



**Ohio's Early Learning & Development Standards:  
Birth to Kindergarten Entry**

## Table of Contents

<b>Social and Emotional Development</b> .....	S2
Learning and Development Progression .....	S3
Self	
Awareness and Expression of Emotion .....	S4
Self-Concept .....	S6
Self-Comforting .....	S8
Self-Regulation .....	S9
Sense of Competence .....	S11
Relationships	
Attachment .....	S12
Interactions with Adults .....	S15
Peer Interactions and Relationships .....	S17
Empathy .....	S20

## Standards' Purpose and Five Domains

The Standards support the development and well-being of young children to foster their learning.

*Ohio's Early Learning & Development Standards* present a continuum of learning and development from birth to age five in each of five domains:

- Approaches Toward Learning
- Cognition and General Knowledge
- Language and Literacy
- Physical Well-Being and Motor Development
- Social and Emotional Development

Because the infant/toddler years are marked by rapid developmental change, the Standards are divided into three meaningful transitional periods: Infants (birth to around 8

months), Young Toddlers (6 to around 18 months), and Older Toddlers (16 to around 36 months). The Standards during the pre-kindergarten years (3-5 years), describe those developmental skills and concepts children should know and be able to do at the end of their pre-kindergarten experience.

## Organization of the Standards

The Standards within each domain are organized according to strands: the developmental or conceptual components within each domain. Each strand contains one or more topics, the area of focus within each strand, and the standard statements: those concepts and skills children should know and be able to do for the different age groups.

Some topics reflect learning and development across the birth-to-five continuum, with Standards for all age levels: infants, young toddlers, older toddlers, and Pre-K, while other topics pertain only to a specific age.

For example, some knowledge and skills – the ability to identify and describe shapes or skills related to social studies and science – emerge in preschool. Topics that address those competencies include Standards only at the Pre-K level. Other topics such as Self Comforting and Social Identity have Standards only at the infant-toddler levels, because these foundational skills developed during the early years lead to more specific competencies at the preschool level.

Each domain also contains a Learning and Development Progression which shows at a glance what skills are developed by children and when.

**Download All Five Domains at [earlychildhoodohio.org](http://earlychildhoodohio.org)**

## Social and Emotional Development

The Standards for Social and Emotional development involve behaviors that reflect children's emotional growth and their growing ability to successfully navigate their social worlds through interactions with teachers and peers. These Standards include a focus on children's developing abilities to regulate attention, emotions, and behavior, and to establish positive relationships with familiar adults and with peers. Research indicates that early skills of social competence and self-regulation are foundational to children's long-term academic and social success (National Research Council, 2008).

### Strands in the Social and Emotional Domain

 Self

 Relationships



**STRAND**

**Infants/Toddlers Self**

**TOPICS**

- Awareness and Expression of Emotion .....
- Self-Concept .....
- Self-Comforting ]
- Self- Regulation ] .....
- Sense of Competence .....

**Pre-Kindergarten Self**

- Awareness and Expression of Emotion
- Self-Concept
- Self-Regulation
- Sense of Competence

**STRAND**

**Infants/Toddlers Relationships**

**TOPICS**

- Attachment .....
- Interactions with Adults .....
- Peer Interactions and Relationships .....
- Empathy .....

**Pre-Kindergarten Relationships**

- Attachment
- Interactions with Adults
- Peer Interactions and Relationships
- Empathy



