

Social Emotional Learning Pathways



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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Background

Why We Created This Document

The Second Substitute Senate Bill 5082, passed in 2019, called for the formation of a statewide SEL committee to create a set of K-12 SEL standards. This set of standards was meant to:

- Identify Best Practices and/or guidance for public schools
- Identify professional development opportunities
- Identify strategies for coordination between and across systems, especially during key transitions

The bill also called for the development of a crosswalk document, including the OSPI SEL standards and the Washington State Early Learning and Development Guidelines (ELDGs). The ELDGs describe behaviors and skills of children from birth to grade 3 and are recommended as a tool for childcare providers, teachers and families to understand and support learning in a developmentally appropriate way.

The SEL standards and benchmarks along with the guiding principles provide a foundation and system for effective SEL implementation. This framework outlines key SEL skills and defines SEL as a process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and life. The Washington state SEL standards and benchmarks were developed by a team comprised of practitioners and other experts who work with youth and families in educational settings, and with knowledge of topics related to SEL. Development of an SEL framework reflects input, thoughts and perspectives received from statewide stakeholders collected from focus groups, community forums, and online surveys.

With the permission of Teaching Strategies, LLC, we have also included excerpts from *GOLD® Objectives for Development & Learning, Birth Through Third Grade* in this crosswalk to give families and child care/preschool providers an overview of the developmental milestones children experience in the birth through third grade age range. This assessment tool is commonly used in early learning programs and is the basis of the WaKIDS assessment used in Washington public schools. For more information on this assessment tool, you can visit the [GOLD® website](#). You can learn more about WaKIDS by [visiting the OSPI website](#).



Why Social emotional Learning (SEL) is Important

In a recent survey of kindergarten teachers in the United States¹, many of them indicated that their students were not ready for kindergarten when they arrived. Overwhelmingly, these teachers prioritized social emotional learning above academics in terms of what children need to be considered ready for school. In fact, the skills that fall under the Social emotional Learning domain are made up of the skills children need to be a lifelong learner, a good community member, and someday, a successful adult who can collaborate, problem-solve and work through conflict with colleagues and peers in the world. Social emotional skills are, arguably, the most important skills a child will ever need.

In [one study](#), hiring managers were asked by The National Association of Colleges and Employers (NACE) to name the top ten skills they look for in employees when hiring. The skills included the ability to work in a team, to make decisions and solve problems, to plan and organize, to communicate with colleagues and clients and to obtain and process information. These skills all fall under the SEL domain and, until recently, were overlooked. Fortunately, schools are starting to prioritize them, leading to better outcomes for children as well as the adults who work with them.

Additionally, social emotional learning covers many of what are called the “21st Century Skills”, particularly the learning skills referred to as “The 4 C’s”. These skills develop a student’s capacity and ability to learn and include:

- Critical Thinking
- Creativity
- Collaboration
- Communication

These 21st Century skills are being prioritized to ensure that today’s students are able to keep up with the way the world is changing and give them the tools they need to truly be prepared for school and beyond. You can find more information on the 21st Century Skills at ascd.org

In order to best support children as they develop these skills, we must first define what Social emotional Learning is. The organization known as The Collaborative for Academic, Social emotional Learning (CASEL) defines SEL:

Social emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

¹ Curby, T. W., & Berke, E. (2016, April). Kindergarten teacher perceptions of kindergarten readiness: The importance of social emotional skills. Paper presented at a roundtable of the American Educational Research Association, Washington, DC.



SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.²

Early Learning professionals know that when children are supported in their social emotional development and learning from an early age, they are more likely to:³

- Be successful in their academics
- Show empathy, compassion and understanding to others
- Have an increased ability to manage stress and depression
- Develop strong critical thinking skills
- Problem-solve more efficiently and creatively
- Demonstrate a better attitude about themselves, others and their schools
- Break generational cycles that lead to poverty, abuse and drug use
- Make more money over their lifetime
- Have better health outcomes than those without strong social emotional skills

These outcomes are not the only benefits to prioritizing social emotional learning, however. Some research has also shown that when adults prioritize these skills, they themselves benefit too. Adults who intentionally support the development of SEL skills for children show greater resiliency, manage their own stress better and are less susceptible to burnout than those who do not.

Guiding Principles of This Document

The SEL framework consists of the SEL standards, benchmarks, indicators, and guidance and outlines a shared, statewide approach to implementing SEL at the district and school level. The following [OSPI SEL framework](#) offers this shared vision through four guiding principles and establishes three essential elements for successful SEL implementation.

1. **Equity**—Each child receives what they need to develop to their full academic and social potential.
2. **Cultural Responsiveness**—Draws upon students’ unique strengths and experiences while orienting learning in relation to individuals’ cultural context.
3. **Universal Design**—Provides a framework to improve and optimize teaching and learning for all people by removing barriers in the curriculum.

² CASEL casel.org/what-is-sel

³ CASEL casel.org/impact



4. **Trauma-Informed Practices**—Recognizes the unique strengths and challenges of children and youth in light of the adversities they face.

The framework from the [OSPI SEL Implementation Guide](#) has the following three essential elements:

1. **Create conditions to support students' SEL** by creating a positive school climate and culture, linking SEL to existing school policies and practices, focusing on classroom-based approaches that promote SEL, selecting and implementing evidence-based SEL practices, and using data for continuous improvement.
2. **Collaborate** with families, communities, and expanded learning opportunity providers in the design, implementation, and review of local plans to integrate SEL in schools and communities.
3. **Building adult capacity** means building adult SEL competencies that can be demonstrated and modeled. Creating a SEL leadership team, developing a vision statement, conducting a needs and readiness assessment, and creating an implementation plan will ensure that professional learning is targeted and will support meeting the needs of all students.

EQUITY

1. *We must create the conditions to support student SEL.*

As with everything we do in our schools and childcare programs, we must remember that our culture gives us a specific lens through which we see the world. In considering the common “[Iceberg Model](#)” of culture, social emotional beliefs tend to fall below the surface. It is important for teachers and administrators to keep this in mind as they implement any kind of social emotional learning curriculum in their classroom, program or district. Additionally, we must avoid approaches such as “colorblindness” or the common “treat everyone the same and focus on commonalities” that is often promoted and can actually hurt relationships. By erasing any part of a person’s identity, we encourage them to assimilate or blend into the dominant culture—often referred to as codeswitching.

As adults, we have a duty to foster a sense of belonging and community for the children in our care. When a child feels accepted, loved and cherished for exactly who they are, where they come from, and who they are becoming, they are more likely to experience growth and positive change. We can foster a sense of belonging and safety by celebrating what makes every person unique. When we cultivate strong, trusting and comfortable relationships, young children will be more comfortable taking risks, trying new things and trusting that we are there to guide and support them.

We also have a responsibility to ensure that the supports we offer are equitable and meet the needs of each child as an individual, rather than assuming every child will thrive under the same conditions. It is our job to create spaces that are safe and which embed and promote cultural responsiveness and cultural humility—or the idea that we should all be open to learning about others and their experiences--so that children can grow into a strong sense of self and cultural identity and build long-lasting, positive and healthy relationships.



Social emotional Learning can only be successful in a learning environment that feels safe for all participants. When children know they are not only welcome as they are, but celebrated for all of the unique things that make them who they are, they are more inclined to be open and honest, explore their thoughts and feelings, and to help cultivate a community that supports and promotes social emotional well-being.

| *2. We must do this work in collaboration.*

Partnering with families and other care providers, as well as centering the child's voice, will help ensure that the child's needs are being met in the best way we can. Including the entire learning community, community partners, families and students is important to ensure all voices are heard. When we collaborate as a learning community, we are stronger for it.

| *3. We must build adult capacity.*

Being aware of differences and understanding what kind of an impact historical racism and inequity has had on our society is important. We must acknowledge our own implicit and explicit biases and how they affect our interactions and relationships with those who are different from us. An important part of social emotional learning is considering any biases we may hold, and actively working to combat them.

Every child comes to us with different life experiences, strengths and needs. It is up to us to ensure our practice takes these into account, even when they may not be compatible with the cultural expectations held within the program, school or district. Building adult capacity in equity practices includes discussion, reflection, anti-bias training and continued learning and development. When we are flexible, responsive and reflective in our practice, we can truly make a difference for all children.

CULTURAL RESPONSIVENESS

| *1. We must create the conditions to support student SEL.*

When we cultivate strong, trusting and real relationships with children, we are modeling for them how to create and foster these relationships for themselves. When we feel safe and supported, we are more likely to be open to learning and growing. Part of building trusting, authentic relationships includes allowing children to be entirely themselves--accepting and celebrating their unique culture and the needs, interests and experiences that go along with that, as well as allowing them to explore and build their own identities.

In contrast, when children feel that parts of their identity are meant to be hidden, we can very quickly and very easily build mistrust and teach that child that who they are is wrong or they should be ashamed of their identity or culture. By building an environment that is safe both physically and emotionally, we can help all children explore who they are individually and as a community, and model for them how to welcome and embrace others who are different and unique as well.

| *2. We must do this work in collaboration.*



When we attempt to build up a program to be more culturally responsive, we must do so in collaboration with the families and community that make up our program. We can do so by ensuring our efforts are inclusive, inviting families and other community stakeholders to partake in decision making and problem solving. It is not enough to simply hire diverse staff or serve diverse families if those voices are not centered and elevated during conversations around equity and cultural responsiveness. We must truly listen to understand and accept that they are the experts in their own needs and those of their children.

3. We must build adult capacity.

Nobody is born with cultural responsiveness or competency. It is a life-long journey with no destination; we can always do more learning and growing in this area. As teachers, administrators, childcare providers and family members, we have a huge impact on how children navigate cultural differences and how children see and celebrate their own culture. We can ensure we are doing our best by continuing our education and reflection on these topics whether by independent study, classes or trainings, or reflective practice with colleagues. For more information on and strategies for creating environments that are culturally responsive, you can read about some [guiding principles](#).

UNIVERSAL DESIGN

1. We must create the conditions to support student SEL.

Oftentimes, when the concept of Universal Design for Learning (UDL) is thought of, it can feel intimidating and overwhelming. We may think implementing UDL means more work and specific individualization for each student. Luckily, this is not the case at all. Rather, it means we can offer a “buffet” of options for students to access to learn information and show what they’ve learned in different ways. For example, you may offer a lesson where students could read, watch a film clip, hear a lecture and do some hands-on work to explore the material. When it comes time to assess their knowledge of the subject, you may offer the option of writing a reflection, drawing a response to some prompts, sharing artifacts, or completing an oral interview based on learning objectives. By offering choices, all learners are able to find what works best for them, and you can eradicate many of the stumbling blocks that can make inclusion and individualization harder. Taking the time to consider how you might present material and assess knowledge doesn’t have to be all-consuming or extra work for you. UDL is flexible and inclusive by nature and lends itself to teaching SEL skills due to this nature. When we offer options and different points of access for students, they are able to explore SEL concepts in a multitude of ways, finding the one that works best for them. UDL is also the perfect approach for including a play-based learning philosophy in your program or classroom, as play is not only the best vehicle for learning but also inherently inclusive and flexible.

Children of all ages learn best through play, ideally in blocks of at least 45 minutes each. Play offers the opportunity for children to act out situations and experiences to help them make sense of the world around them and their place in it. In playing at home and at school, children begin to develop their self-identity as well as their group and cultural identities. They observe and practice different roles in the world, trying them on to see what fits for them. It is through play that children practice things like cooperation, sharing and perspective-taking. Through play, children also practice identifying and managing emotions, navigating conflicts with others, and building meaningful relationships with peers and adults. While play may look different at each age--from infants and toddlers who explore through their senses, preschoolers who play pretend and indulge in fantasy, or school aged children who take part in games using logic with complex rules,



play is our natural instinct because it provides us with the opportunities we need to learn the cultural expectations of our world, and how we fit into it. Best of all, play offers the most natural of platforms for inclusionary and developmentally appropriate practice, as well as cultural responsiveness.

For infants, we can support this learning through play by using lots of language--labeling things, using descriptive words and even holding back-and-forth conversations by responding to a child's babbles and sharing their focus when they become interested in something. By having these types of serve and return interactions we are already helping infants understand what it means to build collaborative, trusting relationships with those around them.

With older infants, as well as toddlers, we can open up a whole world of sensory opportunities for children. We should still use descriptive language--especially around describing emotions and feelings--and we should encourage children to express themselves by modeling and coaching them through big feelings and conflicts. As children begin to expand their vocabularies, we can provide them with words to use in response to various situations that arise naturally during their play. For example, if a child is upset because another child took their favorite toy we might coach them by saying, "I hear you crying. You are sad because your friend took your green truck. You can tell your friend 'I don't like that.' Can you try?" By offering in-the-moment coaching and support, we are teaching children that it is okay to have feelings and that we can do something about them when we have them.

In preschool and the early school age years, children are moving beyond play that is focused only on themselves, and as they begin to include others in this play, the rules, roles and potential conflicts become more complex as well. It can be a natural instinct to squash disagreements when they come up during play, but these are perfect moments to help children practice problem-solving, critical thinking, cooperation, social skills and emotional regulation in a supportive and safe environment.

2. We must do this work in collaboration.

As with our other principles, we must collaborate with colleagues, families and other stakeholders to create schools and programs which use Universal Design for Learning as intended. However, we must also put our collaboration with our students at the forefront of our minds for UDL. When we collaborate with our students by observing, asking questions and following their lead, we can create an environment and a curriculum that is best suited for each of their individual needs. Through play, we can collaborate with students to create new scenarios, practice identifying and managing emotions, practice solving problems and managing conflict and consider what materials or information children need to enhance their meaningful play and assess their knowledge, strengths and needs.

