, "You put together that puzzle!" • Encourage children's decision-making by providing choices • Praise children's attempts at new or difficult tasks, "Good try at catching that ball." • Introduce new tasks with small steps, allowing time to try, then master each step • Post or display children's drawings or finished products • Create and display a photo book of children doing steps to a complete a task

SED 1: MYSELF

SED1b: Self-Esteem: Children will demonstrate emerging confidence in their own abilities.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	1bYP-1 Show confidence in ability to complete routines independently	1bOP-1 Show confidence in ability by taking on new tasks
	1bYP-2 Select more challenging activities with confidence	1bOP-2 Show pride in completion of challenging tasks and activities
	1bYP-3 Independently seek out play areas or activities	1bOP-3 Invite peers to join play or activity
	1bYP-4 Demonstrate one's accomplishments to others with pride	1bOP-4 Describe accomplishments with detail
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> • Show a drawing to a friend • Tell a friend, "We made a really big building." • Tell the adult, "Watch me run really fast!" • Head directly for the small table toys upon arrival • Tell parent, "See you later" and join friends in play • Tell an adult, "I can put on my own jacket." • Show an adult teeth after toothbrushing saying, "Look how clean they are!" • Try new experiences after watching others or being told how to do it 	<ul style="list-style-type: none"> • Try a new game after it's been introduced by an adult • Announce, "I am good at cutting this circle." • "Ask Layla during snack, "Do you want to play at dramatic play today? We can both be doctors." • Tell an adult, "This is hard!" while creating a patterned bracelet with beads • Tell an adult, "First I put on these blocks, then I added the sticks, and then I added the other blocks." • Describe a painting, "This is Mom and this is sister. And here's the grass and the sun and our dog."
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> • Offer opportunities for child to find solutions to problems • Ask a child, "What's another way that might work?" • Notice when a child solves his or her own problem and state, "You figured it out!" • Acknowledge a child's persistence with a difficult task • Engage children in creating appropriate rules for home and other familiar settings • Allow time for children to accomplish tasks independently • "Praise children's accomplishments, "You did it!" or "What a beautiful picture." 	<ul style="list-style-type: none"> • Encourage children to try something new that builds on previous accomplishments, "Let's try to write the letters in your last name now that you can write your first name." • Demonstrate confidence in children by allowing them to make reasonable decisions and choices. "Where do you want to play or what materials would you like to use today?" • Tell children, "I knew you could do that; it was hard!" • Offer opportunities to extend child-initiated projects over multiple days or weeks • Ask a child about the steps to complete something? "How did you build that robot?" • Provide opportunities where children can work together to complete a task or activity



SED 2: MY FEELINGS

SED2a: Manage Feelings: Children will identify, manage, and express their feelings.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	<p>2aI-1 Respond to adult's expression of feelings</p> <p>2aI-2 Express a range of emotions through body movements, crying or laughing</p> <p>2aI-3 Rely on familiar adults for comfort</p> <p>2aI-4 Attend with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions</p>	<p>2aYT-1 Imitate adult's expression of feelings</p> <p>2aYT-2 Communicate feelings through gestures, actions, or basic words</p> <p>2aYT-3 Stay near or cling to familiar adult during times of distress or discomfort</p> <p>2aYT-4 Show awareness of others' expressed feelings</p>	<p>2aOT-1 Recognize feelings when named by adult</p> <p>2aOT-2 Label basic emotions</p> <p>2aOT-3 Seek out adult or use a comfort item during times of distress</p> <p>2aOT-4 Respond in caring ways to others' expressions of feelings</p>
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> • Show a range of emotions (happiness, sadness, fear, anger) with face, body, and voice • Stop crying when picked up • Suck on hand or comfort item when given by adult • Relax when held, rocked or talked to • Kick legs or wave arms with joy or anticipation • Watch others with interest • Cry or respond with emotion when others use loud or harsh voices 	<ul style="list-style-type: none"> • Seek out comfort items, such as a blanket or bear, pacifier or thumb, to calm • Reach for an adult for comfort when a loud sound startles or scares them • Mimic adult's emotional gestures (stomp foot when upset, laugh when see something funny, etc.) • Clench fist, grit teeth and say, "No." • Tantrum when told, "No." • Clap hands to express joy or laugh to express delight • Use a "gentle touch" when reminded 	<ul style="list-style-type: none"> • Name feelings with words, "Sara sad" or "I not like that!" • Label simple emotions in self • Communicate source of distress, "Daddy, gone, I'm sad!" and recover quickly from distress • Approach an adult for comfort after a fall • Hold and kiss stuffed animal during difficult situations • Show interest in characters' feelings during stories • Take a crying child her blanket or lovey
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> • Provide comfort items when infants show distress • Use a consistent, predictable routine and consistency • Moderate responses, avoiding loud or sudden reactions to baby's emotions or play actions • Provide brief moments of time for older infants to self-regulate (infants should not be left to cry for extended periods) • Verbalize baby's feelings, "You are so happy this morning." or "I know you don't like getting your diaper changed." 	<ul style="list-style-type: none"> • Respond to toddlers' need for nearness when they display discomfort or unhappiness • Acknowledge and accept the expressions of emotion: "Connor, you're lying on the floor kicking and crying. Are you trying to tell me that you really wanted that toy?" • Play or sing basic songs that name emotions, "If your happy..." • Demonstrate responses to emotions with dolls or stuffed animals, "Teddy bear is crying because he dropped his cup. Let's give him a hug." 	<ul style="list-style-type: none"> • Include soft materials or quiet areas during times of distress • Read books or use puppets and stuffed animals to demonstrate emotion and empathy • Model and talk about ways to calm or self regulate • Acknowledge and allow children to show emotions "It's ok to feel frustrated when someone knocks over your building. How can you let her know?" • Talk about how others feel, "Johnny is sad because you took his toy."