STRAND | **Self**

TOPIC | **Awareness and Expression of Emotion**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p><b>STANDARD STATEMENT</b> Express a variety of emotions (contentment, distress, happiness, sadness, surprise, dislike, anger and fear) through facial expressions, gestures, movement and sounds.</p> <p><b>EXAMPLES</b> Expresses sadness, fear or distress by crying, kicking legs and stiffening body.</p> <p>Coos when feeling comfortable.</p> <p>Expresses joy by waving arms and kicking legs.</p> <p>Spits out things or turns head to show dislike.</p> <p>Smiles or laughs when interacting with caregiver.</p>	<p><b>STANDARD STATEMENT</b> Communicate emotions purposefully and intentionally, nonverbally and possibly with a few familiar words including complex emotions such as happiness, sadness, surprise, dislike, anger, and fear.</p> <p><b>EXAMPLES</b> Shows affection for caregiver by hugging her.</p> <p>Expresses fear of unfamiliar people by moving near caregiver.</p> <p>Shows anger by grabbing a toy that was taken from her out of the other child's hands.</p> <p>Expresses sadness by clinging to teacher as he leaves.</p> <p>Expresses fear by crying.</p> <p>Turns away from interactions that she finds to be too intense, then turns back to continue interacting when ready.</p> <p>Expresses jealousy when caregiver holds another child by trying to squish onto her lap too.</p>	<p><b>STANDARD STATEMENT</b> Show awareness of own emotion and use nonverbal and/or verbal ways to express complex emotions such as pride, embarrassment, shame and guilt.</p> <p><b>EXAMPLES</b> Hides her face in her hands when feeling embarrassed.</p> <p>Expresses frustration through tantrums.</p> <p>Expresses pride by clapping or saying, "I did it."</p> <p>Uses words to express how he is feeling such as, "Sad."</p> <p>Acts out different emotions during play by pretending to cry or coo like a baby.</p>	<p><b>STANDARD STATEMENT</b> Recognize and identify own emotions and the emotions of others.</p> <p><b>EXAMPLES</b> Tells teacher, "Juanita was sad because she thought her mom wasn't coming."</p> <p>Identifies the emotion a character is feeling in a story.</p>



STRAND | **Self** (continued)

TOPIC | **Awareness and Expression of Emotion** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT <b>Communicate a range of emotions in socially accepted ways.</b></p> <p>EXAMPLES Expresses feelings through words, play or artistic representation.</p> <p>Uses props, such as posters, puppets and dolls to assist in identifying and expressing emotions.</p> <p>Manages negative emotions by telling peer, "I am mad because you took my book."</p> <p>Tells teacher, "I don't like it when Angelica hits me."</p>



STRAND | **Self** (continued)

TOPIC | **Self-Concept**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p><b>STANDARD STATEMENT</b>  <b>Begin to understand self as a separate person from others.</b></p> <p><b>EXAMPLES</b>            Experiments with moving own body.</p> <p>Watches her own hands with fascination.</p> <p>Uses hands to explore different parts of own body.</p> <p>Smiles at mirror image, even though she doesn't recognize it as an image of herself.</p> <p>Reacts to hearing her name.</p> <p>Cries when teacher leaves the room.</p>	<p><b>STANDARD STATEMENT</b>  <b>Recognize self as a unique person with thoughts, feelings and distinct characteristics.</b></p> <p><b>EXAMPLES</b>            Identifies a few parts of the body.</p> <p>Recognizes self in mirrors and in photos.</p>	<p><b>STANDARD STATEMENT</b>  <b>Show awareness of themselves as belonging to one or more groups.</b></p> <p><b>EXAMPLES</b>            Points to and names self and members of family in a photograph.</p> <p>Points to different body parts when teacher names them, and names a few body parts by himself.</p> <p>Says, "Big girl," when referring to herself.</p> <p>Refers to self by name, or with the pronouns "me" and "I."</p>	<p><b>STANDARD STATEMENT</b>  <b>Identify the diversity in human characteristics and how people are similar and different.</b></p> <p><b>EXAMPLES</b>            Tells his teacher, "I'm a boy and my sister is a girl."</p> <p>Notices a child with a physical disability and responds with questions or curiosity.</p>



STRAND | **Self** (continued)

TOPIC | **Self-Concept** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
		<p><b>STANDARD STATEMENT</b> <b>Identify own feelings, needs and interests.</b></p> <p><b>EXAMPLES</b> Make simple, obvious comparisons between self and others.</p> <p>Claims everything he wants as "mine."</p> <p>Says, "No!" to assert self.</p>	<p><b>STANDARD STATEMENT</b> <b>Compare own characteristics to those of others.</b></p> <p><b>EXAMPLES</b> Communicates, "I have straight hair and she has curly hair."  Says, "I have a mommy and daddy but Angie has a mommy and a grandma."  While using her wheelchair communicates, "I can go faster than you!"</p>





STRAND | **Self** (continued)