3. We must build adult capacity.

Implementing Universal Design for Learning, as well as child-led play-based learning, can feel intimidating and overwhelming for even the most seasoned teacher, provider or administrator. Years of more "traditional" approaches to education have made it difficult to explain the value of individualization and play for children to those who are not aware. When we consider building adult capacity in this area, we must not only learn for ourselves about the value of these approaches, but how to explain the value to others who may be skeptical. This can be done through community outreach, inviting parents and community members to view the work children are doing in the classroom, and by sharing information about these approaches in newsletters, on websites and in other forms of outreach. If UDL and play-based learning are approaches to teaching that have been out of your comfort zone in the past, applying them to teaching SEL skills can make the



transition easier, as much of what children are exploring in their play can be related back to social emotional skills. Things like problem-solving, managing conflict, exploring emotions and meaningful experiences they have had, as well as setting goals and finding intrinsic motivation to complete them. All of these skills are best learned in play, and with multiple, flexible opportunities to practice them.

TRAUMA-INFORMED PRACTICE

1. *We must create the conditions to support student SEL.*

Trauma and toxic stress can also impact a child's ability to learn and grow, and these situations may call for additional supports when it comes to learning and practicing social emotional skills. When we ensure our approach is trauma-informed we can avoid situations that may be triggering or cause additional trauma to the child. Taking a trauma-informed approach can look like:

- Being flexible and responsive to individual children and families
- Altering our approach as we learn more information
- Reflecting on what is working and what isn't
- Accepting that our methods may not work for every child

2. *We must do this work in collaboration.*

When we work with families experiencing trauma to connect them with community partners who can offer help, offer support directly to students within schools, and partner with experts in the field to learn best practices for trauma-informed care, we can continue to strengthen the supports we are able to offer, and learn new ways to help children and families experiencing trauma.

3. *We must build adult capacity.*

Dr. Patricia Jennings, a professor of education at the University of Virginia says "Social emotional Learning is the one learning domain where the adults are not only responsible for teaching the lesson, but for being the lesson."⁴ It truly isn't possible to teach children how to regulate their emotions, be a kind friend or be resilient if we are not modeling these traits for them ourselves. Taking the time to reflect on our own social emotional strengths and needs will help us be the best SEL models we can be.

Another expert in the field of trauma-informed care and resiliency, Dr. Rick Robinson, states "Only a well-regulated adult can help regulate a child". This means that if we want to help children learn healthy, appropriate emotional regulation techniques, we need to be able to do them ourselves first! Modeling is one of the best

⁴ Inspire Teaching & Learning (2021 April 26). *Shining a Bright Light on Educator SEL*. <https://www.youtube.com/watch?v=S1RAzloU6es>



teaching tools we have, so we must take the time to assess and improve our social emotional skills if we want to teach children how to assess and improve their own. In fact, adult SEL competency is so integral to teaching SEL to children that [a study from Yale](#) noted when a teacher taught SEL in the classroom but did not work on their own, it actually worsened their students' SEL outcomes. That research has also shown that teachers who take the time to strengthen their social emotional skills report less burnout, are more empathetic and patient, and have higher rates of success in creating safe and welcoming environments which lead to better outcomes for students overall.

As administrators, this means fostering an environment where teachers and staff are encouraged to work on mindfulness, regulation techniques, resiliency and self-care, and offering professional development opportunities that focus on building their capacity for social emotional learning. For teachers, staff, caregivers and families, this means being mindful and aware of when you may need to set goals for yourself around growing and developing these skills. When we, as a community, center this important learning and growth, we are sending a message to our children that we value and prioritize social emotional learning for all--and show our children that even adults can continue to learn and grow!

For more information on developing your own social emotional capacity, Panorama Education offers a [free Adult SEL Toolkit](#) for teachers and administrators.

Part of a trauma-informed approach, especially when working on social emotional skills, is focusing on building hope and resiliency. Hope entails a cognitive thought process in combination with the emotion that something good is going to happen.⁵ Hope Theory states that hope is made up of goals, pathways, and agency. A goal is an objective that we desire to attain. A pathway is figuring out how to get from point A to point B to reach the desired goal; it is characterized by statements such as, "I'll find a way to get this done".⁶ Agency is the motivation behind the goal and is characterized by statements such as "I know I can do this."⁷

Resiliency is our ability to endure stress, difficulties and trauma and continue to move forward. When we are resilient, we are able to pick ourselves up and dust ourselves off after encountering something disappointing, difficult or stressful. Sometimes resilience has been referred to as being able to "bounce back" after experiencing something difficult. Both hope and resilience are necessary to overcome adversity and trauma and are pieces that are important to build in ourselves and in our children and students.

⁵ Valle, M. F., Huebner, E. S., & Suldo, S. M. (2004). Further evaluation of the Children's Hope Scale. *Journal of Psychoeducational Assessment*, 22(4), 320-337.

⁶ Snyder (2001). *Handbook of Positive Psychology*. United Kingdom: Oxford University Press, 251.

⁷ Snyder (2001). *Handbook of Positive Psychology*. United Kingdom: Oxford University Press, 251.





Guide for Use

Referenced Frameworks

OSPI SOCIAL EMOTIONAL LEARNING (SEL) STANDARDS

Reference: Washington Office of Superintendent of Public Instruction SEL Workgroup. “Social Emotional Learning Standards, Benchmarks, and Indicators.” Release, Washington Office of Superintendent of Public Instruction, 2020. PDF. Retrieved from <https://www.k12.wa.us/sites/default/files/public/studentssupport/sel/pubdocs/Standards%2C%20Benchmarks%20Indicators%20-%20creative%20commons.pdf>

WASHINGTON STATE EARLY LEARNING AND DEVELOPMENT GUIDELINES (ELDGS)

Reference: Washington State Department of Early Learning, Office of the Superintendent of Public Instruction and Thrive by Five Washington. “Washington State Early Learning and Development Guidelines.” Release, Washington State Department of Early Learning, 2012. PDF. Retrieved from: https://www.dcyf.wa.gov/sites/default/files/pubs/EL_0015.pdf

1. *About me and my family and culture*

FC = family and culture **SC** = self concept **SM** = self management **LL** = learning about learning

2. *Building relationships*

IA = interactions with adults **IC** = interactions with children **IPO** = interactions with peers and others
SB = social behavior **PSCR** = problem solving and conflict resolution

3. *Touching, seeing, hearing and moving around*

ULM = using the large muscles **USM** = using the small muscles

4. *Growing up healthy*

DLS = daily living skills **NH** = nutrition and health **S** = safety



5. *Communicating (literacy)*

SL = speaking and listening **R** = reading **W** = writing

6. *Learning about my world*










K = knowledge (cognition) **M** = math **S** = science **SS** = social studies **A** = arts

GOLD®

Reference: Teaching Strategies, LLC. (2016–2021). *GOLD®*. [Electronic version]. Bethesda, MD: Author. Excerpts of *GOLD®* dimensions and representation of the color bands within this document are reprinted with permission of Teaching Strategies, LLC. Any other use without written permission from Teaching Strategies, LLC is strictly prohibited.

References made in this document are beyond the scope of the WaKIDS subset of objectives and dimensions. WaKIDS dimensions denoted in this document are marked with a **W** for clarity.

GOLD® utilizes color bands to denote age ranges associated with widely held expectations. These are included in this document marked by square icons:

 BIRTH TO 1 YEAR	 PRESCHOOL 3	 1ST GRADE
 1-2 YEARS	 PRE-K 4	 2ND GRADE
 2-3 YEARS	 KINDERGARTEN	 3RD GRADE

How This Document is Organized

Social emotional learning and development is continuous. Skills learned and practiced earlier help support the development of current learning and skill building. Some skills develop quickly, while others take years of ongoing learning and practice. In the same way, some children will demonstrate growth in certain areas of SEL more quickly than other areas. Adults who are supporting children in this learning can build off of children’s current strengths as they offer lots of opportunities to practice SEL skills throughout daily routines.

This document examines each of the six OSPI SEL standards through a continuum of development from birth through third grade. At the beginning of each section of this document is an OSPI SEL standard with its description, information on why these SEL skills are important, and suggestions for teachers, caregivers, family members, and administrators to best support the development of these skills in children. Several reflection questions then invite readers to take a moment to consider their own social emotional strengths, as well as better understanding which areas they, themselves, could grow.

The document then moves into a crosswalk of SEL skills at an indicator level from three guiding documents: OSPI SEL Standards, *GOLD®*, and WA State ELDGs. Under each standard, information is organized by OSPI SEL benchmarks. For example, within Standard 1: Self-Awareness, there are three benchmarks: 1A, 1B, and 1C. Within each benchmark, there are multiple indicators of skill development for early elementary (kindergarten through third grade). These indicators



STANDARD	→	Individual has the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports
BENCHMARK	→	Self-Awareness Benchmark 1A: <i>Demonstrates awareness and understanding of one’s own emotions and emotions’ influence on behavior.</i>
INDICATORS	→	EARLY ELEMENTARY With adult assistance, I can... <ul style="list-style-type: none"> • Recognize, identify, and name my emotions, feelings, and thoughts. • Recognize how different emotions, feelings, and thoughts feel in my body. • Verbally express my emotions or feelings. • Describe the difference between a fixed and growth mindset.

are included under each benchmark section as bullet points. The multiple indicators under each benchmark are intentionally combined in order to avoid duplication of foundational skills and ensure that this document remains useful as an instructional and parenting tool.

The OSPI SEL Standards address early elementary children. By including the crosswalk of these standards with *GOLD*® and WA State ELDGs, the reader is able to view SEL skill development through a continuum moving back to preschool, toddler, and infant development to see how skills build upon previous knowledge for children. Because learning is dynamic and fluid, we can anticipate children will exhibit some SEL skills at their expected age while also having strengths in certain skills and gaps in others. Viewing learning on a continuum allows adults supporting children to scaffold opportunities and interactions to help them reach their next goal.

Finally, readers will notice repetition of SEL skills between benchmark sections. This highlights the fact that many SEL skills are intertwined, especially at this foundational early learning level. For example, a child who is working towards becoming aware of how different emotions feel in their body (self-awareness) is also working toward self-management skills because in order to regulate an emotional response, they must first become aware of it.



Who Can Use This Document

In designing this crosswalk, we wanted to recognize that many similar documents may not be as accessible or easy to digest for all those who may wish to use it. As such, we intentionally set out to create a tool that would be easy to read, use, and apply for all those who engage with and support children in their social emotional development. Below, you can learn more about how this document can be used by different stakeholders including families, coaches, teachers and administrators in a school or district.

FAMILIES AND CAREGIVERS

Families can use this document to partner with their child's teachers and school to support their child's social emotional development, as well as using the tips in each standard to help support their child's learning at home. Additionally, families can use the resources, reflection questions and prompts to explore their own social emotional strengths and determine if there are areas they would like to learn more about.

A child's family brings unique expertise on the child's experiences, developmental needs, strengths and culture, and their caregivers are their first and most important teachers. Research shows that when social emotional learning extends into the home, children are more successful at growing and developing those skills. Schools need families to partner and collaborate to ensure that their decisions and processes are inclusive of all families, cultures and children in the community.

As a caregiver or family member, you can support your child's development through meaningful play where you may act out scenarios or practice responding in different situations, take turns while playing a game, reading books together and making connections to real world experiences, and taking the time to acknowledge and name emotions. Managing big feelings, learning how to think critically and problem-solve, and how to form strong, trusting and respectful relationships are all incredibly important skills families can practice at home.

TEACHERS, CHILDCARE PROVIDERS AND OTHER P-3 PROFESSIONALS

This document has been designed as a reference tool for administrators and teachers to use in assessment and for understanding developmental milestones and expectations for students. Additionally, this document aims to help adults grow their own social emotional capacity. In addition to the crosswalk, each section includes ideas for how to model and support skill acquisition in the classroom and questions to provoke reflection for you as the educator as you consider your own strengths and needs within this domain. When you take the time to assess your own skills, you are better able to understand where you may need supports of your own and you can better utilize your strengths to support your students.

As you reference the crosswalk, notice the stages outside of the age group you generally instruct as you look to individualize for students. We know that all children are unique and so are their learning trajectories. For those who have not met the milestones in their own age or grade range, look to the category before for skills you can build upon. For those who have developed skills beyond their expected stage of development, you can look ahead to what comes next and implement strategies to support that development as well.



COACHES AND TRAINERS

When you are working with staff members or training participants, it can be very useful to have a reference tool such as this to support conversation and reflection. You will find in each section that there is a page of tips for supporting development as well as reflection questions for adults as they work to build their own SEL capacity. As a coach or instructor, you can use these questions to facilitate discussions, as well as using the narrative and tips as handouts to help teachers, administrators, families and childcare providers have a quick, easy-to-read page to help them as they learn. This tool can also be helpful as a coach or trainer as you support those in the field in better understanding the different assessment tools, references and developmental milestones that exist.

ADMINISTRATORS

Teachers, families and coaches can only do so much on their own when it comes to supporting quality social emotional learning in a classroom, at home or in a childcare program. Administrators must be willing to offer the tools, the protected time and the funding to create lasting change. Administrators can use this document for planning and implementation of SEL supports, for reflective practice with staff and families, and to lead dialogue around SEL data and outcomes for their school or district. Administrators can also ensure that each teacher's daily schedule or routine reflects that children are given 45 minute blocks of time for free play of their choice to support the development of SEL and other skills.

Administrators can also use this document to consider social emotional curricula (many of which can be found on the [CASEL SElect list](#) of programs) that may fit the philosophy and interest of their staff and the families they serve. One approach from the Yale Center for Emotional Intelligence called [RULER](#) "aims to infuse the principles of emotional intelligence into the immune system of PreK to 12 schools".⁸ When administrators and school leaders take social emotional learning seriously and prioritize it across the system, we can fortify the foundation upon which all other learning can be built.

Implementing a social emotional curriculum is a great way to increase efficacy and outcomes in schools and in districts, and using this document in conjunction with a curriculum and your School Improvement Plans can lead to long-lasting positive change, especially when using specific SEL strategies with all staff, including support staff such as bus drivers, cooks, paraprofessionals and others. Consider reaching out to others in the Preschool to 3rd grade community to see what SEL approaches and curricula are already in use, and partner with them to build lasting relationships to support children and families in the community.

Lastly, one important consideration that rests in the hands of administrators and school leaders is funding and how it can be applied to make a meaningful impact. [According to a study by economist James Heckman](#), for every dollar we invest in early learning (prenatal to third grade), we save \$7 in intervention services, welfare and other funding in the future. By investing in our youngest learners and setting them up for success, we ensure that our children are not only ready for school, but ready for life and all that comes with it.

