



Excerpt - Standards: Social and Emotional Development

This document is an excerpt of Early Learning and Development Standards from [CT ELDS Main: What Children Birth to 5 Should Know and Be Able To Do](#)

Connecticut Office of Early Childhood, 2014

Social and Emotional Development

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Learning Progression	Indicators <i>This is evident, for example, when children:</i>	Indicators <i>This is evident, for example, when children:</i>	Indicators <i>This is evident, for example, when children:</i>	Indicators <i>This is evident, for example, when children:</i>	Indicators <i>This is evident, for example, when children:</i>	Indicators <i>This is evident, for example, when children:</i>	Indicators <i>This is evident, for example, when children:</i>
Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.							
Trusting Relationships	SE.6.1 Attend and respond to familiar adults and are able to be soothed when distressed	SE.12.1 Prefer primary caregiver(s) to others and usually accept guidance from trusted adults	SE.18.1 Look to trusted caregivers for cues about how to respond to their environment for comfort and support	SE.24.1 Use familiar adults as secure base through behaviors such as glancing back at caregiver while playing	SE.36.1 Approach caregivers for support and comfort, particularly during stressful or frustrating situations	SE.48.1 Engage in interactions with less familiar adults	SE.60.1 Seek help and approval from a wider array of adults in trusted roles
Managing Separation	SE.6.2 Show recognition of familiar faces and awareness if someone is a stranger	SE.12.2 Display preference for trusted adults which may include exhibiting fear and protesting at separation	SE.18.2 Display attachment to trusted adults and feelings of security which may include a fear of strangers and new and unfamiliar places	SE.24.2 Manage routine separations from caregivers with little distress and calm quickly after a separation	SE.36.2 Manage most separations without distress and adjust to new settings with support from a trusted adult	SE.48.2 Manage most separations without distress and adjust to new settings in the presence of trusted adult	SE.60.2 Through expanding relationships with adults (e.g., teacher, play group leader, friends' caregivers), exhibit comfort in exploring more new settings, although they may need to periodically check-in with a familiar adult
Strand B: Early learning experiences will support children to develop self-regulation.							
Regulation of Emotions and Behavior	SE.6.3 In addition to being comforted by familiar adult, can also get comfort from sucking thumb, fist, or pacifier	SE.12.3 Have ways to comfort self, which may involve items such as a stuffed animal or a special blanket that help them feel safe and secure	SE.18.3 Show increasing regulation through daily routines, activities and familiar adults	SE.24.3 With adult assistance, find comfort in rituals and routines. May use special comfort object to self-soothe (especially at nap time)	SE.36.3 With adult support, use self-soothing techniques to calm	SE.48.3 Use strategies to self-soothe with limited adult support	SE.60.3 Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family SE.60.4 Demonstrate increased ability to consider the social standards of the environment when responding to their emotional state

Strand B: Early learning experiences will support children to develop self-regulation (continued)

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Regulation of Impulses and Behavior	SE.6.4 Respond to having needs met (e.g., is comforted by being picked up or fed)	SE.12.4 Respond to adult interactions, including tone of voice, expression and gestures (e.g., shaking head and frowning)	SE.18.4 Respond to adult guidance to accept an alternative to initial desire or impulse (e.g., a truck from the shelf vs. one another child has, food choices)	SE.24.4 Accept some redirection from adults	SE.36.4 Begin to control behavior by responding to choice and limits provided by an adult	SE.48.4 With adult guidance and support, wait for short period of time to get something wanted (e.g., waiting for turn with a toy or waiting for next step in daily routine)	SE.60.5 Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and support
		SE.12.5 Show anticipation and respond to familiar routines in their lives	SE.18.5 Within the context of a responsive adult relationship, will begin to tolerate a brief wait for needs to be met SE.18.6 Show anticipation of next step in daily routine (e.g., reaches or signs for bib when placed in high chair)	SE.24.5 Is aware of typical routine and shows some understanding of rules, but may need adult support	SE.36.5 Make transitions and follow basic routines and rules with adult supervision	SE.48.5 Make transitions and follow basic schedule, routines and rules with occasional reminders	SE.60.6 Initiate previously taught strategies to help delay gratification (e.g., sets up turn-taking with a peer, finds a book to read while waiting for a special activity) SE.60.7 Recall and follow daily routines with little support, including adapting to changes in rules and routines

Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.

Emotional Expression	SE.6.5 Display varied responses (e.g., will smile or kick when a caregiver interacts with them. May stiffen when something displeases them, or may turn away from something they dislike)	SE.12.6 Express basic emotions (e.g., sadness, frustration, anger) through facial expressions, movements, crying, smiling, laughing	SE.18.7 Express emotions through physical means such as hugging, throwing. May be cooperative or uncooperative and look to adult for reaction	SE.24.6 Express more complex emotions (e.g., excitement, embarrassment, pride, sadness) and begin to communicate feelings (although this remains an emerging skill which is only partially effective)	SE.36.6 Begin to communicate about feelings, including the cause and reaction to these feelings (e.g., "I miss my mommy. I sad," "He mad you took his toy." "I sad so Papa hug me.")	SE.48.6 Express emotions experienced in typical daily routines (e.g., frustration at waiting, excitement about a favored activity, pride) through language and gesturing rather than physical ways	SE.60.8 Describe emotions and feelings to trusted adults and peers
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Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions (continued).