SED 2: MY FEELINGS**SED2a: Manage Feelings:** Children will identify, manage, and express their feelings.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	<p>2aYP-1 Name basic emotions when demonstrated by others or represented in books</p> <p>2aYP-2 Express own feelings through actions or words</p> <p>2aYP-3 Seek reassurance from adult in anticipation of a difficult task</p> <p>2aYP-4 Express concern or interest for others' needs or feelings</p>	<p>2aOP-1 Associate basic emotions with words, expressions or gestures or actions</p> <p>2aOP-2 Communicate feelings or emotions in socially-acceptable ways</p> <p>2aOP-3 Seek reassurance or recognition from adults when attempting to resolve distress or challenging situation</p> <p>2aOP-4 Respond with empathy and compassion at others' expression of emotion</p>
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> • Tell another, "I get scared when it thunders because it's loud." • Fetch a favorite book or toy for a friend who looks unhappy or in distress • State during story time, "That dog is really mean." or "That boy is not nice to his friends." • Tell others, "I'm really excited about going to Grandma's this weekend." • With adult support, tell another child, "I'm sorry" after a tower is knocked over when two children accidentally collide • Ask an adult, "Can you help me? I don't know how." 	<ul style="list-style-type: none"> • Tell another child, "I'm so excited! Today is my birthday." • Notice, "Jared is crying because he's upset that he broke the toy." • Tell a child, "Stop, you are wrecking my building." • Ask an adult, "Is this how you do it?" • Tell an adult, "I told Sami to stop hitting me; I don't like it." • Reach out to another child who's upset, "You'll be OK, your parent will come back after work."
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> • Identify children's feelings and connect to facial expressions, "Look at your big smile, you must be so proud!" • Describe and model ways to regulate emotions: "You seem angry, let's breathe to calm down." • Relate own feelings to a situation, "I get frustrated when I can't get this to work. I'm going to breathe and try again." • Accept children's requests for help while encouraging them to try on their own, "This may seem really scary. Let's do it together first, then you try." • Use photos, role play or puppets with puppets to explain feelings 	<ul style="list-style-type: none"> • Display and label photos with children's different emotions • Use teachable moments to talk about ways to respond to situations, "That fire alarm was scary. What can we do next time to help us feel better?" • Provide creative outlets for children's expression of emotions through crayons and paint, journaling or music • Give children the tools to solve their own disagreements, "Mia, tell Elijah how that made you feel." • Re-create or use stories and activities for role play



SED 2: MY FEELINGS

SED2b: Self-Regulation: Children will begin to self-regulate.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	2bI-1 Self soothe to calm	2bYT-1 Find comfort in a familiar setting or calm with familiar adult or object	2bOT-1 Imitate self-regulation strategies when guided by an adult
	2bI-2 Regulate reaction to stressors by looking away or seeking adult attention	2bYT-2 Adjust behavior in response to adult cues and reactions	2bOT-2 Manage behaviors with adult help
	2bI-3 Exhibit behaviors to obtain adult help to solve a problem	2bYT-3 Imitate other children's problem-solving techniques	2bOT-3 Seek help from adult to solve a problem
		2bYT-4 Use temper tantrums to express distress or displeasure	2bOT-4 Show defiance
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> Suck thumb or move to insert pacifier into mouth when distressed Smile after caregiver smiles and gazes at them Turn head and nestle into familiar adult's shoulder when a stranger reaches for them Reach for an adult when unhappy or scared 	<ul style="list-style-type: none"> Hold a doll baby or blanket for comfort Calm when adult shows comfort and attention Stop throwing toys when asked or shown a different way Observe another jump or throw a toy and do the same Throw self down on the floor to express frustration or anger Tell another, "No" 	<ul style="list-style-type: none"> Follow simple rules, such as walking inside or using a quiet voice Say, 'stop that!' to friend when angry Ask an adult to tell Lindsey to stop throwing sand Tell friend to 'be gentle' when playing outside Observe and imitate adults' responses to a circumstances Practice taking deep breaths when asked by adult
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> Make baby's comfort items such as a blanket or lovey, available Consistently respond to infant's cries, laughs, or other communication Be a secure base by consistently supporting infants' needs Pick up babies when they are reaching for help or comfort Narrate emotional words, "Oh, you look sad! Let's take a walk." 	<ul style="list-style-type: none"> Respond to and label children's strong responses, "You wanted more crackers, I'm sorry there aren't any more". Interact with children at their eye level, making eye contact as you speak with them Provide alternatives to unacceptable behavior. "Hitting hurts; make gentle touches to show me you want attention." Show children simple techniques for behavior control, "Let's take a deep breath." Acknowledge children's tantrums without scolding 	<ul style="list-style-type: none"> Develop consistent schedules that help children anticipate what will happen next Provide a safe area for children's alone or calming down time Help children control their emotions during a time of distress by staying nearby and providing the language and strategies for calming Acknowledge children's strong responses and offer time for them to accept alternatives Use either...or and choices to allow children a sense of independence, "Would you like the blue or the red cup?"

SED 2: MY FEELINGS**SED2b: Self-Regulation:** Children will begin to self-regulate.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	2bYP-1 Use self-regulation strategies to calm down with adult guidance	2bOP-1 Independently use self-regulation strategies to solve simple problems
	2bYP-2 Show awareness of how actions and behavior affect others	2bOP-2 Adapt behavior to accommodate situation or adult response
	2bYP-3 Identify a solution for a problem with adult support	2bOP-3 Independently solve simple problems
	2bYP-4 Start and stop activities with warnings and cues	2bOP-4 Transition to new activities independently when asked
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> • Use words instead of grabbing or hitting to tell a child to give back a toy that was taken • Follow direction to participate in transition activities with adult guidance • Follow most rules with reminders • With help, respond to an adult's question, "What can we do about this?" • Acknowledge that another might feel angry if their block structure is knocked down • Take deep breaths and use self-talk to calm, when reminded 	<ul style="list-style-type: none"> • Look at adult for response to a behavior and modify according to the reaction • Modify volume of voice when entering the building after adult says, "We're going inside now, shhhh." • Tell another, "Let's set the timer and you can have the computer when it dings." • Explain to adult, "I told Gina to put that toy back and to stop bothering me." • Explain to another an acceptable strategy for solving a problem
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> • Model naming and regulating feelings within the context of daily experiences: "I feel angry when things don't go like I was hoping. I am going to breathe." • Co-regulate with an upset child by moving to eye level and soothing child (offering hug, take deep breaths, or other strategies) • Use picture schedules so that children know what comes next • Offer warnings before transitions • Involve children in problem solving alternative ways to respond to negative situations, "How do you think you might have done that differently?" 	<ul style="list-style-type: none"> • Create a "safe area" (e.g., a beanbag or big floor pillow) for children's use as needed • Identify children's feelings and appropriate responses • Create a "peace table" where children can go to resolve a difference with another; reinforce their solution • Praise children when they appropriately solve problems • Remind children of expected behaviors prior to a transition or change in activity, "Remember, we walk quietly to our cubbies to get our coats."