⁸ Ycei.org





Standard 1: Self-Awareness

KEY OBJECTIVES:

Notice and name emotions; Recognize how emotions feel in the body; Verbally express feelings; Describe mindsets

WHY: Social emotional skills must be intentionally supported and taught, much like our approach with other skills, like reading and math. Young children develop self-awareness, in large part, through the interactions they have with trusted adults. These adults play key roles in helping children develop self-awareness and a strong sense of personal and cultural identity. As self and cultural identity develop from birth onward, young children become aware of physical, mental, emotional, behavioral, and personality attributes for themselves and others, including gender, race, and ability.

HOW: In order to foster children's self-awareness, adults must create a sense of safety through the use of accepting environments, predictable routines, interactions and expectations. Such predictability helps children know what to expect, thereby building confidence in themselves. What may seem simple and obvious to us as adults, may be confusing for young children. Children need adults who are patient and who can provide them with lots of reminders and opportunities to practice feeling their emotions and exploring their identities. Doing so promotes an environment where children feel accepted and a sense of belonging while they continue to build their self-regulation and executive function skills.

That said, it is normal for children to experience strong and intense emotions, ones that can be overwhelming for them as well as for us. By experiencing these strong emotions with support from a trusted adult, children learn how to identify and express their feelings appropriately. This support during strong feelings also helps children advocate for themselves while honoring and recognizing the rights and needs of others. It is critical for adults to determine what need the child is trying to meet or what skill the child has not yet developed. This deeper understanding helps adults identify effective strategies, supports and interventions specifically tailored to meet the child's needs. In time, children will be able to communicate their feelings verbally or through gestures and cues, rather than withdraw or lash out at others.



Ways to Support



As a parent, caregiver or teacher, please:

- Build authentic relationships and connections with each child by getting to know them and their interests.
- Take the [child's lead](#), when appropriate.
- Have open conversations about gender, race, physical, cultural, and other differences the child observes. Model curiosity. For more articles and lesson plans, please explore the following resource: learningforjustice.org
- Read books or sing songs that portray different identities and cultural groups positively and authentically.
- Label your own as well as children's emotions.
- Describe what you notice happening in your own body when you experience strong emotions, as well as what you see with children when they are experiencing strong emotions.
- During calm periods of the day, spend time labeling, describing and discussing with the child how different emotions look and feel.
- Offer choices, including food, drink or time to rest as children may not realize their own physical needs.
- Offer encouragement and specific feedback.
- Encourage and model appropriate self-soothing activities/items.
- Express empathy and understanding in your tone of voice, your facial expressions, and in your body language.
- Be aware of your own thoughts, feelings and emotions. Caring for young children is both rewarding and challenging. Take breaks when you need to and prioritize your own self-care.

Reflect and Process



How can strong emotions impact someone's mindset or attitude in a given situation?

What are some positive ways we can work through those emotions?

*When have strong emotions affected your own relationships?
What did you learn?*

What methods may help children acknowledge and label their feelings?



Standard 1: Self-Awareness Indicators

Individual has the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports

Self-Awareness Benchmark 1A:

Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior.

EARLY ELEMENTARY

With adult assistance, I can...

- Recognize, identify, and name my emotions, feelings, and thoughts.
- Recognize how different emotions, feelings, and thoughts feel in my body.
- Verbally express my emotions or feelings.
- Describe the difference between a fixed and growth mindset.

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<p>3rd Grade: Continue refinement of skills in this continuum. Individualize instruction for children who may be missing previous skills or who would benefit from additional practice. For children who are ready for additional skill building in this area, reference the “Late Elementary” section of the OSPI SEL standards.</p>	<p>GOLD[®] standards address regulation of emotions and behaviors. This connects closely with OSPI SEL Standard 2: Self-Management. Proceed to page 31 for more information.</p>									
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1st Grade:

1SM: Understand how the body and face show different emotions.

Kindergarten:

1SC: Identify and express own preferences, thoughts and feelings, if appropriate for the child’s culture.

1SM: Identify emotions and use words to describe them.

Preschool (4-5):

1SM: Release emotional tensions in the arms or presence of a caring adult (by this age, the child may have been discouraged from doing so and find it more difficult than before.)

1SM/2SB: Connect emotions with facial expressions.

1SM/6A: Express one or two feelings in role playing life experiences and through movement and dancing.

5SL: Use words to describe emotions (such as happy, sad, tired and scared).

Preschool (3-4):

1SM: Release or redirect emotional tensions.

5SL: Communicate needs and feelings with words and gestures.

1SM: Find it hard to cooperate when tense, hungry, scared, sad, angry, etc., resulting in behavior that is hurtful, harmful or withdrawn.

5SL: Communicate with body language, facial expression, tone of voice and in words.

Toddler (16–36 months):

1SC: Name and express many emotions in self, familiar people, pets.

1SC: Seek the comfort of adults significant to them when in new or uncomfortable situations, or needing help, or feeling strong emotions.

1SM: Express strong feelings through tantrums.

GOLD[®] standards address regulation of emotions and behaviors. This connects closely with OSPI SEL Standard 2: Self-Management. Proceed to 31 for more information.



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Infant (0–18 months):

1FC: Cry to express or relieve self of a variety of feelings.

1SM: Comfort self by cooing, babbling, or by clutching, sucking or stroking a favorite blanket or other item.

5SL: Cry in different ways depending on whether hungry, in pain or tired.

5SL: Use a variety of sounds to express emotions.

1SM: Grow more confident when encouraged to release strong feelings.

1SM: Express and respond to a variety of emotions.

2SB: Laugh when others laugh.

6S: Express surprise, delight, excitement and interest.

GOLD[®] standards address regulation of emotions and behaviors. This connects closely with OSPI SEL Standard 2: Self-Management. Proceed to 31 for more information.



Self-Awareness Benchmark 1B: *Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations and cultural and linguistic assets.*

EARLY ELEMENTARY

With adult assistance, I can...

- Identify my interests.
- Identify what strengths are, and my own strengths.
- Identify the importance to me of being a member of my cultural group(s).

<p style="text-align: center;">Washington State Early Learning and Development Guidelines (ELDGs)</p>	<p><i>GOLD</i>[®]</p>								
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<p>3rd Grade: 1FC: Write a story about themselves in the context of the child’s family, culture and environment.</p>	<p>1c ■ W Accurately identifies own strengths and challenges (self-assessment, self-appraisal); develops and works toward personal goals.</p> <p>11d ■ ■ Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic.</p>								



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2nd Grade:

1FC: Share a family or cultural tradition, dance, song or practice with classmates, friends and family.

1FC: Ask questions about their own family history and culture.

11d ■ ■

Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic.

1c ■ ■ **W**

Practices skills to reach desired level of personal achievement.

11d ■ ■

Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events.

1st Grade:

1FC: Tell friends or adults about a family or cultural tradition.

1c ■ ■ **W**

Practices skills to reach desired level of personal achievement.

11d ■ ■

Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events.

Kindergarten:

1FC: Take pride in and know their own ethnic/cultural heritage. Recognize different ethnic/cultural groups.

1FC: Identify family customs and traditions.

1SC: Identify and express own preferences, likes and dislikes, thoughts and feelings, if appropriate for the child's culture.

11d ■ ■ ■

Shows eagerness to learn about a variety of topics and ideas.



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Preschool (4-5):

1FC: Take pride in own family composition and interest in others'. Understand that families are diverse.

1SC/6K: Describe likes and interests.


1LL: Be curious; interested in trying things out.

5SL: State own point of view, and likes and dislikes using words, gestures and/or pictures.

6SS: Describe family members and understand simple relationships (such as, "Marika is my sibling.")

6SS: Adopt the roles of different family members during dramatic play. Plan what each role does and then enact it.

6SS: Draw own family, as the child understands it.

11d 

Shows eagerness to learn about a variety of topics and ideas.

Preschool (3-4):

1FC: Remember the people who are important in the child's life.

1FC/6SS: Name and identify the relationship (parent, sibling, cousin, etc.) of most family members, including extended family.

1FC: Recognize the importance of cultural celebrations and traditions.

1FC: Show or talk about objects from family or culture.

1SC: Show personal likes/dislikes and favorite/familiar activities.

1SC: Proud to say own first and last name.

1SC: Know self as a part of the family, spiritual group, culture, community, and/or other group to which the family belongs.

1SC: Notice self as an important person to family and friends.

1SM: Express delight in own abilities. ("I did it myself!")

1LL: Enjoy creating own play activities.

11d 

Shows eagerness to learn about a variety of topics and ideas.



11d 

Explores and investigates ways to make something happen.




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Toddler (16–36 months):

- 1FC: Show preference for familiar adults and peers.
- 1FC: Recognize roles within the family.
- 1FC/2SB: Participate in family routines, such as what the family does at dinner time.
- 1SC: Separate from main caregiver when in familiar settings outside the home.
- 1LL: Actively explore the environment.
- 1LL: Want to do favorite activities over and over.
- 2SB: Start to act appropriately as a member of various communities, such as family, classroom, neighborhood, faith community.
- 2SB: Be excited to see friends and familiar people. Have a preferred playmate.

11d  Explores and investigates ways to make something happen.


1c  Seeks to do things for self.


11a  Pays attention to sights and sounds.


11d  Uses senses to explore the immediate environment.

Infant (0–18 months):

- 1FC: Seek out trusted caregiver(s) for comfort and support.
- 1FC/4S: Identify and show preference for primary caregivers over strangers. Cry when caregiver is not in sight or cling to caregiver when strangers are nearby.
- 1SC: Try to do things on own. Show joy when completing a simple task.
- 1SC: Respond with movement and/or sounds when someone speaks the child's name.
- 1SC: Protest when does not want to do something; know what they like to do.
- 1SC: Point to indicate what they want.
- 1SC: Choose things to play with.
- 1LL: Show preference for certain toys and activities.
- 1LL/6K: Show interest in exploring, feeling and looking at objects new to the child using a variety of senses and motions.
- 2IP/6SS: Show interest in people and other children by watching and trying to imitate them (such as following an older sibling around).
- 6A: Show interest in sounds, tones, voices, music, colors and shapes.

1c  Seeks to do things for self.

11a  Pays attention to sights and sounds.

11d  Uses senses to explore the immediate environment.



Self-Awareness Benchmark 1C: *Demonstrates self-awareness and understanding of external influences, e.g. culture, family, school, and community resources and supports.*

EARLY ELEMENTARY

With adult assistance, I can...







- Set my own goals.
- Identify a safe adult I see as a resource or support outside of my family.
- Identify reasons why I may need to seek help from others.

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<p>3rd Grade: Continue refinement of skills in this continuum. Individualize instruction for children who may be missing previous skills or who would benefit from additional practice. For children who are ready for additional skill building in this area, reference the “Late Elementary” section of the OSPI SEL standards.</p>	<p>1c ■ W Accurately identifies own strengths and challenges (self-assessment, self-appraisal); develops and works toward personal goals.</p> <p>11c ■ ■ W Solves a wide range of problems using a variety of strategies; attempts to solve problems independently before asking for assistance from adults or peers.</p>									



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2nd Grade:

1LL: Make and follow multi-step plans for completing a task.

11c   

Solves a wide range of problems using a variety of strategies; attempts to solve problems independently before asking for assistance from adults or peers.

11b  

Plans and completes grade-appropriate tasks and projects with minimal adult assistance.

1c   

Practices skills to reach desired level of personal achievement.

1st Grade:

Continue refinement of skills in this continuum. Individualize instruction for children who may be missing previous skills or who would benefit from additional practice. For children who are ready for additional skill building in this area, reference the next grade band.

1c   

Practices skills to reach desired level of personal achievement.

11b   

Plans and pursues own goal until it is reached.

2a   

Engages with trusted adults as resources and to share mutual interests.



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Kindergarten:


1SM/1LL: Make and follow, some of the time, multi-step plans for completing a task.
 2IPO: Accept new people who are trusted adults (e.g., teacher, bus driver).
 6K: Learn best through active exploration of concrete materials (blocks, paint, etc.). Make plans for this exploration. Talk about what they have learned from the activity and would like to do next.
 6SS: Know the people who carry out the rules at school and in the community (principal, teacher, crossing guards, bus drivers, fire fighters, etc.).

11b   

Plans and pursues own goal until it is reached.

2a   

Engages with trusted adults as resources and to share mutual interests.

11b   

Plans and pursues a variety of appropriately challenging tasks.

Preschool (4-5):

1SC: Choose activities to do alone or with others (such as puzzles, painting, etc.).
 2IA: Seek emotional support from caregivers.
 2SB: Listen to what other children want and make plans that take these desires into account.
 2IPO: Make and follow plans for games with other children.
 2PSCR: Ask for help from another child or an adult to solve a problem.
 4S: Identify trusted adults who can help in dangerous situations.
 6K: Ask adults questions to get information (as appropriate in the family's culture).
 6K: Be able to explain what they have done and why, including any changes made to their plans.

2a   

Engages with trusted adults as resources and to share mutual interests.

11b   

Plans and pursues a variety of appropriately challenging tasks.

1c    

Demonstrates confidence in meeting own needs.



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Preschool (3-4):

1FC: Remember the people who are important in the child's life.

1 SC: Know self as a part of the family, spiritual group, culture, community, and/or other group to which the family belongs.

1SM: Be able to identify when something is hard to do.

1LL: Enjoy creating own play activities.

2IA: Separate from important adults, sometimes relying on another adult to feel safe. Release tensions through laughter, tears, trembling, talking, or yawning.

2IA: Show affection for important adults.

6K: Draw on own past experiences to choose current actions.

6K: Make plans for ways to do something. May or may not follow through.

1c    

Demonstrates confidence in meeting own needs.

2a  

Manages separations without distress and engages with trusted adults.

11c   

Observes and imitates how other people solve problems; asks for a solution and uses it.

11b    

Practices an activity many times until successful.