TOPIC | **Self-Comforting**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p><b>STANDARD STATEMENT</b>  <b>Comfort self in simple ways and communicate needs for help through vocalizations and gestures.</b></p> <p><b>EXAMPLES</b>            Cries when hungry, tired, wet, overwhelmed, or scared.</p> <p>Calms self when upset by sucking on fingers or hand.</p> <p>Turns away or yawns when feeling over-stimulated.</p> <p>Focuses on a nearby object when feeling overwhelmed.</p> <p>Moves towards an adult who provides comfort.</p>	<p><b>STANDARD STATEMENT</b>  <b>Comfort self in a variety of ways.</b></p> <p><b>EXAMPLES</b>            Uses comfort objects, such as a special blanket or a stuffed animal, to help calm down.</p> <p>Tries to control distress by hugging self, rocking and/or sucking thumb.</p> <p>Uses gestures or simple words to express distress and seeks specific kinds of assistance from teachers in order to calm self.</p>	<p><b>STANDARD STATEMENT</b>  <b>Anticipate the need for comfort and try to prepare for changes in routine.</b></p> <p><b>EXAMPLES</b>            Continues to rely on adults for reassurance and help in controlling feelings and behavior.</p> <p>Reenacts emotional events through play.</p> <p>Asks for food when hungry.</p> <p>Gets blanket and lies down in the quiet corner when sleepy.</p> <p>Says, "Can you rub my back?" when having trouble settling down for a nap.</p> <p>Actively participates in naptime routines such as retrieving a blanket.</p>	



STRAND | **Self** (continued)

TOPIC | **Self-Regulation**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p><b>STANDARD STATEMENT</b> <b>Express and act on impulses.</b></p> <p><b>EXAMPLES</b> Cries when hungry until adult feeds him.</p> <p>Sleeps when tired.</p> <p>Explores how someone’s hair feels by pulling it.</p>	<p><b>STANDARD STATEMENT</b> <b>Respond positively to limits and choices offered by adults to help guide behavior.</b></p> <p><b>EXAMPLES</b> Complies with limits that are set by caregiver such as walking in the room, although inconsistently.</p> <p>Makes a choice when offered by teacher such as, “You may hold my hand or walk by my side.”</p> <p>Recovers quickly and is able to play soon after a tantrum.</p>	<p><b>STANDARD STATEMENT</b> <b>With modeling and support, manage actions and emotional expressions.</b></p> <p><b>EXAMPLES</b> Uses a few simple words and simple dramatic play to describe and control impulses and feelings.</p> <p>Pushes or hits another child who takes his toy and stops when the teacher tells him to stop.</p> <p>Remembers some strategies to calm and control behavior, but may frequently forget and test boundaries.</p> <p>Follows one-step directions.</p>	<p><b>STANDARD STATEMENT</b> <b>Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.</b></p> <p><b>EXAMPLES</b> Describes a personal accomplishment with delight.</p> <p>Accepts reminder about play ending and cleans up.</p> <p>Asks for teacher to help with computer game and waits until teacher finishes book to help him.</p> <p>Moves from one activity to another with minimal adult support.</p> <p>Withdraws to a quiet, safe place to calm down after an altercation with another child.</p> <p>Follows the rules and routines in classroom and other settings with reminders.</p>



STRAND | **Self** (continued)

TOPIC | **Self-Regulation** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT <b>Demonstrate the ability to delay gratification for short periods of time.</b></p> <p>EXAMPLES Demonstrates strategies for waiting such as not looking at the desired item.</p> <p>Distracts herself by singing, rocking or making faces.</p>
			<p>STANDARD STATEMENT <b>With modeling and support, show awareness of the consequences for his/her actions.</b></p> <p>EXAMPLES Says, "We walk inside so we won't bump into other people."</p> <p>Tells a friend, "If you leave the caps off the markers, they dry out."</p>



STRAND | **Self** (continued)

TOPIC | **Sense of Competence**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p><b>STANDARD STATEMENT</b> <b>Act in ways to make things happen.</b></p> <p><b>EXAMPLES</b> Shakes rattle over and over again to hear the sound.</p> <p>Touches a toy to make the music come on again after the music has stopped.</p> <p>Looks at the teacher when crying to have needs met.</p>	<p><b>STANDARD STATEMENT</b> <b>Show a sense of satisfaction when making things happen.</b></p> <p><b>EXAMPLES</b> Points at a toy she wants and smiles with satisfaction when the teacher hands it to her.</p> <p>Rolls a toy car back and forth, pushes it really hard, and squeals with delight while chasing it.</p> <p>Smiles and claps hands when successfully climbs the steps.</p>	<p><b>STANDARD STATEMENT</b> <b>Recognize own abilities and express satisfaction when demonstrating them to others.</b></p> <p><b>EXAMPLES</b> Insists, "Me do it!" when teacher tries to help.</p> <p>Says, "Look what I made you," and smiles as he gives the teacher a picture he painted.</p> <p>Shouts, "Teacher, watch me!" before starting down the slide on the playground.</p>	<p><b>STANDARD STATEMENT</b> <b>Show confidence in own abilities and accomplish routine and familiar tasks independently.</b></p> <p><b>EXAMPLES</b> Says, "I couldn't pour my own milk when I was little."</p> <p>Smiles when putting a floor puzzle together and states, "I'm good at this."</p> <p>Exclaims, "Look at me," when opening his own milk by himself.</p>