SED 3: MY RELATIONSHIPS

SED3a: Relationships with Adults: Children will form relationships and interact positively with adults who consistently respond to their needs.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	3aI-1 Show secure attachment or seek to be near familiar adult	3aYT-1 Rely on adult as a safe base for exploring the environment	3aOT-1 Separate from adult for play but check back often for support
	3aI-2 Communicate needs to familiar adults through vocalizations and gestures	3aYT-2 Look to familiar adult for help	3aOT-2 Ask familiar adult for help
	3aI-3 Initiate simple back and forth play with adult	3aYT-3 Participate in back and forth activities with adults	3aOT-3 Initiate interactions and play with adults
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> Recognize trusted adults with smile, turning toward preferred voice Cry when unfamiliar adult approaches Smile when caregiver laughs React to emotional cues from adults or peers, such as showing stress if an adult yells 	<ul style="list-style-type: none"> Look to a trusted adult for assurance when exploring a new material or physical space Use body movements to initiate social interactions (e.g., pat adult's face) Respond when adult says, "peek-a-boo" Mimic adult dance or movement actions Take a doll or toy from adult to help dress or a toy to open/close Use gestures or simple words to express needs, wants or interests 	<ul style="list-style-type: none"> Show comfort or preference for adults who are in frequent contact Seek out familiar adults, especially in times of distress or need Engage in reciprocal communication with familiar adults Imitate adult situations imitates adult activities, such as pretending to fish or cook or 'reading' next to adult who is reading Respond to adults' verbal greetings Communicate with adults about recent activities
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> Nurture child with kind words, hugs, and cuddles Respond to child consistently Provide help and comfort when child is distressed Use responsive caregiving techniques Use verbal modeling Play social games Read stories to infants and toddlers Use consistent responses to behaviors 	<ul style="list-style-type: none"> Establish routines and predictability Observe and stay close to child, offering support as needed; reinforce small accomplishments Recognize that responses to child's calls for assistance are important opportunities to develop trust and show respect 	<ul style="list-style-type: none"> Encourage children's independent play, staying nearby to offer encouragement and support as needed Ask simple questions and wait for children to respond to engage them in conversation Participate in children's play, allowing them to take the lead Respond positively to child's questions and calls for assistance Be responsive to children's comments or request for feedback

SED 3: MY RELATIONSHIPS

SED3a: Relationships with Adults: Children will form relationships and interact positively with adults who consistently respond to their needs.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	<p>3aYP-1 Separate from trusted adult without distress</p> <p>3aYP-2 Accept guidance and information from trusted adults</p> <p>3aYP-3 Interact with adults in varied ways</p>	<p>3aOP-1 Separate and easily accept explanation for parting with trusted adult</p> <p>3aOP-2 Cooperate with adult guidance to achieve adult approval</p> <p>3aOP-3 Initiate and engage with familiar adults to share mutual interests</p>
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> Wave good-bye when a familiar adult departs, then join play Express affection for significant adults such as saying, "I love you" at nap time Carry out actions to please adults, "I'll help carry that." Seek out a trusted adult for comfort when feeling sad or angry Ask an adult to join them in play activities Ask an adult to read to them Tell an adult about activities or accomplishments Respond to an adult's questions, carrying on a back-and-forth conversation 	<ul style="list-style-type: none"> Tell an adult as they arrive, "My Dad has to get to work early today so Grandma brought me." Express affection to an educator or caregiver with hugs or words and accept affection in return Clean up or willingly participate in a transition to acquire adult approval Cooperate with an adult who offers individualized instruction or support Seek out an adult for assistance when upset or if help with problem-solving is needed. Tell an adult, "We both like to play with blocks!"
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> Greet children positively each, showing them you're happy to see them Show empathy as children express various emotions Join in children's play, asking questions to extend their thinking and play skills Provide meaningful and significant feedback to children's comments and accomplishments, "You worked hard to put all of those pegs in the pegboard!" Be attentive to children's questions, responding with more than "yes/no". 	<ul style="list-style-type: none"> Invite other facility adults to participate in children's experiences from time to time Plan and schedule the day to ensure connections with each child daily Show interest in children's accomplishments Praise children when they exhibit positive behaviors, "Thank you for walking to the table so quickly!" Talk to children during meal time about what they did the night before Engage in children's play, allowing them to take the lead and assign you roles



SED 3: MY RELATIONSHIPS

SED3b: Relationships with Peers: Children will develop ways to interact and build relationships with peers.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	3bI-1 Show interest in other children, and notice their actions or faces	3bYT-1 Show interest in other children when near	3bOT-1 Play alongside others, occasionally sharing or interacting with others
	3bI-2 Imitate the sounds and actions of others	3bYT-2 Respond to other children's emotional expressions	3bOT-2 Recognize and respond to that other children's expression of feelings
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> • Gaze at peers • Become increasingly aware of and notice others • Mimic others' emotions such as smiling or giggling in response to another's smile or giggle or crying in response to another infant's cry • Crawl or scoot to another child 	<ul style="list-style-type: none"> • Show enjoyment in interactions with other children through gestures, facial expressions, and vocalizations • Follow older siblings or children around • Imitate others' action; clapping when they clap or dancing when others move • Interact briefly with peers nearby 	<ul style="list-style-type: none"> • Occasionally seek out other children and plays alongside • Observe and imitate another child's behavior or activity • Spontaneously show preference for familiar playmates • Initiate social interaction • Respond verbally when interacting with peers (e.g., laughing or babbling)
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> • Respectfully imitate child while playing and wait for child to repeat back • Provide opportunities for child to play and interact with other children • Call attention to and describe others' actions or feelings, "look at Mary Claire laughing at the bubbles" • Use self-talk to describe your own thoughts and actions in real time with infants 	<ul style="list-style-type: none"> • Arrange opportunities for children to be near others, with adult supervision • Create activities that take two to accomplish • Read books about children playing together • Call attention to others' actions and feelings, "Wow, look how Janine washed her hands!" • Provide duplicates of toys 	<ul style="list-style-type: none"> • Provide activities for children to play in groups of two • Provide guidance and model how to play with friend • Read stories about friends playing and getting along together • Create scripted stories with children as the main characters successfully solving age appropriate problems with age appropriate solutions • Develop and reinforce turn-taking opportunities and actions

SED 3: MY RELATIONSHIPS

SED3b: Relationships with Peers: Children will develop ways to interact and build relationships with peers.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	<p>3bYP-1 Form relationships with a few children</p> <p>3bYP-2 Use comforting words or actions to respond to another child's distress</p> <p>3bYP-3 Demonstrate strategies for entry into social play with peers</p> <p>3bYP-4 Show beginning prosocial behavior when interacting with other children (cooperating, turn-taking, sharing)</p>	<p>3bOP-1 Sustain relationships with other children for an extended period of time</p> <p>3bOP-2 Take the perspective of another child and respond in a manner that is supportive</p> <p>3bOP-3 Play with peers in a coordinated manner including assigning roles, materials and actions</p> <p>3bOP-4 Engage in prosocial behavior during play (cooperating, turn-taking, sharing)</p>
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> • Talk to another child who is playing in the block corner alongside • Comment on what the child is doing • Give a hug to a child who is crying • Talk with other children during snack or meal time. • Laugh with another child as they pedal tricycles around the riding track • Tell a child, "Come sit near me." • Respond appropriately when asked to share a toy with another • Work together, with adult support, to complete an activity 	<ul style="list-style-type: none"> • Ride bikes together or play act a scenario in dramatic play • Understand the difference between helpful and hurtful ways to get something or meet a need • Ask to join a group • Tell a friend, "You be the doctor and I'll be the patient" or "I will put on the red cubes and then you can put on the blue ones." • Talk with a peer to decide who will get the first turn, with educator support and practice • Wait for a peer to finish speaking before talking during conversations
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> • Join children's block or dramatic play and model how to work together to complete a task • Talk about ways that friends can play together • Ask questions such as, "How could you work together to get that done?" • Read stories about friends • Use puppets to model ways for children to play together • Support children's play entry skills, "Sarah and Jose are building a tower? Let's ask if you could join them." 	<ul style="list-style-type: none"> • Schedule large blocks of time where children interact with each during play, assuring adult supervision and guidance • Create and encourage cooperative play experiences where small groups work together to complete a task • Encourage children to offer feedback to others about their accomplishments • Read stories and ask children to reflect on how the characters might be feeling and how they might respond differently • Ask questions such as, "What could you do to be helpful instead of hurtful?"