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Toddler (16–36 months):

- 1FC: Have a relationship with caregivers or family other than the parents or main caregiver.
- 1FC: Show preference for familiar adults and peers.
- 1FC: Feel comfortable in a variety of places with familiar adults (such as at home, in the car, store or playground).
- 1FC: Express caution or fear toward unfamiliar people.
- 1SC: Make choices (such as what clothes to wear) and have favorite books, toys and activities.
- 1SC: Separate from main caregiver when in familiar settings outside the home.
- 1SC: Seek the comfort of adults significant to them when in new or uncomfortable situations, or needing help, or feeling strong emotions.
- 1LL: Try new ways of doing things. Experiment with the effect of own actions on objects and people.
- 1LL/6K: Insist on some choices. Choose an activity and keep at it for longer periods of time.
- 1LL/6K: Ask for help when needed.
- 2IA: Start interactions and play with adults.
- 2IA: Seek out attention from adults.
- 4DLS: Want to take care of themselves.

- 1c**  Demonstrates confidence in meeting own needs.
- 2a**  Manages separations without distress and engages with trusted adults.
- 11c**  Observes and imitates how other people solve problems; asks for a solution and uses it.
- 11b**  Practices an activity many times until successful.
- 1c**  Seeks to do things for self.
- 2a**  Uses trusted adults as a secure base from which to explore the world.
- 11b**  Repeats actions to obtain similar results.
- 11c**  Reacts to a problem; seeks to achieve a specific goal.



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Infant (0–18 months):

1FC/4S: Identify and show preference for primary caregivers over strangers. Cry when caregiver is not in sight, or cling to caregiver and demonstrate fear when strangers are nearby.

1FC: Seek out trusted caregiver(s) for comfort and support.

1SC: Repeat an action to get more effect.

1SC: Choose things to play with.

1SC: Try to do things on own. Show joy when completing a simple task.

1SM: Use a trusted adult as a secure base from which to explore.

1SM/4S: Look for caregiver's response in uncertain situations, when trying something new, or before initiative unsafe behavior.

1SM/6K: Cry, make sounds, words, facial expressions, gestures, or moves body to let the caregiver know of the need for help, attention or comfort.

1LL: Start interactions with familiar adults and children (such as by smiling or making sounds).



2PSCR: Accept adults stepping in when there are disputes over toys and play.

11b    

Practices an activity many times until successful.

1c   

Seeks to do things for self.

2a   

Uses trusted adults as a secure base from which to explore the world.

11b   

Repeats actions to obtain similar results.

11c   

Reacts to a problem; seeks to achieve a specific goal.

2a 

Demonstrates a secure attachment to one or more adults.





Standard 2: Self-Management

KEY OBJECTIVES:

Individual has the ability to regulate emotions, thoughts and behaviors and problem-solving skills

WHY: The ability to regulate emotions, thoughts and behaviors builds on children's awareness of self and their ability to identify emotions in themselves and others. Often, young children are developing self-awareness and self-regulation skills simultaneously. Like other areas of learning and development, the ability to control impulses, engage in responsible decision-making, and understand that actions have consequences, must be intentionally supported by adults who model those skills. When children feel safe and know that their needs will be met, they can then trust in themselves and in the process as they learn to delay gratification, manage their own feelings appropriately, and engage in effective problem-solving strategies.

HOW: In order to foster children's self-regulation, they need opportunities to label their own emotions as well as those of others. Understanding someone else's needs is foundational as children build their own self-regulation skills. Take time to both acknowledge how the child is feeling and explain things from someone else's perspective. Doing so helps children feel valued and understood while also taking additional information into consideration.

It is normal for children to experience strong and intense emotions, ones that can be overwhelming for them as well as for us. Well-intentioned adults sometimes act in ways to protect children from these strong feelings, thereby limiting the opportunities they have to practice regulating their emotions. While avoiding conflict altogether may work in the short-term, in the long run, children miss out on opportunities to build their skill and confidence in dealing with disappointment and frustration and may require more support than their peers as they get older.

Instead, adults can demonstrate empathy and compassion when children are feeling frustrated, disappointed, hurt, angry, or overly excited. Adults can also help children regulate their feelings and actions by highlighting what they can do, rather than focusing on what they can't do. As adults help and support children to process their feelings and emotions, adults can continue to guide their learning by asking them to reflect on previous experiences, what they have learned as a result, and to plan next steps, based on their hopes and goals.



Ways to Support



As a parent, caregiver or teacher, please:

- Build authentic relationships and connections with each child by getting to know them and their interests.
- Ensure basic needs are met, such as food, drink, rest as well as predictable, safe and secure routines and interactions.
- Ensure there are sufficient supplies, materials and preferred activities in group settings.
- Reinforce developmentally appropriate, positive expectations.
- Collaborate with children and families to assess expectations and make sure they are clear and reasonable, based on the child's age, ability, experiences, interests and identity.
- Encourage appropriate self-soothing activities/items.
- Read stories and engage in conversation about social problem solving.
- Express empathy and understanding in your tone of voice and in your facial expressions.
- Model for children by labeling your own emotions and naming other perspectives or considerations, based on the situation.
- Help children identify their goals and encourage them to play an active role in meeting them.
- Help children know what to expect by providing developmentally appropriate information and support during transitions.
- Help children learn to wait, share and take turns by using a timer.
- Help children regulate by offering limited choices and using *first, then* language. For example, "First clean up the block area, then we can go outside."
- Anticipate conflict and be ready to lend support as children engage in problem solving strategies and to prevent things from escalating.
- Model appropriate problem-solving skills by asking for children's input, offering possible solutions, and soliciting their feedback until there is agreement, or until you, as the adult, must make a decision.
- Problem-solve peer conflicts once all children have regulated.
- Play games where children have opportunities to practice self-regulation and have fun. (Simon Says, Red Light/Green Light, etc.)

Reflect and Process



What methods do you turn to when you need to regulate your own emotions?

Think about a time someone showed you empathy. What impact did they have on you at the time?

How do you feel when you are expected to do something, but the instructions aren't clear to you?

For more information on how to support Self-Management, please visit:

[DEY: Applying Maslow's Hierarchy of Need a New Approach to School Equity](#)

[Edutopia: How to Teach Self-Regulation](#)

[Harvard Center for the Developing Child: Self-Regulation Activities](#)



Standard 2: Self-Management Indicators

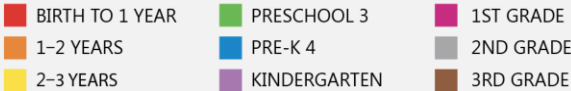







Individual has the ability to regulate emotions, thoughts, and behaviors

Self-Management Benchmark 2A: *Demonstrates the skills to manage one’s emotions, thoughts, impulses, and stress in constructive ways.*

EARLY ELEMENTARY

With adult assistance, I can...

- Understand that my actions have consequences.
- Identify strategies to help me be in control of myself and ask for additional assistance as needed.
- Demonstrate understanding about classroom expectations and procedures and the reasons for them.

Washington State Early Learning and Development Guidelines (ELDGs)	GOLD® 
3rd Grade: 1SM: Know and use strategies to deal with different emotions, such as using self-control when angry.	<p>1a  </p> <p>Demonstrates patience with personal limitations; controls feelings based on how they will affect others.</p> <p>1b  </p> <p>Demonstrates an understanding of the “big rule” concepts and safety, kindness, respect, and care for the objects and materials in the environment.</p> <p>1a   </p> <p>Manages strong emotions using known strategies.</p>



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- 3RD GRADE

2nd Grade:

1SM: Understand and explain the impact of different emotions on others. For example, being happy might help others feel happy, while being grumpy might make others grumpy.
4NH: Begin to understand the consequences of healthy behaviors and choices, such as ways to prevent illness.

- 1a** ■ ■ Ⓜ
Manages strong emotions using known strategies.
- 1b** ■ ■ Ⓜ
Understands and explains reasons for rules.

1st Grade:

1SM: Calm down strong emotions and avoid acting on impulse.
1SM: Describe ways to cope with and manage stress. For example, if a friend doesn't want to play any more (stress), invite someone else to play with you (cope).
2IPO: Think about how their behavior impacts other people.
4S: Understand that some game rules are for safety.

- 1b** ■ ■ Ⓜ
Understands and explains reasons for rules.
- 1a** ■ ■ Ⓜ
Controls strong emotions in an appropriate manner most of the time.

Kindergarten:

1SM: Begin to recognize how their own actions affect others.
1SM: Resist impulses and choose appropriate behavior with little adult direction.
1SM: Adapt to new environments by behaving and displaying emotions in ways expected.
1SM: Change actions to meet what is expected in different settings and conditions and apply familiar accepted behaviors in new but similar situations, such as taking shoes off at home, leaving them on at school, and putting boots on in the rain.
2SB: Accept the consequences of their own actions.
4S: Be able to explain the reasons for safety rules.

- 1a** ■ ■ Ⓜ
Controls strong emotions in an appropriate manner most of the time.
- 1b** ■ Ⓜ
Applies basic rules in new but similar situations.
- 1a** ■ ■ ■ Ⓜ
Is able to look at a situation differently or delay gratification.
- 1b** ■ ■ ■ Ⓜ
Manages classroom rules, routines, and transitions with occasional reminders.



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|---|--|---|
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|  2-3 YEARS |  KINDERGARTEN |  3RD GRADE |

Preschool (4-5):

1SM: Anticipate consequences of own behavior. With help, consider possibilities and plan effective approaches to problems.

1SM: Begin to enjoy games where the child has to change behavior in response to changing directions.

2IA: Understand that adults may want the child to do something different than they want to do.

2SB: Adjust behavior to different settings (such as using an outdoor voice or an indoor voice), sometimes with reminders.

2SB: Be able to think about behavior, being cooperative and non-hurtful. Able to talk about the best ways to do things.

2SB: Wait for a turn without getting angry or grabbing. May lose interest in the object or activity before getting a turn.

2PSCR: Ask for help from another child or an adult to solve a problem.

4S: Follow safety rules indoors and outdoors.

6K: Predict what comes next in the day when there is a consistent schedule.

6K: Seek to understand cause and effect (“If I do this, why does that happen?”).

6A: Express feelings through movement and dancing in various musical tempos and styles.

1a    

Is able to look at a situation differently or delay gratification.

1b    

Manages classroom rules, routines, and transitions with occasional reminders.



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 BIRTH TO 1 YEAR	 PRESCHOOL 3	 1ST GRADE
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 2-3 YEARS	 KINDERGARTEN	 3RD GRADE

Preschool (3-4):

- 1SM: Find it hard to cooperate when tense, hungry, scared, sad, angry, etc., resulting in behavior that is hurtful, harmful or withdrawn.
- 1SM: Release or redirect emotional tensions—cry, laugh, tremble, yawn, sign, jump, walk—becoming more relaxed and cooperative afterward.
- 1SM: Identify simple rules and expect others to follow them.
- 1SM: Predict what comes next in the day, when there is a consistent schedule.
- 1SM: Sometimes turn down a treat now if a better treat will be available later.
- 1SM: Remember and cooperate in daily routines, such as getting into a car seat, and in changes from one activity to another, with occasional reminders.
- 1SM: Manage changes in routines and learn new behaviors with a little practice.
- 2SB: Respond to directions from adults about putting items away or being careful with them.
- 2SB: Notice where things belong and help put them away (such as toys, putting their own dishes in the wash basin).
- 2PSCR: Wait for a turn.
- 2PSCR: Identify ways to change behavior to respond to another’s desires or needs. Remember and follow through on the agreement without further reminders, some of the time.
- 4S: Begin to learn safety rules for the child’s daily activities.
- 6K: Draw on their own past experiences to choose current actions.

1a    

Is able to look at a situation differently or delay gratification.

1b    

Manages classroom rules, routines, and transitions with occasional reminders.

1a    

Comforts self by seeking out special object or person.

1b    

Accepts redirection from adults.



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Toddler (16–36 months):

1FC/1SM/2SB/4DLS/6K/6SS: Remember, follow, recall order, and participate in simple routines, including family routines, sleeping routines, and class routines that keep things clean.

1SC: Seek the comfort of adults significant to them when in new or uncomfortable situations, or needing help, or feeling strong emotions.

1SM: Direct others to follow simple rules and routines, even when they do not follow them.

1SM/2SB: Be upset and have trouble learning new behavior when routines are not followed or change.

1SM: Respond well to adult guidance, most of the time. Test limits and try to be independent.

1SM: Stop an activity or avoid doing something if directed.

1SM: Express strong feelings through tantrums.

1SM: Do things the child has been told not to do.

1LL: Seek and accept help when encountering a problem.

1LL: Change behavior based on something the child learned before.

2SB: Start to act appropriately as a member or various communities, such as family, classroom, neighborhood, faith community.

2PSCR: Find it hard to wait for a turn. Use adult help to share and take turns.

4S: Recognize safety rules, but not always follow them.

5SL: Struggle if too many directions are given at once.

6K: Experiment with the effect of own actions on things and people.

6K: Know that playing with certain desirable or forbidden things will get adults' attention.

6K/6SS: Connect new experiences to past experiences and take action based on past experience.

6K: Imitate how others solve problems.

6K: Ask for help when needed.

6A: Use a variety of materials to express self, such as paint, crayons and musical instruments.

1a 

Comforts self by seeking out special object or person.

1b 

Accepts redirection from adults.

1a 

Uses adult support to calm self.

1b 

Responds to changes in an adult's tone of voice and expression.



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Infant (0–18 months):

1FC/1SM: Cry, babble, tremble, yawn and laugh to release tension, express or relieve self of a variety of feelings.

1SC/6S: Repeat an action to figure out cause and effect (such as wriggling in the crib to shake a mobile hanging above, smiling and cooing to get the caregiver to smile back, releasing a toy over and over).

1SC: Show pride (face “lights up”) at own behavior.

1SM/1LL/6K: Cry, make sounds, use words, facial expressions, gestures, and move the body to let the caregiver know of the need for help, attention, comfort or change in activity.

1SM/4S: Look for caregiver’s response in uncertain situations, when trying something new, or before initiating unsafe behavior.

1SM: Wait briefly to touch or eat something in response to the caregiver’s direction.

1SM: Follow some rules and routines, and simple directions.

