

Social-Emotional Development: Age 4– 5/Not Yet in Kindergarten

SENSES OF IDENTITY AND BELONGING

1 Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests 1

- a Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people. 1.A

2 Child expresses confidence in own skills and positive feelings about self. 2

- a Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and a trusted adult. 2.A
- b With or without a trusted adult’s prompting, makes increasing number of contributions to group discussion and may share ideas. 2.B

3 Child has a sense of belonging to family, community, and other groups. 3

- a Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by a trusted adult or peer. 3.A

EMOTIONAL FUNCTIONING

4 Child expresses a broad range of emotions and recognizes these emotions in self and others. 4

- a Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassment or worry. 4.A
- b Communicates to describe own feelings when prompted and may at times communicate without prompting, such as communicating “Don’t be mad” when engaged in play with other children. 4.B

5 Child expresses care and concern toward others. 5

- a Consistently pays attention when others are distressed and often responds with care, either by seeking out trusted adult support or providing reassurance or support themselves. 5.A

6 Child manages emotions with increasing independence. 6

- a Expresses feelings in ways that are appropriate to the situation according to their life experience and cultural beliefs. 6.A
 - b Looks for adult assistance when feelings are most intense. 6.B
 - c With adult support, uses a variety of coping strategies to manage emotions, such as using words or taking a deep breath. 6.C
-

RELATIONSHIPS WITH A TRUSTED ADULT

7 Child engages in and maintains positive relationships and interactions with a trusted adult. 7

- a Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these trusted adults with minimal distress when in a familiar setting. 7.A
 - b Initiates interactions with trusted adults and participates in longer and more reciprocal interactions with both trusted and new adults. 7.B
-

8 Child engages in prosocial and cooperative behavior with trusted adult. 8

- a Engages in prosocial behavior with a trusted adult and usually responds to trusted adult requests and directions without significant assistance or prompting. 8.A
 - b Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with support, such as being given reminders to use a quiet voice or follow directions. 8.B
-

RELATIONSHIPS WITH OTHER CHILDREN

9 Child engages in and maintains positive interactions and relationships with other children. 9

- a Sustains interactions with other children more often and for increasing periods of time. 9.A
 - b With and without prompting from a trusted adult, demonstrates prosocial behaviors with other children. 9.B
 - c Likely to show at least some preference for playing with particular children. 9.C
-

10 Child engages in cooperative play with other children. 10

- a Cooperatively plays with other children in an increasingly coordinated way. 10.A
- b Works with other children to make plans for what and how they will play together. 10.B
- c When given the opportunity, coordinated play periods get longer. 10.C

11 Child uses basic problem-solving skills to resolve conflicts with other children. 11

- a Sometimes recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. 11.A
- b Although simple conflicts may be resolved without trusted adult assistance, may seek out or need trusted adult support in more challenging moments. 11.B