Adaptations and Accommodations for Children with Unique Needs

Environment

- Have visual supports of expected behaviors and boundaries throughout the classroom.
- Have a calm down/safe place for problem behaviors and strategies to use while they are calming down.
- Always acknowledge children's feelings and have them identify their own feelings.
- Label objects in multiple languages that reflect those of children.
- Keep the environment orderly and tidy to help children feel secure and to focus.

Daily Schedule and Routines

- Have a consistent and daily routine and have it posted in a central location for everyone to see.
- Use timers/songs to help with transitions.
- Routinely (morning meeting) review the class expectations/rules; use interactive picture schedules.
- Give warnings ahead of transitions, using timers or sounds.
- Alternate between active and calming activities to keep children engaged and to meet their need for movement.

Materials

- Have calm down activities such as calming bottles, sensory tubs, pinwheels.
- Post or use pictures of various emotions to help children express their emotions.
- Provide books in various centers with various types of children, families, and emotions.
- Read or play videos of social stories that illustrate appropriate behavior and interaction.
- Display pictures of feelings, labeled in children's native languages.

Instruction and Activities

- Have students identify feelings each day during daily questions, signing in, or morning message.
- Role play green and red choices and how to manage different types of feelings.
- Role play problem solving situations and how to handle them.
- Teach expectations and appropriate behaviors.
- Differentiate activities to accommodate children's differences in abilities and uneven growth across domains of learning.



Adults who offer choices to young children support their early decision-making and their feelings of independence and control. Choices also enable early childhood professionals to turn potentially negative outcomes into positive ones. An adult who asks a toddler, "Would you like the square cracker or the round cracker?" assures the child is getting a healthy snack (instead of the cookie she was reaching for), while giving her a feeling of decision-making power. The adults who asks children, "Which would you like to do...ride bikes or take a walk?" encourages a reluctant group to get their needed outdoor exercise. How can you turn your directives into more-appealing choices for children?

A Sampling of Foundational Practices

Environment and Materials

- Display materials and toys in ways that children can access and self-select.
- Include dolls, clothing, books and other materials that represent the children's community or culture.
- Create safe spaces for children who need quiet or alone time.
- Include emotion pictures or cards in multiple areas of the classroom.
- Create a predictable environment through the use of visual or auditory cues for each transition.

Instruction

- Provide specific verbal praise that describes accomplishments or effort.
- Respond with positive intent, curiosity, and empathy to children's comments and/or questions.
- Allow time during the day for children to self-select activities and play.
- Maintain consistent schedule with the majority of time devoted to child-initiated play.
- Provide advance notice and emotional support when daily schedules change.

Children's Books

- Baby Faces by Margaret Miller
- The Grouchy Ladybug by Eric Carle
- The Pout Pout Fish by Deborah Diesen
- If You're Happy and You Know it! by David Carter
- Knuffle Bunny by Mo Willems
- Bear Feels Sick by Karma Wilson and Jane Chapman
- Don't Let the Pigeon Stay Up Late! by Mo Willems
- ABC I like Me by Nancy Carlson
- Amazing Grace by Mary Hoffman
- Arthur's Nose, by Marc Brown
- Hands are Not for Hitting by Martine Agassi
- Quiet and Loud by Leslie Patricelli
- Baby Dance by Ann Taylor
- Because I Love You So Much by Guido van Genechten
- Counting Kisses by Karen Katz
- Owl Babies by Martin Waddell
- Peace is an Offering by Annette LeBox
- The Way I Feel by Janan Cain
- Jabari Jumps by Gaia Cornwall
- Tomorrow, I'll Be Brave by Jessica Hische
- I Can Do Hard Thing by Gabi Garcia
- Llama, Llama Misses Mama by Anna Dewdney

Adult Resources

- Harvard's Center on Developing Child: Resource Library
<https://developingchild.harvard.edu/resources/>
- Collaborative for Academic, Social, and Emotional Learning:
<https://casel.org>
- Vanderbilt's Center on the Social and Emotional Foundations for Learning:
<http://csefel.vanderbilt.edu>
- Conscious Discipline
<https://consciousdiscipline.com>
- NAEYC: Promoting Social Emotional Learning
<https://www.naeyc.org/resources/pubs/yc/mar2018/promoting-social-and-emotional-health>
- e-DECA: Support for Initiative, Attachment, Self-Regulation
<https://www.e-deca2.org/Login.aspx>

Family Engagement

- Invite family members to share customs and traditions.
- Find out about children's likes, interests, and routines before they enter the program.
- Post family pictures.
- Display children's accomplishments on a family board.





SOCIAL STUDIES (SST)

Learning about Myself, My Family, and My Community

Social studies learning helps young children embrace diversity in all areas of their lives: in their family, in their community, and with other children and adults. Often children's first group experiences outside the home are in the early childhood setting that introduces them to life within a community. When they work and play as part of an early learning community, they begin to understand that others contribute different perspectives, attitudes and cultures. The appreciation of others, and the way in which they, themselves, belong help children become successful in school and in life.

Social studies learning provides young children with opportunities to develop an understanding of roles and rules within their families, communities, and the world around them. As children learn to interact with others, follow rules and routines, and discover the importance of the past, they develop an awareness of social systems and social concepts. Social systems include discovering concepts of belonging, following rules and routines and learning about the community. Social studies concepts help children develop an understanding of basic concepts of money and exchange, the relationship of the past with their current world and the physical features of their community.

Did you know?

We all have a culture.

Culture refers to the values, customs and ideas we carry with us as we engage with others and our world. Young children bring with them their diverse cultures, offering early childhood professionals an opportunity to honor and draw upon those differences to help children develop an appreciation of their own uniqueness and that of others. Culturally responsive practices promote environments where children can see and experience their own and others' cultures in materials and activities, where they learn about ways they are alike and different, and where they see adults who model empathy, compassion and respect.