1SM: Look away at times to control the timing of the interaction.

1SM: Use adult to reassure self by cuddling, grasping adult’s finger, etc.

1SM: Comfort self by cooing, babbling, or by clutching, sucking or stroking a favorite blanket or other item.

1SM: Express and respond to a variety of emotions.

1SM/4DLS/6SS: Notice, be eager for, and participate in repeated daily routines, such as lifting arms toward a caregiver to be picked up, dressing, undressing, diapering, washing and drying hands.

1LL: Apply something already learned to something new, such as banging on a drum to make a sound, then banging on a bucket.

2SB: Take turns in social games.

2IP: Respond to others’ smiles and emotions. React when someone is crying or upset.

4DLS: Soothe self and fall asleep.

4S: Stop/wait/be distracted from unsafe behavior when caregiver says “no”, “stop” or gives a nonverbal cue for alarm/danger.

6S: Respond to caregiver’s guidance on how to act appropriately toward and around living things.

1a 

Comforts self by seeking out special object or person.

1b 

Accepts redirection from adults.

1a 

Uses adult support to calm self.

1b 

Responds to changes in an adult’s tone of voice and expression.



Self-Management Benchmark 2B: *Demonstrates responsible decision-making and problem-solving skills.*

EARLY ELEMENTARY

With adult assistance, I can...

- Follow routines and identify ideas to solve problems.
- Identify possible solutions and identify the pros and cons of each solution.

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3rd Grade: 2PSCR: Understand and use the basic steps for resolving conflict.	<p>1b ■ W Demonstrates an understanding of the “big rule” concepts and safety, kindness, respect, and care for the objects and materials in the environment.</p> <p>3b ■ W Considers multiple viewpoints when solving conflicts.</p> <p>11c ■ W Plans, considers various alternatives, and combines skills and strategies needed to solve problems.</p> <p>11c ■ ■ W Solves a wide range of problems using a variety of strategies; attempts to solve problems independently before asking for assistance from adults or peers.</p>



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2nd Grade:

2IPO: Take these [perspectives of others] into account when identifying possible solutions.

2PSCR: Show constructive ways to negotiate a solution to conflicts.

6S: Attempt to design solutions to a common problem.

11c ■ ■ **W**

Solves a wide range of problems using a variety of strategies; attempts to solve problems independently before asking for assistance from adults or peers.

1b ■ ■ **W**

Understands and explains reasons for rules.

1st Grade:

2PSCR: Think about the best approach to a problem before reacting.

2PSCR: Work together with peers and brainstorm to come up with solutions to their own problems.

1b ■ ■ **W**

Understands and explains reasons for rules.

3b ■ ■ **W**

Resolves social problems through basic negotiation and compromise.





11c ■ ■ **W**

Thinks problems through, considering several possibilities and analyzing results.






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Kindergarten:





- 1LL: Find more than one way to complete a task.
- 2PSCR: Make decisions and solve problems with other children.
- 2PSCR: Resolve some conflicts with peers without adult help.
- 2PSCR: Listen to others' ideas and wants, share own ideas and wants, consider what is fair, and make suggestions for different ways to resolve conflicts.

3b   
Resolves social problems through basic negotiation and compromise.

11c   
Thinks problems through, considering several possibilities and analyzing results.



1b  
Applies basic rules in new but similar situations.





3b    
Suggests solutions to social problems.

11c    
Solves problems without having to try every possibility.

Preschool (4-5):

- 1LL: Recognize when making mistakes and fix these errors during a task.
- 2PSCR: Ask for help from another child or an adult to solve a problem.
- 2PSCR: Make decisions and solve problems with other children, with adult help.
- 2PSCR: Be able to talk about ways to solve a problem or help another child, and keep in mind the personality and preferences of that child.

3b    
Suggests solutions to social problems.

11c    
Solves problems without having to try every possibility.








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Preschool (3-4):

1LL: Identify questions and puzzles and have ideas about ways to figure them out. Try some of these ideas.
 1LL: Recognize when making a mistake and sometimes adjust behavior to correct it.
 2IP: Make decisions with other children, with adult help.
 2PSCR: Identify ways to change behavior to respond to another's desires or needs. Remember and follow through on the agreement without further reminders, some of the time.
 6K: Think of a different way to do something, when confronting a problem, with adult help.

- 3b**  Suggests solutions to social problems.
- 11c**  Solves problems without having to try every possibility.
- 3b**  Seeks adult help to resolve social problems.
- 11c**  Observes and imitates how other people solve problems; asks for a solution and uses it.
- 1b**  Accepts redirection from adults.

Toddler (16-36 months):

1SM: Respond well to adult guidance, most of the time. Test limits and try to be independent.
 1LL: Try new ways of doing things. Experiment with the effect of own actions on objects and people.
 1LL/6K: Ask for, seek and accept help when encountering a problem.
 2PSCR: Find it hard to wait for a turn. Use adult help to share and take turns.
 6K: Repeat an action over and over until successful, such as stacking blocks until they no longer fall down.
 6K: Imitate how others solve problems.

- 3b**  Seeks adult help to resolve social problems.
- 11c**  Observes and imitates how other people solve problems; asks for a solution and uses it.
- 1b**  Accepts redirection from adults.
- 1b**  Responds to changes in an adult's tone of voice and expression.
- 3b**  Expresses feelings during a conflict.
- 11c**  Reacts to a problem; seeks to achieve a specific goal.



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Infant (0–18 months):

1LL/6S: Take action and try different approaches to achieving a goal, such as reaching a desired object, fitting puzzle pieces together, or activating a toy.

1LL: Make creative use of items, such as turning a bucket upside down to be the base for a tower.

1LL: Repeat a simple activity until successful.

2PSCR: Accept adults stepping in when there are disputes over toys and play.


6K: Search for a hidden object.

6K: Use imitation to make a desired effect, such as activating a toy, or obtaining an object.

6K: Use objects as a means to an end, such as using a bucket to take toys from one place to another.

6S: Use the senses (mouthing, watching, grasping, reaching) to get information and explore what's nearby.

6S: Repeat behaviors to figure out cause and effect. For example, a toy released high always goes down (law of gravity).

1b 

Accepts redirection from adults.

1b 

Responds to changes in an adult's tone of voice and expression.

3b 

Expresses feelings during a conflict.

11c 

Reacts to a problem; seeks to achieve a specific goal.





Standard 3: Self-Efficacy

KEY OBJECTIVES:

Individual has the ability to motivate themselves, persevere, and see themselves as capable.

WHY: As young children continue to grow and develop, they play an increasingly more active role in their own learning, requiring less support and supervision from adults, over time. As a result of the intentional support adults provide children, they develop the skills and mindsets needed to remain engaged, complete challenging work, take appropriate risks, value perspectives and opinions of others - including people representing diverse abilities and cultural and linguistic backgrounds, and make healthy choices, even when no one is looking.

HOW: When the adults in young children's lives attend to and prioritize their needs, children learn that they are worthy and come to trust that their needs will be met. These early experiences set the foundation for the later development of self-efficacy. It is through these trusted interactions and relationships that children develop the confidence and stamina required to tune out distractions, be persistent in the face of challenges, advocate for themselves, engage respectfully in conflict resolution, and work toward long and short-term goals.

In addition, when adults model and honor children's strengths, experiences, and perspectives, children learn to advocate for themselves, while also honoring the rights and needs of others. By slowing down and understanding that their behaviors and actions have consequences, children learn to think more deeply and critically about issues and challenges, thereby helping them to co-create innovative solutions that meet their needs as well as the needs of others.

While it might be tempting to implement a reward system to encourage children to complete chores and school work, doing so consistently can hinder children's motivation and sense of accomplishment. Instead, adults can help children build their self-efficacy skills through the use of encouragement, rather than praise, that prioritizes and focuses on the learning process, rather than the end product. For example, acknowledging children's efforts and asking them what they have learned will help children persist with challenging tasks and to see themselves as capable, regardless of the short-term outcomes.



Ways to Support



As a parent, caregiver or teacher, please:

- Build authentic relationships and connections with each child by getting to know them and their interests.
- Leverage those interests at home, in child care, and at school when exposing children to new content and helping them build new skills.
- Promote intrinsic motivation and limit the use of external rewards.
- Provide children with opportunities to set goals, identify small action steps, monitor progress and re-assess, as appropriate.
- Offer encouragement and specific feedback, noticing their hard work and efforts, rather than focusing on the end result.
- Set clear, reasonable expectations and follow through.
- Recognize and apologize when you have made a mistake and not followed through on a commitment to a child. Ask what they need from you in order to restore trust and safety.
- Model and support children in advocating for their needs and ideas while also taking responsibility during a conflict. [Use a restorative justice approach](#) when harm has been caused.
- Provide children with appropriate challenges, ones that they are capable of mastering with some effort.
- Give children opportunities to be with others who have already mastered some of the skills they are still working on. Doing so helps children observe others' successes and learn from them.
- Give children opportunities to be leaders by modeling skills and supporting their peers.
- Use language that reinforces a growth mindset such as "is learning to" or "has not yet."
- Provide opportunities for children to practice delaying gratification, when appropriate.
- Model appropriate interpersonal relationships that include honoring cultural differences and respecting boundaries.
- When there has been a conflict, take time to reconnect with the child when you are both calm. Talk openly about what happened, what the child learned, and what the child would do differently next time.

Reflect and Process



How does it feel when you fail at something, or don't complete it in a way you're proud of? What is your approach when this happens? Conversely, how does it feel when you're successful?

Consider a time when you felt very confident about completing a task. What helped you feel confident? How did that confidence impact your outcome?

What is your process for setting goals for yourself? What helps you to be successful in reaching your goals? What pitfalls might you have to avoid when striving to reach your goals?

For more information on how to support Self-Efficacy, please visit:

[Transforming Education: Self-Efficacy Toolkit](#)

[NAEYC: 5 Easy Ways to Build Authentic and Genuine Relationships](#)

[Harvard University: How to Motivate Children: Science-Based Approaches for Parents, Caregivers, and Teachers](#)

[Advanced Psychology - Why Risk Taking is Essential for Child Development](#)



Standard 3: Self-Efficacy Indicators

Individuals have the ability to motivate themselves, persevere, and see themselves as capable.

Self-Efficacy Benchmark 3A: *Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.*

EARLY ELEMENTARY

With adult assistance, I can...

- Identify steps to achieve a personal goal or complete a routine task.
- Identify something I have accomplished with practice and effort.
- Understand how my attitude affects goal achievement.
- Identify personal goals, school goals, family goals.

<p>Washington State Early Learning and Development Guidelines (ELDGs)</p>	<p><i>GOLD</i>[®]</p> <table border="0"> <tr> <td>■ BIRTH TO 1 YEAR</td> <td>■ PRESCHOOL 3</td> <td>■ 1ST GRADE</td> </tr> <tr> <td>■ 1-2 YEARS</td> <td>■ PRE-K 4</td> <td>■ 2ND GRADE</td> </tr> <tr> <td>■ 2-3 YEARS</td> <td>■ KINDERGARTEN</td> <td>■ 3RD GRADE</td> </tr> </table>	■ BIRTH TO 1 YEAR	■ PRESCHOOL 3	■ 1ST GRADE	■ 1-2 YEARS	■ PRE-K 4	■ 2ND GRADE	■ 2-3 YEARS	■ KINDERGARTEN	■ 3RD GRADE
■ BIRTH TO 1 YEAR	■ PRESCHOOL 3	■ 1ST GRADE								
■ 1-2 YEARS	■ PRE-K 4	■ 2ND GRADE								
■ 2-3 YEARS	■ KINDERGARTEN	■ 3RD GRADE								
<p>3rd Grade: 6K: Work at an activity until it is complete.</p>	<p>1c ■ W Accurately identifies own strengths and challenges (self-assessment, self-appraisal); develops and works toward personal goals.</p> <p>11a ■ W Directs attention based on previous performance and concentrates on activities that require additional study.</p> <p>11b ■ W Finishes long assignments and projects that last for days or weeks; may briefly give up on difficult tasks but returns to complete them.</p>									



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2nd Grade:

- 1LL: Make and follow multi-step plans for completing a task.
- 1LL: Stay focused on a task for longer periods of time.
- 3ULM: Enjoy improving skills activities that require attention to form, such as sports, yoga, karate or gymnastics.
- 6K: Show more interest in having their work look the way they want it to look.

11a ■ ■ W
Concentrates on tasks for extended periods but may become restless, especially during activities viewed as less interesting; repeatedly practices activities thought to be enjoyable.

11b ■ ■ W
Plans and completes grade-appropriate tasks and projects with minimal adult assistance.

1c ■ ■ W
Practices skills to reach desired level of personal achievement.

1st Grade:

- 1LL: Start to be able to stay focused on tasks assigned by others.
- 1LL: Focus attention on a task/topic and ignore distractions.
- 3ULM: Notice and correct own mistakes in activities that require attention to form, such as yoga, karate, sports or gymnastics.

1c ■ ■ W
Practices skills to reach desired level of personal achievement.

11a ■ W
Selectively focuses attention based on task difficulty and shifts attention toward teacher's goal; demonstrates concentrated effort.

11b ■ ■ W
Plans and pursues own goal until it is reached.



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|  2-3 YEARS |  KINDERGARTEN |  3RD GRADE |

Kindergarten:

- 1SM/1LL: Make and follow, some of the time, multi-step plans for completing a task.
- 1LL: Stay focused on an activity, even when facing challenges.
- 1LL: Return to activities after interruptions, including after several days.
- 3USM: Be interested in working to do things “right” and will practice skills for short periods of time.
- 4DLS: Continue to use practices to be safe and healthy, with minimal adult help.

11b   

Plans and pursues own goal until it is reached.

11a  

Sustains attention on tasks or projects over time (days to weeks); can return to activities after interruptions.

1c   

Takes responsibility for own well-being.

11a   

Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions.





11b   

Plans and pursues a variety of appropriately challenging tasks.



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 2-3 YEARS	 KINDERGARTEN	 3RD GRADE

Preschool (4-5):

1LL: Stay with a task for more than five minutes and attempt to solve problems that arise.