STRAND | Relationships

TOPIC | Attachment

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p><b>STANDARD STATEMENT</b> Initiate interactions and seek close proximity to familiar adults who provide consistent nurturing.</p> <p><b>EXAMPLES</b> Turns toward the sight, smell or sound of mom over that of an unfamiliar adult.</p> <p>Stops crying upon seeing a face or hearing a voice.</p> <p>Makes eye contact and lifts arms to be picked up.</p> <p>Smiles when approached by a teacher more often than when approached by an unfamiliar adult.</p> <p>Babbles back and forth with a teacher.</p> <p>Seeks comfort from a familiar adult when crying.</p>	<p><b>STANDARD STATEMENT</b> Explore environment in the presence of familiar adults with whom they have developed a relationship over an extended period of time.</p> <p><b>EXAMPLES</b> Displays anxiety when an unfamiliar adult gets close.</p> <p>Looks for cues from the person she is attached to when unsure if something is safe.</p> <p>Plays confidently when the person she is attached to is in the room, but crawls or runs to her when frightened.</p>	<p><b>STANDARD STATEMENT</b> Display signs of comfort during play when familiar adults are nearby but not in the immediate area.</p> <p><b>EXAMPLES</b> Calls, "Papa!" from across the room while playing with blocks to make sure that her papa is paying attention to her.</p> <p>Plays in the sensory table independently, but checks to make sure the teacher is near.</p>	<p><b>STANDARD STATEMENT</b> Express affection for familiar adults.</p> <p><b>EXAMPLES</b> Greets teacher upon arrival with hug.</p> <p>Asks to sit at Mr. Steve's table.</p> <p>Asks to hold teacher's hand during walk.</p> <p>Makes gifts for parent.</p> <p>Smiles when saying to another child, "I like my teacher."</p> <p>Asks Ms. Amy to help build a road in the sand box.</p>



**STRAND | Relationships** (continued)

**TOPIC | Attachment** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
	<p><b>STANDARD STATEMENT</b>  <b>Seek close proximity to familiar adults for security and support, especially when distressed.</b></p> <p><b>EXAMPLES</b>            Cries out, looks sad or follows after when teacher leaves the room.</p> <p>Stays close to teacher at drop-off after parent leaves.</p>	<p><b>STANDARD STATEMENT</b>  <b>Seek security and support from familiar adults when distressed.</b></p> <p><b>EXAMPLES</b>            Cries to be picked up when hurt.</p> <p>Gestures for one more hug as her daddy begins to leave.</p> <p>Says, "You do one and I do one," when asked to put books away before separating from mom in the morning, in order to get her to stay a bit longer.</p>	<p><b>STANDARD STATEMENT</b>  <b>Seek security and support from familiar adults in anticipation of challenging situations.</b></p> <p><b>EXAMPLES</b>            Seeks teacher's comfort when distressed.</p> <p>Asks teacher to watch out the window for mom with him as he waits to be picked up for a dentist appointment.</p> <p>Seeks reassurance from the teacher when scared by a story by asking, "That's just pretend, right?"</p>
	<p><b>STANDARD STATEMENT</b>  <b>Imitate familiar adults.</b></p> <p><b>EXAMPLES</b>            Imitates adult's sounds when babbling.</p> <p>Holds toy phone to ear.</p> <p>Tries to copy motions to familiar finger plays.</p>		<p><b>STANDARD STATEMENT</b>  <b>Separate from familiar adults in a familiar setting with minimal distress.</b></p> <p><b>EXAMPLES</b>            Says goodbye to parent upon arriving at school and becomes involved in the life of the classroom with peers and/or activities.</p> <p>Smiles and greets abuela (grandma) when picked up from classroom.</p>