SST 1 Social Systems

SST1a: Family Structure

SST1b: Community Belonging

SST1c: Diversity and Culture

SST 2 Social Studies Concepts

SST2a: Economics

SST2b: Geography

SST2c: History



SST 1: SOCIAL SYSTEMS

SST1a: Family Structure: Children will develop a sense of belonging to a family group, articulate family members' roles, and identify how families are alike and different.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	1aI-1 Respond to immediate family/adults	1aYT-1 Recognize immediate family members	1aOT-1 Identify immediate family members
	1aI-2 Show affection for familiar adults and children	1aYT-2 Seek out family members to have needs met	1aOT-2 Imitate role of family member
			1aOT-3 Recognize known versus unknown adults in child's life
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> • Reach for and smile at a familiar adult or peer • Nestle into a familiar adults' lap or shoulder when being held 	<ul style="list-style-type: none"> • Respond to familiar family members and other adults • Recognize family members in photos • Walk to family member to show a toy • Reach for a familiar adult to be held after falling • Seek out familiar adult for a snack 	<ul style="list-style-type: none"> • Point to and identify family members, "That's my Mom" or "There's Grandpa." • Pretend to be the mommy or daddy in the dramatic play area • Hold a doll or stuffed animal, pretending it's a baby • Show caution with strangers; indicate preferences for familiar adults • Know first and last name
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> • Direct child's attention to and name familiar people • Create a photo album with family members and "read" to baby • Hold baby frequently and show affection • Read books that depict family members 	<ul style="list-style-type: none"> • Display photos, books, and other materials that reflect family relationships • Call adults by name even when they're not present • Make simple dress-ups and housekeeping types of materials available in the home living area • Respond to children's needs in a timely manner 	<ul style="list-style-type: none"> • Name family members and talk about what they do, "Your Daddy picks you up on Thursdays after he's finished working." • Provide home materials in the dramatic play area, such as food, pots and pans, dolls, a crib, and dress up clothes • Model appropriate role play and use of materials • Provide books and read stories about families • Display families' photos

SST 1: SOCIAL SYSTEMS

SST1a: Family Structure: Children will develop a sense of belonging to a family group, articulate family members' roles, and identify how families are alike and different.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	<p>1aYP-1 Name immediate family members</p> <p>1aYP-2 Describe actions or roles of specific family member</p> <p>1aYP-3 Identify personal relationships with significant adults</p>	<p>1aOP-1 Name extended family members (aunts, grandparents, etc)</p> <p>1aOP-2 Talk about relationships with other family members</p> <p>1aOP-3 Discuss how families differ and how they are the same</p>
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> Participate in dramatic play that imitates family relationships; "You be the Mommy and I'll be the baby." Name the relationship of family members, "That's my sister." Describe what a family member does, "My Mom goes to work at the store." My brother cries a lot." Draw a family portrait 	<ul style="list-style-type: none"> Tell an adult about something that happened at home the night before Talk about the family members while looking at pictures, "That's my Aunt; she lives far away." Relate family events, "It was Grandpa's birthday yesterday and we made him a big cake." Compare who's in each other's families, "You have a big sister like me, but I have a baby and you don't." Draw a picture of family members to include in an "All About Me" book
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> Show pictures representing different family members and their roles Discuss children's family members during snack time, "What does your Dad like to eat for snack?" or during a transition, "Did your Mom help you get dressed today?" Invite family members to volunteer or visit to learn about the children's routines and schedule Talk with family members to understand their at-home routines Provide books and stories about families 	<ul style="list-style-type: none"> Talk with children about the different members of their families Graph or chart children's families, noting similarities and differences, such as the number of children with brothers; the number with babies, etc. Talk about older and younger siblings Create a book where every child contributes a page about their family Invite families to make a family tree using photos or drawn pictures Read books about families and their roles



SST 1: SOCIAL SYSTEMS

SST1b: Community Belonging: Children will build a sense of belonging to a group and follow its rules.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	1bI-1 Seek comfort from familiar adult	1bYT-1 Separate from caregiver in familiar settings	1bOT-1 Identify self as part of a group
	1bI-2 Show anticipation of daily events	1bYT-2 Participate in simple routines with adult support	1bOT-2 Participate in an adult led routine with adult support
		1bYT-3 Look to adult for assistance	1bOT-3 Follow simple rules, with adult reminders
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> • Reach for a familiar adult • Calm when a familiar adult offers comfort • Reach for bottle or food • Begin to cooperate during diaper change, clothing change, and bath time 	<ul style="list-style-type: none"> • Separate from family without distress • Attempt to help dress and feed self • Respond to "no" • Respond to change in adult tone of voice or visual cues 	<ul style="list-style-type: none"> • Tell how they are part of a group, "We are in Miss Lena's class." • Clean up toys with adult prompts • Take turns with adult prompts • Accept redirection from an adult
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> • Promptly respond to cries and reaching • Establish consistent routines for diaper change, clothing change, feeding, etc. 	<ul style="list-style-type: none"> • Help child wave goodbye to family member • Encourage child to assist in dressing, feeding, etc. • Give simple directions that child can easily follow • Talk about simple routines as they occur 	<ul style="list-style-type: none"> • Give your class or group a name and use it during the day, "OK, tadpoles, it's almost time for lunch." • Give simple one-step directions • Establish simple rules using basic and positive wording, "Walk." "Wash hands after you go to the potty," • Keep the same schedule every day, using the same routines • Pair rules and routines with rhymes, songs, etc. • Establish and provide a visual schedule and follow it regularly

SST 1: SOCIAL SYSTEMS

SST1b: Community Belonging: Children will build a sense of belonging to a group and follow its rules.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	<p>1bYP-1 Identify a group they belong to</p> <p>1bYP-2 Comply with schedules and routines throughout their environment</p> <p>1bYP-3 Understand that rules may be different in different places or situations</p> <p>1bYP-4 Display interest in helping others</p>	<p>1bOP-1 Differentiate groups they belong to</p> <p>1bOP-2 Follow routines and schedules</p> <p>1bOP-3 Understand natural and logical consequences for not following rules</p> <p>1bOP-4 Seek out opportunities for leadership</p>
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> Explain, "I'm in Mr. Bill's group." or "Miss Jo is my coach." Repeat parts of the daily schedule in sequence, "We have snack first, then we go outside to play." Transition from one activity to another with minimal adult support Comply with simple rules when reminded, "Walk" or "Use your inside voice." Tell another child, "I can help you carry that." 	<ul style="list-style-type: none"> Describe and compare their class, team, group, etc. to others Tell a friend, "We need to line up now." Explain "It's too loud; we need to use our inside voices." Follow the routine of hanging up jackets after coming in from outside Help set the table for snack or feed the fish
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> Talk about activities and experiences the children do as a group Establish and provide a visual schedule and follow it regularly Give warnings before moving from one activity to another Use the same steps for routines every day, "First we turn on the water, then we use soap, next we rub for 20 seconds..." Establish job/chore responsibilities such as a helper chart 	<ul style="list-style-type: none"> Assign the class or group a name and then use it during transitions. "OK, Blue room, let's line-up to go outside." Discuss significance of rules, schedules, and routines Describe anticipated changes in the schedule or routines, "Tomorrow we are going to have a special visitor." Use natural or logical consequences as often as possible, "If it takes too long to put on our coats, we'll have a shorter amount of time to play outside." or "If you don't wear your mittens, your hands will get cold." Repeat and prompt multi-step directions Provide a visual schedule and follow it regularly