1LL: Recognize when making mistakes and fix these errors during a task.

2SB: Listen to what other children want and make plans that take these desires into account.

2IPO: Make and follow plans for games with other children.

3ULM: Enjoy challenging themselves to try new and increasingly difficult activities.

3USM: Spend time practicing skills that are difficult. Be aware of what they find difficult and try to do it better.

4DLS: Participate easily and know what to do in routine activities (such as meal time, bed time.)

4DLS: Dress and undress, with only a little help needed.

4DLS: Decide, with a few prompts from adults, when to carry out self-help tasks (such as washing hands).

6K: Be able to explain what they have done and why, including any changes made to their plans.

1c   

Takes responsibility for own well-being.

11a   

Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions.

11b   

Plans and pursues a variety of appropriately challenging tasks.



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|  2-3 YEARS |  KINDERGARTEN |  3RD GRADE |

Preschool (3-4):

1SM: Remember and cooperate in daily routines, such as getting into a car seat, and in changes from one activity to another, with occasional reminders.

1SM: Express delight in own abilities (“I did it myself!”)

1SM: Be able to identify when something is hard to do.

1LL: Identify questions and puzzles and have ideas about ways to figure them out. Try some of these ideas.

1LL: Recognize when making a mistake and sometimes adjust behaviors to correct it.

3ULM: Enjoy the challenge of trying new skills.

3USM: Persists some of the time in practicing skills that are difficult.

4DLS: Dress and undress, take off coat and put it where it belongs, begin to take care of own toileting needs, and wash hands and use a towel to dry them, with help when needed.

6K: Draw on their own past experiences to choose current actions.

6K: Make plans for ways to do something. May or may not follow through.

1c    

Demonstrates confidence in meeting own needs.



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Toddler (16–36 months):

- 1SC: Take pride in showing completed projects (such as a drawing or stack of blocks) to caregiver.
- 1SM: Remember and follow simple routines and rules some of the time.
- 1LL: Insist on some choices. Choose an activity and keep at it for longer periods of time.
- 1LL: Want to do favorite activities over and over.
- 4DLS: Want to take care of themselves.
- 4DLS: Have sleeping routines, such as getting and arranging soft toys to take to bed.
- 6K: Repeat an action over and over until successful, such as stacking blocks until they no longer fall down.

1c 

Demonstrates confidence in meeting own needs.

11a 

Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments.

11b 

Practices an activity many times until successful.

1c 

Seeks to do things for self.

11a 

Pays attention to sights and sounds.

11b 

Repeats actions to obtain similar results.



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Infant (0–18 months):

1SC: Repeat an action to get more effect (such as wriggling in the crib to shake a mobile hanging above, smiling and cooing to get the caregiver to smile back).

1SC: Try to do things on their own. Show joy when completing a simple task.

1SM: Participate in repeated routines, such as lifting arms toward a caregiver to be picked up.




1LL: Actively play games with caregivers that involve repetition, such as peek-a-boo; anticipate own turn.

1LL: Experiment to see if objects have the same effects, such as shaking a stuffed animal to see if it makes a noise like a rattle.

1LL: Repeat a simple activity until successful.

1LL: Stay focused on an activity for a sustained period of time.

4DLS: Help with dressing, undressing, diapering, and washing and drying hands.

11b    

Practices an activity many times until successful.

1c   

Seeks to do things for self.

11a   

Pays attention to sights and sounds.

11b   

Repeats actions to obtain similar results.

1c  

Indicates needs and wants; participates as adult attends to needs.



Self-Efficacy Benchmark 3B: *Demonstrates problem-solving skills to engage responsibly in a variety of situations.*

EARLY ELEMENTARY

With adult assistance, I can...

- Acknowledge there are consequences for my choices and behavior.
- Act responsibly while interacting with others who may come from a different background or culture.
- Understand I have the ability to solve problems.

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<p>3rd Grade: 2SB: Understand respectful ways to communicate with others and respect personal space. 2PSCR: Understand and use the basic steps for resolving conflict. 6SS: Show interest in learning about the different people living in their community and state.</p>	<p>1a ■ W Demonstrates patience with personal limitations; controls feelings based on how they will affect others.</p> <p>3b ■ W Considers multiple viewpoints when solving conflicts.</p> <p>1a ■ ■ W Manages strong emotions using known strategies.</p> <p>2a ■ ■ Respectfully engages adult with a different viewpoint; considers adult's alternative ideas when engaged in discussion.</p>									



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2nd Grade:

1SM: Understand and explain the impact of different emotions on others. For example, being happy might help others feel happy, while being grumpy might make others grumpy.

2SB: Show consideration, compassion, and respect for others.

2IPO: Take these [perspectives of others] into account when identifying possible solutions.

2PSCR: Show constructive ways to negotiate a solution to conflicts.

4NH: Begin to understand the consequences of health behaviors and choices, such as ways to prevent illness.

5SL: Show respect for others in choice of language and in nonverbal behavior.

6S: Attempt to design solutions to a common problem.

- 1a** ■ ■ Ⓜ
Manages strong emotions using known strategies.
- 2a** ■ ■
Respectfully engages adult with a different viewpoint; considers adult's alternative ideas when engaged in discussion.
- 3b** ■ ■ Ⓜ
Seeks conflict resolutions based on interest in maintaining the relationship in the future.

1st Grade:

2IPO: Think about how their behavior impacts other people.

2PSCR: Think about the best approach to a problem before reacting.

2PSCR: Work together with peers and brainstorm to come up with solutions to their own problems.

- 3b** ■ ■ Ⓜ
Seeks conflict resolutions based on interest in maintaining the relationship in the future.
- 1a** ■ ■ Ⓜ
Controls strong emotions in an appropriate manner most of the time.
- 3b** ■ ■ Ⓜ
Resolves social problems through basic negotiation and compromise.



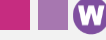
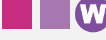

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Kindergarten:

- 1FC: Take pride in and know their own ethnic/cultural heritage. Recognize different ethnic/cultural groups.
- 1FC: Enjoy joining friends in music and activities from their cultural traditions.
- 1SM: Begin to recognize how their own actions affect others.
- 1LL: Find more than one way to complete a task.
- 2SB: Accept the consequences of their own actions.
- 2SB: Include children who are a different gender or ethnic background from self, speak a different language, or have special needs.
- 2PSCR: Make decisions and solve problems with other children.
- 2PSCR: Resolve some conflicts with peers without adult help.

- 1a**  Controls strong emotions in an appropriate manner most of the time.
- 3b**  Resolves social problems through basic negotiation and compromise.
- 3b**  Suggests solutions to social problems.

Preschool (4-5):

- 1FC: Take pride in their own family composition and interest in others'. Understand that families are diverse.
- 1FC: Recognize and respect similarities and differences between self and other people, such as gender, race, special needs, cultures, languages, communities and family structures.
- 1SM: Anticipate consequences of own behavior. With help, consider possibilities and plan effective approaches to problems.
- 2SB: Adjust behavior to different settings (such as using an outdoor voice or an indoor voice), sometimes with reminders.
- 2SB: Be able to think about behavior, being cooperative and non-hurtful. Able to talk about the best ways to do things.
- 2PSCR: Be able to talk about ways to solve a problem or help another child, and keep in mind the personality and preferences of that child.
- 2PSCR: Ask for help from another child or an adult to solve a problem.
- 2PSCR: Make decisions and solve problems with other children, with adult help.
- 6K: Seek to understand cause and effect ("If I do this, why does that happen?").

- 3b**  Suggests solutions to social problems of appropriately challenging tasks.



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Preschool (3-4):

- 1SM: Identify simple rules and expect others to follow them.
- 1LL: Identify questions and puzzles and have ideas about ways to figure them out. Try some of these ideas.
- 2SB: Work with others as part of a team.
- 2SB: Tell others stories and give other children the chance to tell theirs.
- 2PSCR: Identify ways to change behavior to respond to another's desires or needs. Remember and follow through on the agreement without further reminders, some of the time.
- 6K: Draw on their own past experiences to choose current actions.
- 6K: Think of a different way to do something, when confronting a problem, with adult help.
- 6SS: Take on family roles in play, identify how each person should behave and act out the part for a brief time. Enjoy changing roles.

3b    

Suggests solutions to social problems.

3b   

Seeks adult help to resolve social problems.



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Toddler (16–36 months):

1FC: Have a relationship with caregivers or family other than the parents or main caregiver.

1SC: Show awareness of being seen by others (such as repeating an action when they see someone is watching).

1SM/4S: Direct others to follow simple rules and routines, including safety rules, even when they do not follow them.

1SM: Respond well to adult guidance, most of the time. Test limits and try to be independent.

1SM: Stop an activity or avoid doing something if directed.

1LL/6K/6SS: Change behavior based on past experience or something the child learned before.

1LL/6K: Try new ways of doing things. Experiment with the effect of own actions on objects and people.

1LL/6K: Seek help, accept help, and imitate others when encountering a problem.

2SB: Start to act appropriately as a member of various communities, such as family, classroom, neighborhood, faith community.

2SB: Notice that what the child likes might not be the same as what others like.

6K: Know that playing with certain desirable or forbidden things will get adults' attention.

6K: Repeat an action over and over until successful, such as stacking blocks until they no longer fall down.

3b   

Seeks adult help to resolve social problems.

3b  

Expresses feelings during a conflict.





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Infant (0–18 months):

1FC/4S/6S: Show interest in people and preference for primary caregivers.
1FC/1SM/1LL: Cry, make sounds and move the body to express or relieve self of a variety of feelings or to communicate need for help, change in activity, attention or comfort.
1SC/6S: Repeat an action to figure out cause and effect or until successful (such as wriggling in the crib to shake a mobile hanging above, smiling and cooing to get the caregiver to smile back, releasing a toy over and over).
1SM: Follow some rules and routines, and simple directions.
1SM/4S: Look for caregiver's response in uncertain situations, when trying something new, or before initiating unsafe behavior.
1SM: Wait briefly to touch or eat something in response to the caregiver's direction.
1LL: Start interactions with familiar adults and children (such as by smiling or making sounds).
1LL: Try different approaches to reaching a desired object or achieving a goal.
1PSCR: Accept adults stepping in when there are disputes over toys and play.
4S: Stop, wait, or be distracted from unsafe behavior with words (such as "no-no" or "stop") or signals from adults.
6K: Observe others' activities. Then imitate their actions, gestures and sounds.
6K: Use imitation to make a desired effect, such as activating a toy, or obtaining an object.
6S: Respond to caregiver's guidance on how to act appropriately toward and around living things.
6S: Take action to achieve a goal, such as fitting puzzle pieces together, or activating a toy.

3b  
Expresses feelings during a conflict.



Self-Efficacy Benchmark 3C: *Demonstrates awareness and ability to speak on behalf of personal rights and advocacy.*

EARLY ELEMENTARY

With adult assistance, I can...

- Understand that I have assets that are valuable to others.
- Recognize that I need to take some responsibility during a conflict with a peer.
- Determine the difference between caring and harmful relationships.
- Accept that people have different opinions and perspectives.

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<p>3rd Grade: 2SB: Be willing to stand up for self and others. 2IPO: Work cooperatively with peers in small and large group activities. Understand there are differences in skill and ability among peers. 2IPO: Understand that there are different points of view among peers and others. 2IPO: Have a better understanding of others' feelings 4S: Know and use ways to stay safe from strangers. 4S: Know appropriate responses to harassment, bullying, intimidation and abuse. 6SS: Look at issues from more than one perspective.</p>	<p>1c ■ W Accurately identifies own strengths and challenges (self-assessment, self-appraisal); develops and works toward personal goals.</p> <p>2b ■ Uses situational context and past experiences when interpreting another's feelings; gauges reactions of others to determine response.</p> <p>3a ■ W Accurately completes self-assessment of role in group work.</p> <p>3b ■ W Considers multiple viewpoints when solving conflicts.</p> <p>2a ■ ■ Respectfully engages adult with a different viewpoint; considers adult's alternative ideas when engaged in discussion.</p> <p>2d ■ ■ Forms relationships based on mutual trust and assistance; understands that friendship can still exist when disagreements occur.</p>									



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2nd Grade:

2SB: Speak up about an injustice the child sees and take action with peers.

2IPO: Listen to others and begin to understand their perspectives.

2a  

Respectfully engages adult with a different viewpoint; considers adult's alternative ideas when engaged in discussion.

2d  

Forms relationships based on mutual trust and assistance; understands that friendship can still exist when disagreements occur.

3a  

Completes cooperative projects with other children.

18a 

Describe characters' points of view and responses to events.

2b  

Recognizes that people can experience more than one emotion at the same time.

3b   

Seeks conflict resolutions based on interest in maintaining the relationship in the future.



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1st Grade:

- 2IPO: Expand skills to connect and interact with peers and others.
- 2PSCR: Able to say what someone else’s actions were and how they affected the child or others.
- 4S: Recognize risky situations and explain how to avoid them.
- 4S: Recognize what an unwanted touch is.

- 2b** ■ ■
Recognizes that people can experience more than one emotion at the same time.
- 3b** ■ ■ W
Seeks conflict resolutions based on interest in maintaining the relationship in the future.
- 2b** ■ ■
Recognizes that others’ feelings about a situation might be different from their own.
- 3a** ■ ■ W
Cooperates and shares ideas and materials in socially acceptable ways.
- 3b** ■ ■ W
Resolves social problems through basic negotiation and compromise.

Kindergarten:

- 1SM: Begin to recognize how their own actions affect others.
- 2SB: Show understanding of others’ feelings.
- 2SB: Listen to viewpoints of others.
- 2IPO: Accept new people who are trusted adults (e.g., teacher, bus driver)
- 2PSCR: Listen to others’ ideas and wants, share own ideas and wants, consider what is fair, and make suggestions for different ways to resolve conflicts.
- 4S: Be able to explain the reasons for safety rules.
- 6SS: Learn concepts of fairness and respect for the rights and opinions of others.

- 2b** ■ ■
Recognizes that others’ feelings about a situation might be different from their own.
- 3a** ■ ■ W
Cooperates and shares ideas and materials in socially acceptable ways.
- 3b** ■ ■ W
Resolves social problems through basic negotiation and compromise.
- 2b** ■ ■
Identifies basic emotional reactions of others and their causes accurately.