STRAND | **Relationships** (continued)

TOPIC | **Attachment** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
	<p>STANDARD STATEMENT <b>Initiate play with familiar adults.</b></p> <p>EXAMPLES Hands a favorite book to the caregiver.</p> <p>Takes one toy phone to the caregiver and puts the other to his ear.</p>		



STRAND | Relationships (continued)

TOPIC | Interactions with Adults

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p><b>STANDARD STATEMENT</b> Initiate and engage in reciprocal (mutual give and take) interactions with familiar adults.</p> <p><b>EXAMPLES</b> Matches the facial expressions of an adult.</p> <p>Turns toward the sight, smell or sound of a familiar teacher over that of an unfamiliar adult.</p> <p>Coos or babbles in response to teacher’s vocalizations.</p> <p>Follows adult’s gaze to look at a toy.</p> <p>Exhibits wariness, cries or turns away when approached by an unfamiliar adult.</p>	<p><b>STANDARD STATEMENT</b> Participate in routines and experiences that involve back and forth interaction with familiar adults.</p> <p><b>EXAMPLES</b> Takes caregiver’s hands and rocks forward and backward saying, “Row, row,” as a way of asking her to sing “Row, Row, Row Your Boat.”</p> <p>Cooperates during a diaper change by lifting his bottom.</p> <p>Shows a toy to her caregiver, and later gives a toy to her caregiver when asked.</p> <p>Initiates an interaction with caregiver by pointing to an unfamiliar object.</p> <p>Becomes wary or anxious of unfamiliar adults.</p>	<p><b>STANDARD STATEMENT</b> Interact with familiar adults in a variety of ways.</p> <p><b>EXAMPLES</b> Brings her shoes to teacher after naptime.</p> <p>Participates in storytelling.</p>	<p><b>STANDARD STATEMENT</b> Engage in extended, reciprocal conversations with familiar adults.</p> <p><b>EXAMPLES</b> At mealtime, tells teacher about a personal experience such as a Birthday party.</p> <p>In response to the teacher’s questions, “What do you like to do in the snow?” answers, “I like to build a snowman.”</p>





STRAND | **Relationships** (continued)

TOPIC | **Interactions with Adults** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
		<p>STANDARD STATEMENT <b>Seek assistance from familiar adults.</b></p> <p>EXAMPLES Asks for help when putting a puzzle together.</p> <p>Asks for help when zipping coat or tying shoes.</p>	<p>STANDARD STATEMENT <b>Request and accept guidance from familiar adults.</b></p> <p>EXAMPLES Asks teacher for help when confronted with a challenging task.</p> <p>Asks teacher for help in resolving a conflict with another child.</p> <p>With support from the teacher, describes his feelings about an upsetting event.</p>
		<p>STANDARD STATEMENT <b>Demonstrate early signs of interest in unfamiliar adults.</b></p> <p>EXAMPLES Hides behind teacher and peeks out to observe visitor in the classroom.</p> <p>Stays close to familiar adult when a new adult enters the room.</p> <p>Looks to familiar adult for reassurance when approached by an unfamiliar adult.</p>	



STRAND | Relationships (continued)

TOPIC | Peer Interactions and Relationships

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p><b>STANDARD STATEMENT</b> <b>Show interest in other children.</b></p> <p><b>EXAMPLES</b> Makes eye contact with another child.</p> <p>Touches mouth or hair of another child.</p> <p>Looks at another child that is lying on a blanket nearby.</p>	<p><b>STANDARD STATEMENT</b> <b>Participate in simple back and forth interactions with peers for short periods of time.</b></p> <p><b>EXAMPLES</b> Stands beside another toddler at the water table, filling her water pail, while the other toddler fills hers.</p> <p>Rolls a ball with another toddler.</p> <p>Pretends to cook on the stove or bathe the baby using props such as pots, pans, baby dolls and wash cloths.</p>	<p><b>STANDARD STATEMENT</b> <b>Engage in associative play with peers.</b></p> <p><b>EXAMPLES</b> Names one or two friends within her class.</p> <p>Stands at the play dough table, rolling balls of dough, while her peers play beside her.</p> <p>Pretends to cook food on a toy stove with another child.</p>	<p><b>STANDARD STATEMENT</b> <b>Interact with peers in more complex pretend play including planning, coordination of roles and cooperation.</b></p> <p><b>EXAMPLES</b> Assumes the role of a scary monster, roars, and all the other children scamper away.</p> <p>A small group of children decide to re-enact <i>The Three Bears</i> after the teacher reads the story aloud.</p> <p>Creates pretend play sequences that include a beginning, middle and end.</p> <p>Assumes a role and maintains that character for the duration of the play sequence.</p> <p>Says, "You can't talk! You're the dog, remember?"</p>



