Social Foundations: 4 Years

Social Emotional Regulation

1 **Demonstrates healthy self-confidence.** 1

- A Demonstrates Independence inD range of Routines and Tasks 1.A
  - 1 Seeks new and varied experiences and challenges (i.e., put materials together in new ways to test results; joins in a peer created game or activity). 1.A.1
  - 2 Requires fewer prompts to follow classroom routines and is able to independently anticipate what happens next. 1.A.2
- B Demonstrates Age-Appropriate Independence in Decision-Making 1.B
  - 1 Shows interest in leading activities and taking responsibility during cleanup activities. 1.B.1
  - 2 Begins identifying when things are not put away in designated areas. 1.B.2
  - 3 Further expands areas of decision making (e.g., child may say, "This morning I'm going to work on my Lego building"). 1.B.3

2 Initiates and maintains relations. 2

A Expresses, Understands, and Responds to Feelings/Emotions of Others 2.A

1 Communicates negative and positive emotions verbally and responds to teacher prompts or directions. 2.A.1

2 Understands wider array of feelings (e.g., frustrated, scared, lonely) and expresses them to others. 2.A.2

3 Seeks adult assistance for classmates who need support. 2.A.3

4 Shows concern for peers who are upset or hurt. 2.A.4

B Plays or Works with Others Cooperatively 2.B

1 Has one or more special friendships. 2.B.1

2 Initiates interactions (e.g., talking, playing). 2.B.2

3 Shares materials and equipment with other children with adult modeling and support. 2.B.3

C Recognizes Differences or Similarities Between Self as Compared to others. 2.C

1 Identifies differences or similarities between self as compared to others (e.g., children with disability, gender, hair color, etc.). 2.C.1

2 Identifies and negotiates when a peer is not given the same instructions or structure (e.g., “William’s mommy lets him watch Dora. Why can’t I?”). 2.C.2

D Shows Ability to Resolve Conflicts 2.D

1 Identifies interpersonal conflicts and begins to manage emotions more effectively using self-talk with adult support and modeling (e.g., “Take three deep breaths, and then ask Caleb for another turn”). 2.D.1

2 Seeks adult help when solving inter- personal conflicts. 2.D.2

3 Discusses possible solutions with peers with adult assistance. 2.D.3

4 Has an awareness of conflict resolution strategies but is not able to independently implement consistently (e.g., understands a story when a social strategy was used but can’t adapt functionally). 2.D.4

Approaches to Learning & Executive Functioning.

3 **Self-regulation/inhibitory control.** 3

A Control Impulses 3.A

1 Avoids imitating the negative behavior of peers with minimal prompting from adults. 3.A.1

2 Can more reliably control impulses during structured activities that are familiar (e.g., raising hand to talk). 3.A.2

3 Can play the role of a teacher in game and monitor other children's behavior and remind them to follow the rules. 3.A.3

4 Sometimes able to resist habits when they are no longer appropriate (e.g., may remember while walking to the bathroom that the paper towels have moved and change course). 3.A.4

5 Able to play games like Red Light, Green light that require waiting for signal to do something with adult support. 3.A.5

B Resist Temptation 3.B

1 Independently waits for an object without grabbing most of the time. 3.B.1

2 Able to take turns with preferred toys or classroom materials (i.e., waits for an object without grabbing with minimal prompting). 3.B.2

3 Can wait for a highly desired food or object, although may occasionally need reminders. 3.B.3

C Refrains from Emotional Outbursts and Unsafe Behaviors 3.C

1 Learns coping strategies (e.g., using words, pretend play, drawing) to establish greater control and competence in managing intense emotions (e.g., after going to the emergency room, he or she may repeatedly play out the experience with dolls and stuffed animals) and resist impulse to harm self, others or property. 3.C.1

D Attentiveness— Resists Distraction to Maintain Focus on Tasks of Interest to the Child 3.D

1 Increases ability to ignore distractions and sustain attention on topics that are of interest to the child (e.g., can focus on a drawing even when other children are nearby; might say, "I'll play with you later. I want to finish this"). 3.D.1

2 Capable of sustaining focus on longer-term or complex projects, with support from an adult. 3.D.2

E Attentiveness— Resists Distraction to Maintain Focus on Tasks Set By Someone Else 3.E

