

The Barclay Early Childhood Center
Social/Emotional Development
Preschool Standards and Benchmarks

Social/emotional growth and learning develops through interactions with others and is interconnected to physical and cognitive domains.

Social relationships between adults and other children exert a powerful positive influence on children's development. Young children enrolled in preschool programs require a well-trained and permanent teaching staff that is warm and responsive and works in partnership with families. The preschool environment should be safe, secure, accessible, organized, comfortable, predictable and consistent. Children need a program that provides emotional security and is respectful and accepting of individual differences. In this environment, children will be able to develop confidence and competence as they participate in learning experiences through play, while establishing positive relationships with their and peers. Based on careful observation of children at play and other activities, teacher systematically assist children in developing social cognition and competence. They help children develop self-confidence by describing their actions and accomplishments.

Summary of Standards and Benchmarks

Standard 3

The student demonstrates a positive self-concept and age appropriate social skills.

Benchmarks	
3.1	The child will demonstrate self-confidence..
3.2	The child will exhibit positive interactions with other children and adults.
3.3	The child will exhibit pro-social behaviors.
3.4	The child will exhibit attending and focusing skills.
3.5	The child will demonstrate self-direction skills.
3.6	The child will identify and express feelings and show awareness of the feelings of others.

Standard 3

The student demonstrates a positive self-concept and age appropriate social skills.

Benchmark 3.1 The child will demonstrate self-confidence.

Developmental Continuum	Example Behaviors
Separates easily from a parent	<ul style="list-style-type: none">• Waves/Says goodbye• Enters classroom willingly
Makes independent choices	<ul style="list-style-type: none">• Chooses from varied materials to reflect their interest• Recalls personal information i.e. name, age, gender• Shows or expresses pride in accomplishments
Demonstrates self-confidence	<ul style="list-style-type: none">• Participates in discussions during theme related or circle time and other group activities• Expresses ideas and participates in classroom activities• Initiates discussions

Benchmark 3.2 The child will engage in positive interactions with other children and familiar adults.

Developmental Continuum	Example Behaviors
Participate in appropriate classroom activities.	<ul style="list-style-type: none">• Sits in circle and attends during lesson• Shares toys in play
Demonstrates appropriate manners.	<ul style="list-style-type: none">• Says “thank you” and “excuse me”• Demonstrates turn taking behaviors• Respects rights of others
Solves problems using conflict resolution skills.	<ul style="list-style-type: none">• Uses language to express and discuss a problem and negotiate a solution• Expresses needs verbally to teacher or friends without being aggressive

Standard 3

The student demonstrates a positive self-concept and age appropriate social skills.

Benchmark 3.3 The child will exhibit pro-social behaviors.

Developmental Continuum	Example Behaviors
Plays independently	<ul style="list-style-type: none">Plays appropriately with toys and play activitiesDemonstrates parallel play
Plays in pairs	<ul style="list-style-type: none">Demonstrates cooperatively playDemonstrates turn taking and sharing
Plays in groups	<ul style="list-style-type: none">Enters into play when a group of children are already playing together

Benchmark 3.4 The child will exhibit attending and focusing skills.

Developmental Continuum	Example Behaviors
Attend to a task an average of 10-15 minutes	<ul style="list-style-type: none">Focuses on materials or personMaintains eye contact when appropriate
Actively engages in learning within a small group	<ul style="list-style-type: none">Interacts with materials or person (i.e. language, raising hand, finger-play, singing)
Attends and participates in large group activities	<ul style="list-style-type: none">Interactive involvement with materials or person in larger groupFollows rules of the classWhen prompted, can wait for a turn to talk
Transitions from one activity to another	<ul style="list-style-type: none">Moves from one activity to another without exhibiting stress (i.e. Crying, tantrums, etc.)Cleans up when directedFollows directions

Standard 3

The student demonstrates a positive self-concept and age appropriate social skills.

Benchmark 3.5 The child will demonstrate self-direction skills.

Developmental Continuum	Example Behaviors
Toilets and washes hands appropriately.	<ul style="list-style-type: none">• Expresses need to use the bathroom• Wipes self after toileting• Washes and dries hands• Pulls pants up and down for toileting
Moves through classroom routines and activities with minimal teacher direction	<ul style="list-style-type: none">• Hangs up coat and school bag with little assistance• Explores and experiments with a wide variety of materials and activities
Demonstrates an ability to complete common tasks independently	<ul style="list-style-type: none">• Completes the following types of tasks: zipping, buttoning, putting on shoes, washing hands, eating with spoon and fork• Participates in classroom activities such as setting table for snack, passing out materials, etc.

Benchmark 3.6 The child will identify and express feelings and show awareness of the feelings of others.

Developmental Continuum	Example Behaviors
Label and verbally describe their feelings.	<ul style="list-style-type: none">• Identifies emotions of self (“I’m not feeling well”)
Controls anger and impulse through specific techniques.	<ul style="list-style-type: none">• Rips paper• Squeezes Kooshball• Manipulates clay
Shows awareness for the feelings of self and others.	<ul style="list-style-type: none">• Comforts friend when sad (i.e. gets a tissue for a friend that is sad, notifies the teacher, etc.)• Identifies feelings of classmates (“Chris is happy because it is his birthday”)• Expresses the difference between a good and bad touch