SST 1: SOCIAL SYSTEMS

SST1c: Diversity and Culture: Children will show understanding of how people and customs are alike and different.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	<p>1cI-1 Show enjoyment when adult names or plays games like “peekaboo” or “This Little Piggy”</p> <p>1cI-2 Show interest in others’ differences in appearance</p> <p>1cI-3 Explore culturally diverse music and books, with adult support</p>	<p>1cYT-1 Gaze at self in the mirror</p> <p>1cYT-2 Show curiosity and explore characteristics of others</p> <p>1cYT-3 Participate in music, literature, etc. surrounding holiday, cultural and/or birthday celebrations</p>	<p>1cOT-1 Identify own traits and characteristics</p> <p>1cOT-2 Recognize the way self is the same or different than others</p> <p>1cOT-3 Recognize that people celebrate different events or have different customs</p>
SAMPLING OF CHILDREN’S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> • Smile or laugh at adult who plays “This Little Piggy” or other games that name or play with body parts • Show curiosity and reach for an adult’s glasses or curly hair • Calm or show enjoyment while listening to culturally diverse music • Smile or look interestedly at books with culturally diverse people 	<ul style="list-style-type: none"> • Point to body parts on self, others, and dolls • Reach out to touch another’s hair or face • Sway or show delight in different styles and types of music • While looking at books, respond to “Where’s the baby’s nose?” then, “Where’s your nose?” 	<ul style="list-style-type: none"> • Name or touch body parts when asked • Tell adult that a friend has the same color hair • Ask questions about another friend or adult, “Where’s Eva?” • Participate in rhymes, chants, songs, dances from different cultures • Listen and attend to pictures and books from various cultures
SAMPLING OF PROFESSIONALS’ PRACTICES	<ul style="list-style-type: none"> • Talk about body characteristics during diapering or dressing • Play peekaboo or gentle games that identify body parts such as “This Little Piggy” • Play culturally diverse music • Read books that show with children from different cultures 	<ul style="list-style-type: none"> • Hold child to mirror and point out body parts • Sing and relate finger plays and rhymes from different cultures • Play culturally diverse lullabies or quiet music during nap time • Post pictures of different children and families • Include dolls of differing cultures and abilities in the dramatic play area 	<ul style="list-style-type: none"> • Talk about children’s physical characteristics as they look in mirrors and then draw themselves • Include dress-up clothes, diverse doll babies and props from different cultures in the dramatic play area • Introduce musical instruments from different cultures and play different types of music • Ask children how they recognize special events at their house • Label objects, count or use simple words that reflect the cultures of the children in the group

SST 1: SOCIAL SYSTEMS

SST1c: Diversity and Culture: Children will show understanding of how people and customs are alike and different.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	1cYP-1 Describe own traits and characteristics	1cOP-1 Compare traits and characteristics of self with others
	1cYP-2 Identify differences and similarities in physical characteristics of self and others	1cOP-2 Discuss differences and similarities between themselves and others
	1cYP-3 Identify traditions of family and other cultures	1cOP-3 Show appreciation of own culture or customs
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> • Draw and describe picture of self • Enjoy singing happy birthday or hearing how another child celebrates birthdays • Tell another child, "We do that at our house too." • Ask questions about others' appearance or behavior • Notice how friends look the same or different than them 	<ul style="list-style-type: none"> • Note, "I have really long hair, but Stella's hair is short. She just got it cut." or "Danny and I can run really fast. We both have long legs." • Place themselves in a group or category by attribute, with adult support, "I am going to stand with the boys." • Talk about a recently-attended celebration, "We knocked down the piñata with a great big stick!" • Tell an adult, "We always have a picnic after church." • Tell another child, "My dad takes me to the park after school sometimes."
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> • Ask children to draw self portraits throughout the year, noticing more complex drawings as the year progresses • Play games and routines that highlight similarities "Everyone wearing a red shirt line up." • Include diverse foods during snack • Read books that describe ways in which children celebrate different events • Invite family members to visit and describe special cultural events 	<ul style="list-style-type: none"> • Create books that depict all the children doing something similar, "We Like to Play Outdoors" showing each child doing something different outside • Use graphing activities to notice children's physical characteristics' similarities and differences; graph children's hair or eye color or number of children with long or short hair or number of children wearing shoes, sneakers or boots • Include different skin color paints and paper, and mirrors, for art activities • Add props in the dramatic play area that represent different cultures or cultural celebrations • Play music from different cultures, calling attention to similarities and differences, "Both of those songs are very fast." "This song uses quiet tones; this one uses loud tones."



SST 2: SOCIAL STUDIES CONCEPTS

SST2a: Economics: Children will understand about supply and demand, why people work, money, and community helpers.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	2aI-1 Depend on others to meet needs and wants	2aYT-1 Express wants and needs with simple phrases or gestures	2aOT-1 Request specific strategies to alleviate needs and wants
	2aI-2 Explore costumes and props that represent community helpers	2aYT-2 Engage with costumes and props that represent community helpers	2aOT-2 Recognize community helpers through uniforms and equipment
			2aOT-3 Show understanding of community helper's roles
			2aOT-4 Show an emerging understanding of the purpose of money
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> Vocalize or gesture needs or wants Reach for familiar adult for comfort Gaze at brightly colored uniforms or different textured fabrics 	<ul style="list-style-type: none"> Use phrases like "all gone" or "more" Make a choice when offered two options Put on a firefighter's hat Use a stethoscope on a stuffed animal 	<ul style="list-style-type: none"> Say "I need more milk." Or "I'm wet." Tell an adult, "I want to play with the trains." Select a book to read when offered a few options Put on a helmet during dramatic play and tell a friend, "Firefighters and construction workers both wear helmets." Use props related to occupations during play Use pretend money during dramatic play
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> Respond promptly to children's expressed needs Describe the way in which you are meeting children's needs, "I'm going to change your wet diaper now." 	<ul style="list-style-type: none"> Empower children's decisions by giving either/or choices Make available simple dress-ups and props Describe and ask questions about children's actions when they dress up. "You put on the fire fighter's helmet, are you going to put out the fire?" 	<ul style="list-style-type: none"> Provide opportunities for children to make their own choices, "Which color are you going to paint with, red or blue?" Include prop and costumes for children to act out community helper roles Read books about community helpers Invite community helpers to visit and describe their work