1 Remains on task during an activity set by the teacher for short periods of time despite distractions with minimal prompting from adults (e.g., can ignore other activities nearby and hold focus on a teacher directed small group activity). 3.E.1

2 May need a reminder to return to an earlier task after an interruption. 3.E.2

4 Working Memory 4

A Demonstrate the Ability to Hold and Manipulate Information 4.A

1. Can remember recent events in a story and use this information to shape predictions and questions. 4.A.1
2. Will frequently consider a couple of possibilities before making a choice. 4.A.2
3. Can remember and follow multiple classroom rules with visual and auditory cues. 4.A.3
4. Can remember and follow two-step directions without prompting. 4.A.4
5. Can hold in mind the comments of peers and respond appropriately during a short class discussion. 4.A.5
6. Can keep track of a few different objects for short periods of time. 4.A.6
7. Can enjoy more complex memory games with more cards or objects. 4.A.7

5 Cognitive Flexibility 5

A Can Flexibly Apply Rules to Games and Behavior 5.A

1. Can independently sustain a character in pretend play for ten minutes or longer. 5.A.1
2. Can switch roles in dramatic play. 5.A.2
3. Can enjoy games like Simon Says that require child to follow two different rules when cued (copying, not copying). 5.A.3
4. Can follow different rules in different familiar contexts with minimal reminders (e.g., take off shoes at home but not at school). 5.A.4
5. Will often recognize and correct mistakes independently. 5.A.5
6. Able to change the categories used for sorting materials with help (e.g., sort by color then by shape). 5.A.6

B Flexible Problem Solving - Seeks Multiple Solutions to a Question, Task, or Problem 5.B

1. Begins to employ their own solutions to problems through trial and error (e.g., tries different pegs to see which one fits). 5.B.1
2. Continues to become more cognitively flexible and is able to draw on varied resources to solve problems (e.g., tries to build a large structure with blocks, but the building keeps falling down. After several failed attempts, he or she tries making a larger base. May also look at how other children have made their buildings). 5.B.2
3. When in conflict with another child, increasingly able to suggest possible solutions. 5.B.3
4. When faced with a problem, can be reminded to slow down and think about what to do. 5.B.4

6 Initiative & Curiosity 6

A Desire to Learn—Ask Questions and Seeks New Information 6.A

1. Asks questions about future events, as well as about the here and now (e.g., asks, "When will we go to Val's?). 6.A.1
2. Poses questions to seek explanations about topics of interest with adult support and modeling. 6.A.2
3. Elaborates on experiments by attempting to replicate results using different materials (e.g., gathers several materials to drop in the water table, then sorts what sinks vs. what floats). 6.A.3
4. Asks to participate in new experiences that he or she has observed or has heard of others participating in (e.g., says, "Janice goes fishing. Can I?"). 6.A.4

B Desire to Learn—Interest in Challenges 6.B

1. Asks questions about future events, as well as about the here and now (e.g., asks "When will we go to Sarah's house again?"). 6.B.1
2. Starts to show an increase in enthusiasm for learning letters, shapes, and numbers (e.g., while looking at a book with dad, points to a word that contains the letter "S" and says, "S! That's in my name! What is that word?"). 6.B.2
3. Seeks new and varied experiences and challenges (e.g., puts materials together in new ways to test results; joins in a peercreated game or activity, tries to dress a new doll or builds a new construction toy). 6.B.3

C Independence in Learning—Plans and Initiates Projects 6.C

1. When prompted, initiates plan of activities. 6.C.1
2. Shows interest in leading activities and taking responsibility during cleanup activities. 6.C.2
3. Further expands areas of decisionmaking (e.g., child may say, "This morning I'm going to work on my Lego building"). 6.C.3
4. Develops greater ability to set goals and follow a plan (e.g., child says, "I'm going to pick up all these branches," and then works until it is done). 6.C.4

7 Demonstrates Persistence 7

A Persists in an Activity From Start to Finish (Complete a Task)-- Independently 7.A

1. Persists with a wider variety of tasks, activities, and experiences with adult prompting. 7.A.1
2. Keeps working to complete a task even if it is moderately difficult (e.g., persists with a somewhat challenging wooden puzzle). 7.A.2
3. Will often persist in working to complete all aspects of a planned task (e.g., when building a zoo in the block area, will keep working until every animal has a cage). 7.A.3

