This domain involves children’s feelings about themselves, as well as their interactions and relationships with peers and adults. Included in this focus are indicators that refer to children’s views of themselves as learners and their sense of responsibility to themselves and others. Particularly important in this domain are the skills children demonstrate making friends, solving conflicts, and functioning effectively in groups.

### Strategies FAMILY MEMBERS can use to facilitate children’s EMOTIONAL DEVELOPMENT

- Respond to children’s emotional and physical needs with warmth and reassurance
- Establish predictable family routines while being flexible to meet children’s needs
- Encourage children to talk about their feelings and the feelings of others
- Positively reinforce children in coping constructively with frustration and conflict
- Model appropriate conflict resolution strategies both verbally and nonverbally
- Provide children with practice in thinking of solutions and anticipating consequences
- Help children identify and understand emotions they feel

### Strategies TEACHERS and CAREGIVERS can use to facilitate children’s EMOTIONAL DEVELOPMENT

- Establish warm, caring, engaged relationships with each child
- Respond predictably and appropriately to children’s physical, emotional, social, and cognitive needs
- Provide physical environments, schedules, and routines that promote self-control and self-regulation
- Model appropriate verbal and non-verbal conflict management strategies
- Provide opportunities for children to practice effective stress-reduction strategies
- Provide opportunities for children to understand and discuss their feelings and those of others (i.e., show empathy)
**EARLY CHILDHOOD INDICATORS OF PROGRESS**

Children show progress in **EMOTIONAL DEVELOPMENT** when they:

1. Demonstrate increasing competency in recognizing and describing own emotions
2. Demonstrate increasing use of words instead of actions to express emotions
3. Begin to understand and respond to others’ emotions
4. Begin to show self-regulation to handle emotions appropriately
5. Explore a wide range of emotions in different ways (e.g., through play, art, music, dance)
6. Respond to praise, limits, and correction

*These indicators apply to children in the preschool period of ages three to five. They are based on expectations for children approximately four years of age.*

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**Strategies COMMUNITY MEMBERS can use to promote children’s SOCIAL AND EMOTIONAL DEVELOPMENT:**

- Create community opportunities for children and families that encourage positive social and emotional development
- Support community initiatives that promote the healthy development of children
- Acknowledge the importance of personal and cultural identity and social development as the foundation for learning
- Provide opportunities for parents to learn and practice strategies for supporting healthy social and emotional development of their children
- Provide service opportunities for families and children to contribute to the community in meaningful ways

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**Strategies POLICYMAKERS can use to promote children’s SOCIAL AND EMOTIONAL DEVELOPMENT:**

- Acknowledge the importance of social and emotional development and its relationship to overall learning
- Design strategies for Minnesota to become a model for family-friendly policy development
- Promote high-quality, developmentally and culturally appropriate early childhood education and care
- Ensure linkages between early childhood education and care services and health, mental health, and social services for young children and their families
- Support high standards for early childhood educators and caregivers
- Promote parent education opportunities to help parents understand the importance of parenting skills related to healthy social and emotional development
This domain involves children’s feelings about themselves, as well as their interactions and relationships with peers and adults. Included in this focus are indicators that refer to children’s views of themselves as learners and their sense of responsibility to themselves and others. Particularly important in this domain are the skills children demonstrate making friends, solving conflicts, and functioning effectively in groups.

**Strategies FAMILY MEMBERS can use to facilitate children’s SELF-CONCEPT**

- Provide children with warm, loving relationships
- Watch for children’s interests and suggest activities to support them
- Encourage child to try new things by sharing and learning together
- Support children’s awareness of and pride in their cultural heritage

**Strategies TEACHERS and CAREGIVERS can use to facilitate children’s SELF-CONCEPT**

- Allow children to experiment with their growing competence and independence
- Provide opportunities for children’s exposure to a wide variety of materials and experiences
- Provide ample time throughout the day for children’s active engagement, exploration, and experimentation with materials
- Demonstrate respect for individuals and groups of people
- Support children’s developing understanding of their gender and cultural identity
- Provide opportunities for children to learn about their own culture and the culture of others
- Model self-confidence in interactions with children and others
EARLY CHILDHOOD INDICATORS OF PROGRESS*

Children show progress in **SELF-CONCEPT** when they:

1. Begin to experiment with own potential and show confidence in own abilities
2. Demonstrate increasing self-direction and independence
3. Develop an awareness of self as having certain abilities, characteristics, and preferences
4. Begin to develop awareness, knowledge, and acceptance of own gender and cultural identity

* These indicators apply to children in the preschool period of ages three to five. They are based on expectations for children approximately four years of age.

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**Strategies FAMILY MEMBERS can use to facilitate children’s SOCIAL COMPETENCE AND RELATIONSHIPS:**

- Help children practice listening and talking
- Help children understand and appreciate similarities and differences among people
- Provide children the opportunity to know and understand their culture and the culture of others
- Help children develop understanding of the feelings, ideas, and actions of others
- Model positive ways to interact with others
- Use peaceful conflict resolution strategies
- Encourage children to help others

**Strategies TEACHERS and CAREGIVERS can use to facilitate children’s SOCIAL COMPETENCE AND RELATIONSHIPS**

- Provide opportunities for children to practice listening and talking with others
- Provide opportunities for children to interact with others with similar and different characteristics
- Provide experiences to teach respect and appreciation for own culture and the culture of others
- Plan activities that build a sense of belonging and community with children
- Provide opportunities for children to develop understanding of the feelings, ideas, and actions of others
- Encourage children’s understanding of others’ rights and privileges
- Provide information, opportunities, and support to help children develop constructive conflict management strategies
EARLY CHILDHOOD INDICATORS OF PROGRESS*

Children show progress in SOCIAL COMPETENCE AND RELATIONSHIPS when they:

1. Interact easily with one or more children
2. Interact easily with familiar adults
3. Approach others with expectations of positive interactions
4. Begin to participate successfully as a member of a group
5. Use play to explore, practice, and understand social roles and relationships
6. Begin to understand others' rights and privileges
7. Sustain interaction by cooperating, helping, sharing, and expressing interest
8. Seek adult help when needed for emotional support, physical assistance, social interaction, and approval
9. Use words and other constructive strategies to resolve conflicts

*These indicators apply to children in the preschool period of ages three to five. They are based on expectations for children approximately four years of age.

Strategies COMMUNITY MEMBERS can use to promote children’s SOCIAL AND EMOTIONAL DEVELOPMENT:

- Create community opportunities for children and families that encourage positive social and emotional development
- Support community initiatives that promote the healthy development of children
- Acknowledge the importance of personal and cultural identity and social development as the foundation for learning
- Provide opportunities for parents to learn and practice strategies for supporting healthy social and emotional development of their children
- Provide service opportunities for families and children to contribute to the community in meaningful ways.

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