SST 2: SOCIAL STUDIES CONCEPTS

SST2a: Economics: Children will understand about supply and demand, why people work, money, and community helpers.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	<p>2aYP-1 Begin to recognize the difference between wants and needs</p> <p>2aYP-2 Identify various community helpers through their uniforms and equipment</p> <p>2aYP-3 Express understanding of occupations through dramatic play</p> <p>2aYP-4 Demonstrate awareness of the purpose of jobs, money and its exchange</p>	<p>2aOP-1 Realize that people depend on others to have needs met</p> <p>2aOP-2 Describe roles of various community helpers and workers</p> <p>2aOP-3 Describe occupations' roles and purposes</p> <p>2aOP-4 Understand the purpose of saving for tomorrow</p>
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> • Ask for help to tie shoes or to open a juice box • State what he/she wants to be when grown up, even though it may change from day to day • Play store or other pretend activities where money is exchanged for a service • Describe the jobs family adults hold, "My Grandma works at the grocery store." • Get excited when receives a coin for the piggy bank • Tell a friend, "My Mom is going to buy me new shoes when she gets enough money." 	<ul style="list-style-type: none"> • Describe the way police officers can help • Talk about how the dentist checks to make sure their teeth are clean and healthy • Talk about the way money in the piggy bank can be used to purchase something special • Recognize and name coins • Create elaborate play scenarios about community helpers that involve real or make believe props and costumes • Describe the different jobs that familiar adults hold, "My Dad is a plumber and he fixes people's leaks."
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> • Ask, "Where are you going to play today?" • Add community helper costumes to the dramatic play area • Read a book about community helpers, then put out related props • Ask children, "How much do you think that costs?" • Ask family members to visit and talk about their jobs • Invite community business people to read to the children • Acknowledge, "You really want that toy, but we need to wait for another day." 	<ul style="list-style-type: none"> • Talk about the ways in which police officers, fire fighters, doctors, etc. keep us healthy and safe • Add additional props to the dramatic play area to extend children's play • Join in children's play, asking questions to extend their play • Ask children to help count out the money needed to make a purchase • Take a field trip to a local business • Invite community business people to talk about their jobs



SST 2: SOCIAL STUDIES CONCEPTS

SST2b: Geography: Children will identify basic concepts of location and features in the community.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	2bI-1 Explore surroundings and materials in the environment	2bYT-1 Locate familiar objects when given basic directions 2bYT-2 Recognize familiar locations	2bOT-1 Follow requests or instructions that involve direction words or prepositions 2bOT-2 Point out familiar places in the neighborhood 2bOT-3 Use different materials that represent geographical features
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> • Stare at objects within sight • Crawl or scoot to explore objects of interest • Move objects from hand to hand or with legs and feet to learn more 	<ul style="list-style-type: none"> • Find a toy hidden under a blanket when adult says, "Where is the doll?" • Climb onto a chair or off after adult says, "climb up" or "get down" • Show anticipation when approaching home's driveway or school's parking lot 	<ul style="list-style-type: none"> • Play at the sand and water table • Tell an adult, "I see the grocery store." • Say, "That's where I go to school." • Point out, "There's the river." • Follow directions to find and retrieve a ball "under the chair" or "on top of the table" • Participate in a simple obstacle course to go over, under or around
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> • Provide space and time for infants to move around • Rotate objects for children to manipulate and explore • Encourage infants to reach or crawl to a new location • Talk about locations or surroundings, "That chair is really high." 	<ul style="list-style-type: none"> • Describe features in the immediate environment • Play simple hide and seek games • Talk about buildings and landmarks while walking or driving, "There's the red doors; that's your school." • Play games where children move their bodies up, down, around, etc. 	<ul style="list-style-type: none"> • Provide sand and water play opportunities • Provide pictures of various types of land and water • Discuss the various types of land and water and how they are different • Read books about land and water • Point out and name landmarks during walks or outings, "Look at the people boating in the river." • Create an environmental print alphabet or book • Give directions to help a child locate a particular object

SST 2: SOCIAL STUDIES CONCEPTS

SST2b: Geography: Children will identify basic concepts of location and features in the community.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	<p>2bYP-1 Talk about the location of objects, such as near and far</p> <p>2bYP-2 Identify landmarks or places through their logos and signs</p> <p>2bYP-3 Draw pictures of geographical features in the neighborhood</p> <p>2bYP-4 Show interest in geographic tools, such as globes, GPS, or maps</p>	<p>2bOP-1 Use directional terms such as turn left, straight ahead</p> <p>2bOP-1 Name own street, town and/or neighborhood</p> <p>2bOP-1 Create representations of different landforms and landmarks during play</p> <p>2bOP-1 Use geographic tools to identify landmarks in a specific location</p>
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> Identify familiar restaurants, stores, child care, churches and popular icons based on their logos Ask to stop at a certain location by name after seeing a known logo Tell another that grandma lives really far away Announce, "I threw that ball really far." Include trees, flowers or a lake in a drawing of the neighborhood Use a map during play to find the way home Pretend to punch in the coordinates of an address on the GPS 	<ul style="list-style-type: none"> Ask an adult, "Is this the left foot?" while putting on shoes Respond when asked, "Should we turn left or right?" Recite address when asked Use sand to make mountains or water to make rivers or a waterfall Build a tunnel with blocks Use a simple map to go on a treasure hunt Participate in songs/activities that involve different landforms Turn the globe to look for a far-off (or pretend) place during play
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> Read and discuss books about the local environment Visit and discuss prominent features in the local environment Make a picture book of locations frequently visited and share with the child Name/point out locations often visited or that are included on a child's daily route Discuss significance and roles of maps, globes, GPS Provide maps, globes, and digital GPS to explore independently or with adult support Provide materials to create simple maps Include travel guides and books, treasure maps and map reading in dramatic play and block area 	<ul style="list-style-type: none"> Read and discuss books about the local environment Share videos that show the prominent features of different environments Visit and discuss prominent features in the local environment Make a picture book of locations frequently visited and share with the child Point out locations often visited or that are included on a child's daily route Provide maps, globes, and digital GPS to explore independently or with adult support Provide materials to create simple maps Research information about a particular place or location on the internet



SST 2: SOCIAL STUDIES CONCEPTS

SST2c: History: Children will demonstrate an understanding of events and people from the past and present.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	2cI-1 Show anticipation for routine activities	2cYT-1 Show anticipation for scheduled activities	2cOT-1 Describe what happens next in a routine
	2cI-2 Demonstrate beginning understanding of object permanence	2cYT-2 Respond to familiar sequences and routines	2cOT-2 Begin to connect past and present experiences
		2cYT-3 Recognize the end of an activity	2cOT-3 Recognize the beginning and end of an activity
			2cOT-4 Imitate a sequence for a routine during play
			2cOT-5 Show understanding of words that describe time
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> • Show excitement at the sign of a bottle or cup • Look for toy under a blanket • Enjoy playing peekaboo 	<ul style="list-style-type: none"> • Lift arm or leg to help during dressing • Show understanding of what comes next in the daily routine, such as put head down to sleep after book reading • Clap at the end of a song or finger play • Say, "All gone." 	<ul style="list-style-type: none"> • Describe what happens before bed, "First I get my bath, then I brush my teeth, then get into my pajamas." • Put play food in pan, cook, then serve • Say, "I used to do that tomorrow." • Clap at the end of a song • Tell an adult, "I used to cry at the doctor when I was a baby but now I'm big and I don't cry."
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> • Play peekaboo and other disappearing types of games • Describe diaper changing or dressing while you're doing it. • Call attention to missing items, "Here's your blanket; it was hard to find." 	<ul style="list-style-type: none"> • Talk about what happens before and after an activity • Say, "That's the end of the story." when you are finished reading a book • Use language that describes time, such as now, later, tomorrow • Describe what's coming next, "It's about time to eat." 	<ul style="list-style-type: none"> • Describe and label events or things you've done in the present, past and future • Tell stories that begin with "A long, long time ago..." or "Next week we will..." • Compare current pictures of children with ones from when they were babies • Ask the children to tell you what they did at home last night