B Persists in the Face of Failure 7.B

1. Continues to attempt to build a tower even after three or more unsuccessful attempts with adult support and encouragement. 7.B.1
2. Experiences difficulty with drawing, cutting, and writing, but persists with adult support and encouragement until task is complete. 7.B.2
3. Will often notice that a problem can be resolved by a change in approach (e.g., trying to fit a puzzle piece a few times and then rotating to find a better fit). 7.B.3

8 Demonstrates Cooperation 8

A Positively Participates in Cooperative Play 8.A

1. Responds more appropriately and sympathetically to peers who are in need, upset, hurt, or angry (e.g., says, "Don't cry, Willy. My daddy can fix that bike. He knows how"). 8.A.1
3. Shows further progress in developing friendships with peers, even if a bond is formed with just one other child. 8.A.3
4. Begins to try to please other children (e.g., says, "You can come to my birthday party, ok?"). 8.A.4
5. Suggests solutions to problems with other children, while continuing to seek adults' help (e.g., says, "Hey, Benjamin! We can BOTH be firemen!"). 8.A.5

9 Understanding & complying with classroom rules, routines, & expectations. 9

A Follows Routines, Rules, and Directions 9.A

1 Helps to create classroom rules. 9.A.1

2 Responds to teacher directions or signals consistently. 9.A.2

3 Takes initiative with assigned or chosen tasks relating to classroom routines. 9.A.3

4 Behaves appropriately within the context of the classroom routines with adult modeling and support (i.e. listens when someone else is talking or raises hand to share). 9.A.4

5 Requires fewer prompts to follow classroom routines and is able to independently anticipate what happens next. 9.A.5

10 Understanding & complying with classroom rules, routines, and expectations. 10

A Demonstrates the Ability to Postpone Activity and Start Another 10.A

1 Takes and gives cues to other children during transition and models their appropriate behavior with adult support. 10.A.1

2 Occasionally demonstrates the ability to stop an engaging activity to help clean up with and requiring less support and guidance from an adult. 10.A.2

B Demonstrates the Ability to Adopt to New Environments with Appropriate Behaviors with Adult Support 10.B

1 Manages separation anxiety from home to school by kissing caregiver goodbye or waving from the window every day. 10.B.1

2 Frequently demonstrates comfort with the transition from home to the classroom environment (e.g., easily calms down when parents leave). 10.B.2

3 Engages in out of the classroom activities (i.e., recess) and successfully reenters classroom without disruption. 10.B.3

C Demonstrates Appropriate Use of Materials or Belongings and Those of Others 10.C

1 Helps with clean up after activities with prompting. 10.C.1

2 Begins to demonstrate appropriate use of classroom materials with modeling (e.g., using glue in an art project appropriately or turning book pages with care). 10.C.2

3 Recognizes and is responsible for returning items to appropriate location with prompting. 10.C.3

4 Begins identifying when things are not put away in designated areas. 10.C.4

11 Demonstrates cognitive flexibility—Understands symbolic representation 11

A Represents People, Places, or Things Through Drawings, Movement, and Three Dimension Objects 11.A

1. Begins to create art that is more realistic and includes some details of objects, animals or people. Such details are typically remembered features that have made an impression, but do not include all that is seen or known (e.g., draws a picture of a car with four wheels but no windows). 11.A.1
2. Uses art to reflect thoughts and feelings (e.g., transforms a list of favorite foods that his teacher had recorded on paper into a mobile from which illustrations of these foods are hung). 11.A.2

B Engages in Pretend Play and Acts Out Roles 11.B

1. Communicates thoughts and feelings through role play though may still need adult support (e.g., play acts being a kitten seeking affection and hugs). 11.B.1
2. Uses objects as symbolic props (e.g., places a shell on top of a dollhouse and declares it to be a satellite dish). 11.B.2
3. Becomes more animated in play (e.g., using different voices for the baby, dog, etc.) 11.B.3

C Recognizes Cause and Effect 11.C

1. Increased ability to understand explanations when concrete objects and actions support the verbal explanation, and phenomena are directly observable (e.g., "When we mix colors, we get a new color. See what color you get when you mix yellow with blue"). 11.C.1
2. Begins to understand explanations of events that have not been experienced directly, as long as the child has had similar experience. 11.C.2