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Preschool (4-5):

21A: Understand that adults may want the child to do something different than they want to do.
 2PSCR: Observe that others may have ideas or feelings that differ from the child's own.
 2PSCR: Be able to talk about ways to solve a problem or help another child, and keep in mind the personality and preferences of that child.
 4S: Identify trusted adults who can help in dangerous situations.

2b ■ ■
 Identifies basic emotional reactions of others and their causes accurately.

Preschool (3-4):

1SC: Notice self as an important person to family and friends.
 1SM: Express delight in own abilities. ("I did it myself!")
 21A/2IP: Show affection or closeness with important adults and peers.
 2SB: React to peers' feelings (empathy).
 2IP: Show affection or closeness with peers.
 2PSCR: Identify ways to change behavior to respond to another's desires or needs.
 Remember and follow through on the agreement without further reminders, some of the time.

2b ■ ■
 Demonstrates concerns about the feelings of others.

Toddler (16-36 months):

1FC: Show preference for familiar adults and peers.
 1SC: Show self-confidence; try new things.
 1SC: Take pride in showing completed projects (such as a drawing or stack of blocks) to the caregiver.
 1SM: Show assertiveness, such as giving orders to others.
 21A: Seek out attention from adults.
 2SB: Be excited to see friends and familiar people. Have a preferred playmate.
 2SB: Notice when others are happy or sad and name emotions.
 2PSCR: Respond appropriately (most of the time) when another child expresses wants, such as to look at a book with them.

2b ■ ■
 Demonstrates concerns about the feelings of others.

2b ■ ■ ■
 Reacts to others' emotional expressions.



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Infant (0–18 months):

1FC/2IA/2IC: Smile at, make sounds, and move their body to interact with caregivers. Smile, wave or laugh to respond to friendly adults and children.

1FC: Feel safe releasing feelings (such as crying, trembling, etc.) in the presence of a familiar adult.

1FC: Seek out trusted caregiver(s) for comfort and support.

1FC: Cry when the caregiver is not in sight or cling to the caregiver when strangers are nearby.

1FC/4S: Show preference for primary caregivers.

1SC: Show pride (face “lights up”) at own behavior.

1SC: Try to do things on their own. Show joy when completing a simple task.

2SB: Laugh when others laugh.

2SB: Interact with children; notice similarities and differences.

2PSCR: Accept adults stepping in when there are disputes over toys and play.

2b



Reacts to others' emotional expressions.





Standard 4: Social Awareness

KEY OBJECTIVES:

Individual has the ability to take the perspectives of and empathize with others of diverse backgrounds and cultures.

WHY: Young children grow and thrive within the context of authentic and trusted relationships. It is through these relationships that children develop a sense of self and the skills needed to advocate for their needs. As children continue to grow and develop, and when their needs are consistently and predictably met, children are increasingly able to take into consideration the rights and needs of others, including those from diverse backgrounds and cultures. When children's needs are not being met, when children lack a sense of safety and support from trusted adults, children often respond out of fear, limiting their capacity to empathize with others.

HOW: When the adults in young children's lives attend to and prioritize their needs, children learn that they are worthy and come to trust that their needs will be met. Young children need the trusted adults in their lives to explicitly model perspective taking, especially during times of conflict and, ideally, be able to facilitate an outcome where the needs of all parties are met. Doing so moves away from polarizing interactions where one party loses and the other wins. Instead, when adults can help children slow down, explain things from their perspective, and help them hear and understand someone else's perspective, children learn the key skills to creatively and effectively resolve conflict.

In addition, it is typical for young children to assume that people think and act like they do. As they continue to grow and develop, they become increasingly aware of racial, linguistic, ability and gender/non-binary similarities and differences. It can feel awkward and uncomfortable for us as adults when children notice and wonder about these similarities and differences. Well intentioned adults may often respond with embarrassment and quickly act to quiet a child who is asking questions. Children may falsely learn that there is something shameful about people who are different from them. When adults suspend judgment and, instead, honor children's observations and curiosity, children learn that it's OK to ask questions. Doing so provides opportunities for deeper understanding, connections and sense of belonging.



Ways to Support



As a parent, caregiver or teacher, please:

- Build authentic relationships and connections with each child by getting to know them and their interests.
- When children are still developing language skills, model language for them by sharing your observations, labeling emotions, and wondering how others are feeling.
- As children are able to engage in these kinds of reflections, ask questions that encourage perspective taking, such as “How do you think your friend is feeling? What do you think they need from you?”
- Share, as appropriate, about your experiences and emotions in ways that promote greater understanding and connection while minimizing opportunities for blame and shame.
- Ensure that the environment reflects the communities’ rich and varied diversity, including books, music, and toys.
- Provide meaningful opportunities for children to learn more about people who are similar and different from them. How are you collaborating with families of the children you work with?

Other resources:

[PBS How to Talk to Your Children About Race](#)

[NAEYC: Understanding Anti Bias Education](#)

[Healthy Gender Development and Young Children](#)

[NAEYC: Every Child Belongs: Welcoming a Child with a Disability](#)

Reflect and Process



What work do you do, or can you do, to learn about others’ perspectives, feelings and experiences?

Think of a time you felt heard and understood for your unique perspective; how did it feel? How did it impact your relationship with the person or people?

How can we show families and students that we value their perspectives, feelings and experiences? What kind of an impact might it have on family or student engagement and success?



Standard 4: Social Awareness Indicators

Individual has the ability to take the perspective and empathize with others from diverse backgrounds and cultures.

Social Awareness Benchmark 4A: *Demonstrates awareness of other people’s emotions, perspectives, cultures, languages, histories, identities, and abilities.*

EARLY ELEMENTARY

With adult assistance, I can...


- Identify emotions and perspectives expressed by others.
- Recognize that people can have different feelings when faced with the same situations.









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<p>3rd Grade: 2IPO: Understand that there are different points of view among peers and others. 2IPO: Have a better understanding of others’ feelings. 6SS: Look at issues and events from more than one perspective.</p>	<p>2d ■ Understands that friendship can still exist when disagreements occur.</p> <p>3b ■ Ⓜ Considers multiple viewpoints when solving conflicts.</p> <p>10a ■ Ⓜ Contributes to a focused discussion on a specific topic, preparing in advance for planned discussions using multiple sources; explains ideas based on both prior knowledge and new information learned from the conversation.</p>									



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- 10b**  Engages politely in conversations in which both speakers present and listen to arguments respectfully.
- 18a**  Differentiates own viewpoint with those in text.
- 2b**  Uses situational context and past experiences when interpreting another's feelings; gauges reactions of others to determine response.
- 2a**   Respectfully engages adult with a different viewpoint; considers adult's alternative ideas when engaged in discussion.
- 10a**    Connects others' ideas shared during conversations.

2nd Grade:

1SM: Understand and explain the impact of different emotions on others. For example, being happy might help others feel happy, while being grumpy might make others grumpy.

2IPO: Listen to others and begin to understand their perspectives.

- 2a**   Respectfully engages adult with a different viewpoint; considers adult's alternative ideas when engaged in discussion.
- 10a**    Connects others' ideas shared during conversations.
- 18a**  Describe characters' points of view and responses to events.
- 2b**   Recognizes that people can experience more than one emotion at the same time.
- 3b**    Seeks conflict resolutions based on interest in maintaining the relationship in the future.



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1st Grade:

2IPO: Think about how their behavior impacts other people.
2PSCR: Able to say what someone else’s actions were and how they affected the child or others.

- 2b** ■ ■
Recognizes that people can experience more than one emotion at the same time.
- 3b** ■ ■ W
Seeks conflict resolutions based on interest in maintaining the relationship in the future.
- 2b** ■ ■
Recognizes that others’ feelings about a situation might be different from their own.

Kindergarten:

1SM: Begin to recognize how their own actions affect others.
2SB: Show understanding of others’ feelings.
2SB: Listen to viewpoints of others.
2PSCR: Listen to others’ ideas and wants, share own ideas and wants, consider what is fair, and make suggestions for different ways to resolve conflicts.
6SS: Learn concepts of fairness and respect for the rights and opinions of others.

- 2b** ■ ■
Recognizes that others’ feelings about a situation might be different from their own.
- 2b** ■ ■
Identifies basic emotional reactions of others and their causes accurately.

Preschool (4-5):

2IA: Understand that adults may want the child to do something different than they want to do.
2SB: Connect emotions with facial expressions.
2SB: Care about other children when they are hurt or upset. Describe other children’s thoughtful behaviors.
2SB: Listen to what other children want and make plans that take these desires into account.
2PSCR: Observe that others may have ideas or feelings that differ from the child’s own.

- 2b** ■ ■
Identifies basic emotional reactions of others and their causes accurately.



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- 3RD GRADE

Preschool (3-4):

2SB: Explore, practice and understand social roles through play. Adopt a variety of roles and feelings during pretend play.

2PSCR: Identify ways to change behavior to respond to another’s desires or needs. Remember and follow through on the agreement without further reminders, some of the time.

2b ■ ■
Demonstrates concern about the feelings of others.

Toddler (16–36 months):

1SC: Name and express many emotions in self, familiar people, pets.

2SB: Notice when others are happy, or sad and name emotions. (“Mia sad.”)

2SB: Notice that what the child likes might not be the same as what others like.

2b ■ ■
Demonstrates concern about the feelings of others.

2b ■ ■ ■
Reacts to others’ emotional expressions.

Infant (0–18 months):

1FC: Respond to caregiver’s face, words and touch.

2SB: Notice emotional expressions of adults and other children. Imitate facial expressions.

2SB/2IP: Respond to others’ smiles and emotions. React when someone is crying, upset, or laughing.

2IP: Show interest in other children by watching and trying to imitate them (such as following an older sibling around).

6S: Use the senses (mouthing, watching, grasping, reaching) to get information and explore what’s nearby.

2b ■ ■ ■
Reacts to others’ emotional expressions.



Social Awareness Benchmark 4B:

Demonstrates an awareness and respect for similarities and differences among community, cultural and social groups.

EARLY ELEMENTARY

With adult assistance, I can...



- Identify ways that people and groups are similar and different.
- Recognize the value of cultural diversity in the classroom.
- Identify different types of verbal and non-verbal communication.

<p style="text-align: center;">Washington State Early Learning and Development Guidelines (ELDGs)</p>	<p style="text-align: right;"><i>GOLD</i>[®]</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td>■ BIRTH TO 1 YEAR</td> <td>■ PRESCHOOL 3</td> <td>■ 1ST GRADE</td> </tr> <tr> <td>■ 1-2 YEARS</td> <td>■ PRE-K 4</td> <td>■ 2ND GRADE</td> </tr> <tr> <td>■ 2-3 YEARS</td> <td>■ KINDERGARTEN</td> <td>■ 3RD GRADE</td> </tr> </table>	■ BIRTH TO 1 YEAR	■ PRESCHOOL 3	■ 1ST GRADE	■ 1-2 YEARS	■ PRE-K 4	■ 2ND GRADE	■ 2-3 YEARS	■ KINDERGARTEN	■ 3RD GRADE
■ BIRTH TO 1 YEAR	■ PRESCHOOL 3	■ 1ST GRADE								
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<p>3rd Grade: 2IPO: Work cooperatively with peers in small and large group activities. Understand there are differences in skill and ability among peers. 2IPO: Understand that there are different points of view among peers and others. 6SS: Show interest in learning about the different people living in their community and state. 6A: Enjoy joining in creative dramatics, storytelling and readers' theatre activities.</p>	<p>14b ■ Acts our real-life (including social issues) and fanciful scenarios through improvised and planned dramatic play and performances.</p> <p>13 ■ ■ W Forms simple hierarchical classifications.</p>									
<p>2nd Grade: 5SL: Show respect for others in choice of language and in nonverbal behavior. 6A: Choose to join in creative dramatics, storytelling or puppetry.</p>	<p>13 ■ ■ W Forms simple hierarchical classifications.</p> <p>10b ■ ■ Listens attentively while taking turns in a discussion, using nonverbal signals to show understanding and interest (e.g. nodding, using appropriate facial expressions).</p> <p>13 ■ ■ W Groups objects and words in multiple ways based on physical attributes, functions, and semantic or conceptual associations.</p>									



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1st Grade:

1SM: Understand how the body and face show different emotions.

2IPO: Has increased awareness of interpersonal behavior and communication.

5SL: Start a conversation about a topic of interest. Respond to the comments of others, ask and answer questions. Notice whether others understand.

6SS: Understand how families in the community are the same and different.


6A: Join in creative dramatics, storytelling, puppetry and pretend play.

10b  

Listens attentively while taking turns in a discussion, using nonverbal signals to show understanding and interest (e.g. nodding, using appropriate facial expressions).

13   

Groups objects and words in multiple ways based on physical attributes, functions, and semantic or conceptual associations.

14b 

Creates rich dialogue, props, costumes, scenery, and sound effects to support role-play.

2b  

Recognizes that others' feelings about a situation might be different from their own.














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Kindergarten:





- 1FC: Take pride in and know own ethnic/cultural heritage. Recognize different ethnic/cultural groups.
- 1FC: Enjoy joining friends in music and activities from their cultural traditions.
- 2SB: Include children who are a different gender or ethnic background from self, speak a different language, or have special needs.
- 2IPO: Make connections with other children in different settings.
- 5R: Understand that signs and labels convey information.
- 5W: Understand that we can communicate ideas and thoughts with symbols.
- 6A: Explore the voice, body, and instruments.

- 2b**  
Recognizes that others' feelings about a situation might be different from their own.
- 14a**   
Groups similar objects by more than one characteristic at the same time; switches sorting rules when asked and explains the reasons.
- 14b** 
Plans and negotiates complex role-play; joins in detailed conversation about roles and actions.
- 13**   
Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason.
- 14b**  
Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions.



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Preschool (4-5):

1FC: Take pride in own family composition and interest in others'. Understand that families are diverse.

1FC: Recognize and respect similarities and differences between self and other people, such as gender, race, special needs, cultures, languages, communities and family structures.