SST 2: SOCIAL STUDIES CONCEPTS

SST2c: History: Children will demonstrate an understanding of events and people from the past and present.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	2cYP-1 Describe the steps of a routine	2cOP-1 Use the posted schedule to describe the day's activities
	2cYP-1 Recognize how past events relate to their circumstances	2cOP-2 Distinguish between events that happened in the past, present or future
	2cYP-1 Talk about past experiences/events	2cOP-3 Talk about an event that happened or will happen
	2cYP-1 Recall parts of a story or what happened during the day	2cOP-4 Discuss past experiences or events in the correct sequence
	2cYP-1 Use words that indicate time, but they may be inaccurate	2cOP-5 Use time vocabulary with some accuracy
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> • Tell a friend, "First, we get the paper, then we can color." • Ask, "Will we have a snack after we clean up?" • Describe a part of a favorite story • Use the phrase, "When I was a baby...." that indicates understanding of the past • Tell Mom during pick-up, "We played with playdough today." 	<ul style="list-style-type: none"> • Say, "When I have my birthday I will be five." • Tell an adult, "I played at Grandma's yesterday." • Remind a friend that outside time comes after rest • Retell a story in the correct sequence • Describe events that happened in the family, "Dad got sick and had to go to the doctor but he's better now."
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> • Provide opportunities for children to talk about or draw a memory • Ask children to draw pictures of what they looked like when they were a baby and what they might look like when they're grown up • Pause during reading a familiar story and ask, "What happens next?" • Act out the sequence of a story • Use time-related vocabulary to describe routines and the schedule, "We have circle time at 10:00" or "We go to soccer shots on Wednesday afternoon." 	<ul style="list-style-type: none"> • Ask children to predict what might happen if.... • Examine change over time; look at pictures that show the sequence of a caterpillar turning into a butterfly or a seed sprouting • Use a countdown calendar to prepare for an upcoming event • Remind children of what comes next in the daily schedule. "We just had snack so now it's time to read a story." Or ask, "We just had snack; what comes next?" • Recall events in stories, "Let's talk about the book we read yesterday. Remember when...."



Adaptations and Accommodations for Children with Unique Needs

Environment

- Include dolls, books and puppets that show people with differing abilities and different cultures.
- Display family photos and make a family tree.
- Provide a quiet space for children who need a break.
- Use visual reminders for boundaries (tape on the floor, stop signs, etc.).
- Label objects in multiple languages that reflect those of the children.

Daily Schedule and Routines

- Use a picture schedule to help children anticipate the order of the day.
- Modify the length of activities to reflect individual children's attention spans.
- Incorporate activities that reflect different cultures.
- Walk through or explain the sequence of events before an activity or outing.
- Embed music from different cultures throughout the day for a calming effect.
- Establish consistent and dependable rules and routines.

Materials

- Include real objects and artifacts like pots and pans or costumes in the dramatic play area.
- Use stories that have been designed specifically for the child and describe familiar people or customs.
- Post pictures of children completing steps for familiar routines.
- Use real pictures to reinforce discussion topics.
- Utilize video examples of community helpers, celebrations, etc. to illustrate concepts.
- Make family photo albums with real pictures to practice naming family members.

Instruction and Activities

- Teach children the routines they will be expected to follow.
- Give directions one small step at a time.
- Use visual supports or scripted stories to help explain and describe concepts such as community workers or purchasing.
- Use picture schedules to show classroom jobs.
- Learn some key words for children's routines and basic activities in their native language.
- Invite family volunteers to share cultural customs.



A cultural enrichment approach uses families' home cultures as their foundation. When young children see themselves and their family reflected in the language, books, dress-ups, food, and customs of their early learning program, their self-concepts and personal identities are enhanced. They are more likely to feel understood and to interact positively with others. Look beyond your materials and environment and determine ways in which you can learn more about families' culture that can be incorporated into your early learning program.

A Sampling of Foundational Practices

Environment and Materials

- Display real photos of the children and their family members.
- Include toys and objects that reflect different cultures, such as musical instruments, books and dress-ups.
- Include and use mirrors for children to view themselves and others, noticing similarities and differences.
- Add community helper costumes, puppets, books, photos.
- Include real pictures of different land types or parts of the world.
- Add globes and maps to different learning areas.
- Provide pretend money or ways to act out purchasing and money exchange.

Instruction

- Help children learn their full names, address and phone number.
- Include celebrations from different parts of the world.
- Take children on neighborhood walks, discussing the scenery and its changes from day to day; week to week.
- Include recycling and conservation in your daily routines.
- Read books, and include them in your library, that depict different types of families and cultures.
- Create a few positively-worded rules for children to follow.
- Use a calendar with children to talk about and record experiences and upcoming events, NOT for rote learning of days and months,

Children's Books

- The Colors of Us by Karen Katz
- Families by Ann Morris
- A Rainbow All Around Me by Sandra Pinkney
- All Are Welcome by Alexandra Penfold
- The Big Umbrella by Amy June Bates
- Whoever You Are by Mem Fox
- Big Mama's by Donald Crews
- Tractor Mac Teamwork by Billy Steers
- City Green by DyAnne DiSalvo-Ryan
- Where Do I Live? by Neil Chesanow
- Whoever You Are by Mem Fox
- A Handful of Buttons by Carmen Parets Luque
- Follow that Map by Scot Ritchie
- More, More, More Said the Baby by Vera Williams
- Growing Vegetable Soup by Lois Ehlert
- Farmer Duck by Martin Waddell
- A Chair for My Mother by Vera Williams
- Ox Cart Man by David Hall and Barbara Cooney
- If You Give a Mouse a Cookie by Laura Numeroff
- Two Homes by Clari Masurel
- What Grandmas/Grandpas Do Best by Laura Numeroff Joffe

Adult Resources

- Social Studies in Preschool? Yes! By Ann S. Epstein, Young Children, March 2014.
- Social Studies in Today's Early Childhood Curriculum. 2005. NAEYC. Beyond the Journal. September 2005
- NAEYC (2009). Where We Stand: On responding to cultural and linguistic diversity
- Scholastic: Teaching Diversity: A Place to Begin
- Infant Toddler Social Studies: Activities to Develop a Sense of Self by Carla Goble
- Creating Diversity-Rich Environments for Young Children by Angèle Sancho Passe

Family Engagement

- Invite family or community members to talk about their jobs.
- Invite family members to share their customs or traditions.
- Send home brief lists of books, songs and finger plays that have been shared.
- Encourage children to draw pictures of their family while at home and bring them to school for display.