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Recognition and Response to Emotions in Others	SE.6.6 React to different emotions of familiar adults (e.g., smile and coo at smiling faces, turn away from sad faces)	SE.12.7 Notice feelings of others. (e.g., may frown when another baby is crying or be upset if hears yelling)	SE.18.8 Recognize basic feelings in self and others SE.18.9 Begin to respond to others' feelings and show interest in them. Show awareness of when an adult is pleased or upset with behavior	SE.24.7 Recognize and respond to basic feelings in others (e.g., gives item to peer who is upset)	SE.36.7 Label a variety of emotions in pictures and others' expressions SE.36.8 Show awareness of appropriate responses to the emotional state of others (e.g., may occasionally comfort someone who is upset or may nurture a doll during dramatic play)	SE.48.7 Recognize, label and respond to a wide variety of emotions in others	SE.60.9 Recognize and show acknowledgement of the feelings, needs and rights of others through behavior (e.g., say "thank you," share with others, notice issues of fairness) SE.60.10 Begin to understand that different people may have different emotional reactions

Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.

Sense of self	SE.6.7 React when hearing their own name through movement or expressions	SE.12.8 Consistently respond to their name	SE.18.10 Demonstrates self-awareness through response to name and use of "me" and "mine"	SE.24.8 Identify own family members by relationship and/or name	SE.36.9 Identify self, family members, teacher and some peers by name	SE.48.9 Refer to themselves by first and last name and identify some characteristics (e.g., gender, hair color, etc.) and skills	SE.60.11 Identify themselves as an individual and a part of a group by sharing individual characteristics and roles within the group (e.g., name family members and roles, name team members or classmates)
	SE.6.8 Begin to realize their hands and feet belong to them and explore them as well as face, eyes and mouth	SE.12.9 Show awareness of body parts of self and others	SE.18.11 Recognize self in mirror				
Personal Preferences	SE.6.9 Express preferences for familiar people and some objects. (e.g., stop crying more quickly with a familiar person; move their legs, arms and smile at a familiar person)	SE.12.10 Develop preferences for food, objects, textures. May reject non-preferred items (e.g., pushing them away)	SE.18.12 Begin to communicate own likes and dislikes	SE.24.9 Use words and/or gestures to express interests (e.g., points and says, "Look, airplane.")	SE.36.10 May want to keep what belongs to them close by and often will not want to share	SE.48.10 Recognize and describe themselves in terms of basic preferences	SE.60.12 Describe self by referring to preferences, thoughts and feelings

Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence (continued).						
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years
Self-Concept and Competency		SE.12.11 Demonstrate anticipation of results from own actions (e.g., drops toy so adult will pick it up, repeats action that makes loud noise)	SE.18.13 Show confidence when supported to complete familiar tasks and will attempt new tasks with adult support	SE.24.10 Complete simple familiar tasks with confidence (e.g., puts on article of clothing). Engage in new experiences with support from a familiar adult	SE.36.11 Regularly engage in familiar tasks. Begin to show independence by frequently attempting to do things on their own even when tasks are difficult for them	SE.48.11 Demonstrate confidence in a range of activities, routines and tasks and take initiative in attempting unfamiliar tasks
		SE.12.12 Respond to own actions with pleasure (e.g., coos, laughs)	SE.18.14 React positively (e.g., smiles, claps) to accomplishments		SE.36.12 Express feeling of pleasure over accomplishment and share this with others (e.g., "Look what I made.")	
						SE.60.13 Demonstrate increased confidence and a willingness to take risks when attempting new tasks and making decisions regarding activities and materials
						SE.60.14 Show pride in accomplishments and abilities
Strand E: Early learning experiences will support children to develop social relationships.						
Adult Relationships (see note below)	SE.6.10 Respond differently to different people. Respond to familiar people by smiling, cooing and moving their body	SE.12.13 Engage in social interactions not connected to getting physical needs met (e.g., peek-a-boo, performing, copying others and babbling)	SE.18.15 Show affection or shared attention (e.g., pointing out something of interest) to an increasing number of familiar people	SE.24.11 Enjoy games and other social exchanges with familiar adults. May seek out repeated patterns of interaction	SE.36.13 Enjoy sharing new experiences with familiar adults	SE.48.12 Communicate with familiar adults and accept or request guidance
	SE.6.11 Show interest in interacting with others. May gain an adult's attention and wait for a response	SE.12.14 Notice the activity of adults and other children and attend closely				

Note: Caregivers guide children during interactions with them, as well as other adults. Therefore, these markers of social relationships with adults are highly dependent upon child temperament, the adult temperament and the adult's guidance and regulation of the interplay.

Strand E: Early learning experiences will support children to develop social relationships (continued).

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Play/ Friendship	SE.6.12 Notice other children and may touch, smile or coo to them	SE.12.15 Watch actions of other children but does not join the play. May stay in proximity, make eye contact and babble	SE.18.16 Show interest in children who are playing nearby and may interact with them briefly	SE.24.12 Show interest in what other children are doing and play alongside them with similar materials	SE.36.14 Seek out other children and will interact with other children using common materials SE.36.15 Show preference for certain peers over time although these preferences may shift	SE.48.13 Interact with one or more children (including small groups) beginning to work together to build or complete a project SE.48.14 Interact with a variety of children in the program	SE.60.16 Cooperate with peers through sharing and taking turns SE.60.17 Show increasing investment in the responses and friendship of peers and modify behavior to enhance peer relationships SE.60.18 Seek help from peers and offer assistance when it is appropriate
Conflict Resolution						SE.48.15 Seek and accept adult help to solve conflicts with peers	SE.60.19 Engage in developing solutions and work to resolve conflict with peers