STRAND | Relationships (continued)

TOPIC | Peer Interactions and Relationships (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p><b>STANDARD STATEMENT</b> Repeat actions that elicit social responses from others.</p> <p><b>EXAMPLES</b> Imitates facial expressions such as a smile in response to a toddler's smile.</p> <p>Reacts to another child with a playful response such as babbling.</p>		<p><b>STANDARD STATEMENT</b> With modeling and support, demonstrate socially competent behavior with peers, such as helping, sharing and taking turns.</p> <p><b>EXAMPLES</b> Takes turns and shares, although inconsistently.</p> <p>Helps clean up during designated time.</p> <p>Offers a toy to a friend.</p>	<p><b>STANDARD STATEMENT</b> Demonstrate socially competent behavior with peers.</p> <p><b>EXAMPLES</b> Child with a speech delay shows younger child how to ride a tricycle.</p> <p>Invites several other children to play by saying, "Do you want to dress up with me?"</p> <p>Waits until another child is done playing on a swing and then uses it.</p> <p>Offers to share his play dough.</p> <p>Holds bubble wand for another child so she can blow bubbles.</p> <p>Seeks to play with one or more friends, even to the extent of excluding other children from the play group.</p>



STRAND | **Relationships** (continued)

TOPIC | **Peer Interactions and Relationships** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p><b>STANDARD STATEMENT</b> <b>With modeling and support, negotiate to resolve social conflicts with peers.</b></p> <p><b>EXAMPLES</b> Seeks assistance from a teacher when a disagreement starts to escalate into physical aggression.</p> <p>Suggests to child that they build a house together to resolve struggle to control some highly desirable blocks.</p> <p>At the block area tells the teacher, "She won't share," when another child takes all of the blocks and refuses to share.</p> <p>With prompting from the teacher, remembers to use words to express strong feelings (e.g., "I don't like it when you push.")</p>



STRAND | **Relationships** (continued)

TOPIC | **Empathy**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p><b>STANDARD STATEMENT</b> <b>React to emotional expressions of others.</b></p> <p><b>EXAMPLES</b> Matches the facial expressions of her caregiver.</p> <p>Smiles responsively.</p> <p>Cries or grimaces at the discomfort of others.</p>	<p><b>STANDARD STATEMENT</b> <b>Demonstrate awareness of the feelings expressed by others.</b></p> <p><b>EXAMPLES</b> Comforts a crying child by offering her own blanket.</p> <p>Becomes upset when another child throws a tantrum.</p> <p>Gently pats a crying peer on his back.</p> <p>Notices a Band-Aid on caregiver's finger and comforts with a kiss.</p>	<p><b>STANDARD STATEMENT</b> <b>Demonstrate awareness that others have feelings.</b></p> <p><b>EXAMPLES</b> Says, "Olivia's mama is happy," and points to the illustration in the picture book.</p> <p>Says, "Alexandra's crying because she misses her mommy."</p>	<p><b>STANDARD STATEMENT</b> <b>Express concern for the needs of others and people in distress.</b></p> <p><b>EXAMPLES</b> Expresses sympathy to a friend who is feeling sad.</p> <p>Says, "Oops," when bumping into another child's block tower and then helps to pick up the blocks.</p> <p>Offers to help another child who is upset after spilling milk.</p>
		<p><b>STANDARD STATEMENT</b> <b>Respond in caring ways to another's distress in some situations.</b></p> <p><b>EXAMPLES</b> Comforts a crying child by offering a favorite toy.</p> <p>Hands an upset child a tissue and sits down beside her.</p>	<p><b>STANDARD STATEMENT</b> <b>Show regard for the feelings of other living things.</b></p> <p><b>EXAMPLES</b> Worries that the class guinea pig is lonely over the weekend.</p> <p>Says, "My dog was brave when he got his shots at the vet."</p>