

**Ohio Early Learning and Development Standards
Domain: Social and Emotional Development**

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)
Express a variety of emotions (contentment, distress, happiness, sadness, surprise, dislike, anger and fear) through facial expressions, gestures, movement and sounds.	Communicate emotions purposefully and intentionally, including complex emotions such as happiness, sadness, surprise, dislike, anger, and fear nonverbally and possibly with a few familiar words.	Show awareness of own emotion and uses nonverbal and/or verbal ways to express complex emotions such as pride, embarrassment, shame and guilt.	Recognize and identify own emotions and the emotions of others. Communicate a range of emotions in socially accepted ways.
Topic: Self-Concept			
Begin to understand self as a separate person from others.	Recognize self as a unique person with thoughts, feelings and distinct characteristics.	Show awareness of themselves as belonging to one or more groups. Identify own feelings, needs and interests.	Identify the diversity in human characteristics and how people are similar and different. Compare own characteristics to those of others.
Topic: Self-Comforting			
Comfort self in simple ways and communicate needs for help through vocalizations and gestures.	Comfort self in a variety of ways.	Anticipate the need for comfort and try to prepare for changes in routine.	
Topic: Self-Regulation			
Express and act on impulses.	Respond positively to limits and choices offered by adults to help guide behavior.	With modeling and support, manage actions and emotional expressions.	Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.

			<p>Demonstrate the ability to delay gratification for short periods of time.</p> <p>With modeling and support, show awareness of the consequences for his/her actions.</p>
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Topic: Sense of Competence

Act in ways to make things happen.	Show a sense of satisfaction when making things happen.	Recognize own abilities and express satisfaction when demonstrating them to others.	Show confidence in own abilities and accomplish routine and familiar tasks independently.
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Strand: Relationships

Topic: Attachment

Initiate interactions and seeks close proximity to familiar adults who provide consistent nurturing.	<p>Explore environment in the presence of familiar adults with whom he/she has developed a relationship over an extended period of time.</p> <p>Seek close proximity to familiar adults for security and support, especially when distressed.</p> <p>Imitate familiar adults.</p> <p>Initiate play with familiar adults.</p>	<p>Display signs of comfort during play when familiar adults are nearby but not in the immediate area.</p> <p>Seek security and support from familiar adults when distressed.</p>	<p>Express affection for familiar adults.</p> <p>Seek security and support from familiar adults in anticipation of challenging situations.</p> <p>Separate from familiar adults in a familiar setting with minimal distress.</p>
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Topic: Interactions with Adults

Initiate and engage in reciprocal (mutual give and take) interactions with familiar adults.	Participate in routines and experiences that involve back and forth interaction with familiar adults.	<p>Interact with familiar adults in a variety of ways.</p> <p>Seek assistance from familiar</p>	<p>Engage in extended, reciprocal conversations with familiar adults.</p> <p>Request and accept guidance from</p>
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		adults. Demonstrate early signs of interest in unfamiliar adults.	familiar adults.
Topic: Peer Interactions and Relationships			
Show interest in other children. Repeat actions that elicit social responses from others.	Participate in simple back and forth interactions with peers for short periods of time.	Engage in associative play with peers. With modeling and support, demonstrate socially competent behavior with peers, such as helping, sharing and taking turns.	Interact with peers in more complex pretend play including planning, coordination of roles and cooperation. Demonstrate socially competent behavior with peers. With modeling and support, negotiate to resolve social conflicts with peers.
Topic: Empathy			
React to emotional expressions of others.	Demonstrate awareness of the feelings expressed by others.	Demonstrate awareness that others have feelings. Respond in caring ways to another's distress in some situations.	Express concern for the needs of others and people in distress. Show regard for the feelings of other living things. .