1SM/2SB: Associate emotions with words and facial expressions.

2IP: Invite other children to join groups or other activities.

2PSCR: Be able to talk about ways to solve a problem or help another child, and keep in mind the personality and preferences of that child.

2PSCR: Observe that others may have ideas or feelings that differ from the child's own.

5SL: Use words to describe actions and emotions.

5SL: State own point of view, and likes and dislikes using words, gestures and/or pictures.

5R: Know print has meaning.

6K/6M: Understand the ideas of "same" and "different" and compare two objects.

6SS: Ask questions about similarities and differences in other people (such as language, hair style, clothing).

6A: Enjoy learning songs and dances from other cultures.

6A: Understand that different art forms (such as dance, music or painting) can be used to tell a story. Use dramatic play activities to act out familiar activities, stories or events.

6A: Express self and feelings through art, music, movement and dancing. Take pride in showing others own creations ("Look at my picture.")

13   

Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason.

14b  

Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions.

13   

Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape.





14b  

Acts out familiar or imaginary scenarios; may use props to stand for something else.



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Preschool (3-4):

- 1FC: Recognize the importance of cultural celebrations and traditions.
- 2SB/6A: Sing, drum, dance, use rattles, draw or paint with others.
- 2PSCR: Accept/reach out to children who are different.
- 4NH: Try different healthy foods from a variety of cultures.
- 5SL: Communicate needs, ideas, actions, and feelings with gestures, body language, facial expression, tone of voice and in words.
- 6M: Compare two objects by length, weight or size.
- 6M: Sort and describe items by size, color and/or shape.
- 6S: Notice and ask questions about what is the same and different between categories of plants and animals. Notice their appearance, behavior and habitat.
- 6A: Play make-believe with dolls, toy animals and people.

13   

Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape.

14b  


Acts out familiar or imaginary scenarios; may use props to stand for something else.

8b    


Follows simple requests not accompanied by gestures.

Toddler (16–36 months):

- 1FC: Enjoy stories, songs and poems about a variety of people and cultures.
- 2SB: Notice when others are happy or sad and name emotions. (“Mia sad.”)
- 5SL: Enjoy learning new words and take turns in longer conversations.
- 5SL: Ask and answer simple questions, as appropriate for the culture.
- 5SL: Use gestures or phrases to show respect for others, though need adult prompts sometimes.
- 5W: Use symbols or pictures to represent oral language and ideas.
- 6M: Use comparison words correctly, such as bigger and smaller, more and less.
- 6S: Look at and handle things to identify what’s the same and what’s different about them.
- 6S: Know that people and animals can live in different kinds of places, such as fish living in the water.
- 6A: Use a variety of materials to express self, such as paint, crayons and musical instruments.
- 6A: Imitate movement after watching others perform games or dance.

8b    

Follows simple requests not accompanied by gestures.

13   


Matches similar objects.

14a   

Recognizes people, objects, and animals in pictures or photographs.

14b  

Imitates actions of others during play; uses real objects as props.

10b 

Responds to speech by looking toward the speaker; watches for signs of being understood when communicating.

8b   

Responds to simple verbal requests accompanied by gestures or tone of voice.



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Infant (0–18 months):

1FC/1SM/2IA/2IC/5SL: Smile at, make sounds, move body, use facial expressions and vocalizations to interact and connect with caregivers, adults, and other children.

1SM: Express and respond to a variety of emotions.

2SB: Notice others' physical characteristics (such as by patting a sibling's hair).

2SB/5SL/6K: Notice actions and emotional expressions of adults and other children.

Imitate facial expressions, actions, gestures and sounds.

2IP: Respond to others' smiles and emotions. React when someone is crying or upset.

4S: Prefer caregiver over a stranger.

5SL: Pay attention to what the adult is looking at or pointing to.

5SL: Reach and point to communicate.

5SL: Take part in simple conversations.

6K: Match similar objects.

6K: Begin make-believe play and imitate the actions of others, such as rocking and feeding a baby doll.

8b    

Follows simple requests not accompanied by gestures.

13   


Matches similar objects.

14a   




Recognizes people, objects, and animals in pictures or photographs.

14b  

Imitates actions of others during play; uses real objects as props.

10b 

Responds to speech by looking toward the speaker; watches for signs of being understood when communicating.

8b   

Responds to simple verbal requests accompanied by gestures or tone of voice.



Social Awareness Benchmark 4C: *Demonstrates an understanding of the variation within and across cultures.*

EARLY ELEMENTARY

With adult assistance, I can...

- Identify different customs and traditions practiced by different cultures.
- Identify ways that various social and cultural groups bring new ideas to society.
- Explain why some people have preferences (bias).

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2-3 YEARS	KINDERGARTEN	3RD GRADE							
<p>3rd Grade: 2IPO: Understand that there are different points of view among peers and others.</p>	<p>2b </p> <p>Uses situational context and past experiences when interpreting another’s feelings; gauges reactions of others to determine response.</p> <p>3b </p> <p>Considers multiple viewpoints when solving conflicts.</p> <p>2d </p> <p>Forms friendships based on mutual trust and assistance; understands that friendship can still exist when disagreements occur.</p>								
<p>2nd Grade: 1FC: Share a family or cultural tradition, dance, song or practice with classmates, friends and family. 1FC: Ask questions about their own family history and culture.</p>	<p>2d </p> <p>Forms friendships based on mutual trust and assistance; understands that friendship can still exist when disagreements occur.</p> <p>2b </p> <p>Recognizes that people can experience more than one emotion at the same time.</p> <p>2d </p> <p>Forms friendships based on personal qualities.</p>								



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1st Grade:

- 1FC: Tell friends or adults about a family or cultural tradition.
- 6SS: Understand how families in the community are the same and different.

- 2b**
Recognizes that people can experience more than one emotion at the same time.
- 2d**
Forms friendships based on personal qualities.
- 2b**
Recognizes that others' feelings about a situation might be different from their own.
- 2d**
Maintains friendships for several months or more; forms friendships around similar play interests.

Kindergarten:

- 1FC: Identify family customs and traditions.
- 1FC: Enjoy joining friends in music and activities from their cultural traditions.
- 1SC: Identify and express own preferences, likes and dislikes, thoughts and feelings, if appropriate for the child's culture.
- 2SB: Include children who are a different gender or ethnic background from self, speak a different language, or have special needs.
- 2PSCR: Listen to others' ideas and wants, share own ideas and wants, consider what is fair, and make suggestions for different ways to resolve conflicts.

- 2b**
Recognizes that others' feelings about a situation might be different from their own.
- 2d**
Maintains friendships for several months or more; forms friendships around similar play interests.



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Preschool (4-5):

1FC: Take pride in own family composition and interest in others'. Understand that families are diverse.

1FC: Recognize and respect similarities and differences between self and other people, such as gender, race, special needs, cultures, languages, communities and family structures.

2IA: Understand that adults may want the child to do something different than they want to do.

2SB: Listen to what other children want and make plans that take these desires into account.

2PSCR: Observe that others may have ideas or feelings that differ from the child's own.

4NH: Eat a variety of nutritious foods and eat independently. Try healthy foods from different cultures.

6SS: Ask questions about similarities and differences in other people (such as language, hair style, clothing).

Children are building foundational skills for responding to emotional cues and making friends. These skills will help children in their future abilities to understand differing perspectives and preferences.

Preschool (3-4):

1FC: Recognize the importance of cultural celebrations and traditions.

1SC: Know self as a part of the family, spiritual group, culture, community, and/or other group to which the family belongs.

2SB: Plan play by identifying different roles needed and who will fill these roles, Consider changing roles to fit the interests of children playing.

2PSCR: Identify ways to change behavior to respond to another's desires or needs.

4NH: Try different healthy foods from a variety of cultures.



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Toddler (16–36 months):

- 1FC: Enjoy stories, songs and poems about a variety of people and cultures.
- 1FC: Show preference for familiar adults and peers.
- 2SB: Start to act appropriately as a member of various communities, such as family, classroom, neighborhood, faith community.
- 2SB: Notice that what the child likes might not be the same as what others like.

Children are building foundational skills for responding to emotional cues and making friends. These skills will help children in their future abilities to understand differing perspectives and preferences.

Infant (0–18 months):

- 1FC/4S: Show preference for primary caregivers.





Standard 5: Social Management

KEY OBJECTIVES:

Individual has the ability to make safe and constructive choices about personal behavior and social interactions.

WHY: Through the authentic and trusted relationships children have with the key adults in their lives, children are learning how their behavior and actions affect others. Conflict is an inherent part of any relationship, including among children. By actively promoting a culture and a community of open and honest communication, adults ensure there are multiple voices and perspectives at the table to provide a full understanding of what has happened, learn about the impact this has had on others, and to collaboratively brainstorm possible solutions and strategies moving forward

That process includes understanding how the decisions children make today will inform and influence their long-term goals and their future success. With support from adults, children learn how to balance and respond to immediate needs and preferences, as well the steps needed to achieve their long-term plans. Doing so includes being able to delay gratification, tune-out distractions, stay engaged, and foster and maintain healthy relationships and choices.

HOW: As they continue to grow and develop, children increasingly become more and more independent and often find themselves in situations where there may not be an adult present who can help support conflict resolution. Adults can model these skills and can also ask children how they might respond to different scenarios to better understand children's thinking and how to help support continued skill development. In addition, adults can give children opportunities to plan and problem solve, while also allowing them to play a greater role, as appropriate, in making decisions.



Ways to Support



As a parent, caregiver or teacher, please:

- Support and model for children how to resolve conflict appropriately by suspending judgement, demonstrating curiosity and brainstorming potential solutions or strategies. This includes:
 - Listening for understanding
 - Keeping multiple and diverse perspectives in mind
 - Considering intent vs impact
 - Being aware of your own thoughts and feelings
 - Identifying what you want children to learn as a result of the experience
 - Implementing restorative justice practices when someone has been hurt physically and/or emotionally
- Promote executive skill development.
- Offer limited choices.
- Provide meaningful opportunities for children to learn more about people who are similar and different from them and to build authentic relationships around shared interests.

Other resources:

[Harvard Center for the Developing Child: Brief on Executive Function](#)

[Mindful Schools Resources](#)

[NAEYC: Helping Children Learn and Play Together](#)

[Zero to Three: Tips on Helping Your Child Build Relationships](#)

[Child Mind Institute: Kids Who Need a Little Help to Make Friends](#)

Reflect and Process



How do you or can you get to know those who are different from you in a meaningful way and show that you value their input and ideas?

How do you feel when you encounter a conflict with a student, a family or a colleague? Why do you think you feel that way? Are there situations where you may feel differently about conflict?

How do you feel when you interact with someone after you've had a conflict? Are there things you do or can think of to help mend the relationship?



Standard 5: Social Management Indicators

Individual has the ability to make safe and constructive choices about personal behavior and social interactions.

Social Management Benchmark 5A: *Demonstrates a range of communication and social skills to interact effectively with others.*

EARLY ELEMENTARY

With adult assistance, I can...

- Demonstrate attentive listening skills.
- Demonstrate the ability to wait, take turns, and share with others.

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<p>3rd Grade: 2IPO: Work cooperatively with peers in small and large group activities. 2IPO: Help self and others make responsible decisions. 5SL: Use listening skills to interpret information heard.</p>	<p>3a ■ W Accurately completes self-assessment of role in group work.</p> <p>8a ■ W Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and non-literal meanings.</p> <p>10a ■ W Contributes to a focused discussion on a specific topic, preparing in advance for planned discussions using multiple sources; explains ideas based on both prior knowledge and new information learned from the conversation.</p>									



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10b 

Engages politely in conversations in which both speakers present and listen to arguments respectfully.

8a   

Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally.

10a   

Connects others' ideas shared during conversations; asks questions in order to better understand grade-appropriate discussions.



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2nd Grade:

2SB: Show consideration and respect for others.

2IPO/2PSCR: Participate in group activities and work cooperatively.

2IPO/5SL: Listen to others carefully and begin to understand their perspectives.

5SL: Show understanding of information heard.

5SL: Take part in conversations by linking their comments to the remarks of others, asking and answering questions to gather additional information or deepen understanding of the topic.

8a

Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally.

10a

Connects others' ideas shared during conversations; asks questions in order to better understand grade-appropriate discussions.

3a

Completes cooperative projects with other children.

8a

Checks for understanding of materials presented orally by asking questions and making comments.

10a

Extends conversations by responding to comments and asking questions; asks and answers questions to clarify information during grade-appropriate discussions.

10b

Listens attentively while taking turns in a discussion, using nonverbal signals to show understanding and interest (e.g., nodding, using appropriate facial expressions).



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1st Grade:

1LL/5SL: Listen with attention. Develop listening and observation skills.

2IPO: Expand skills to connect and interact with peers and others.

2IPO: Play more cooperatively with others.

5SL: Start a conversation about a topic of interest. Respond to the comments of others, ask and answer questions. Notice whether others understand.

8a   

Checks for understanding of materials presented orally by asking questions and making comments.

10a   

Extends conversations by responding to comments and asking questions; asks and answers questions to clarify information during grade-appropriate discussions.

10b  

Listens attentively while taking turns in a discussion, using nonverbal signals to show understanding and interest (e.g., nodding, using appropriate facial expressions).

3a   

Cooperates and shares ideas and materials in socially acceptable ways.

3b   

Resolves social problems through basic negotiation and compromise.

8a   

Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed.

10a   

Engages in complex, lengthy conversations of five or more exchanges.

10b  

Uses acceptable language and basic social rules during communication with others.



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Kindergarten:

1SM: Resist impulses and choose appropriate behavior with little adult direction.

1SM/2SB: Help, share, take turns, be able to wait, and cooperate in a group.

2SB: Listen to viewpoints of others.

2IPO: Share suggestions for what to do in play.

2PSCR: Listen to others' ideas and wants, share own ideas and wants, consider what is fair, and make suggestions for different ways to resolve conflicts.

5SL: Listen attentively and observe carefully.

5SL: Take part in classroom conversations and follow rules for discussion (e.g., learning to listen to others and taking turns when speaking). Remember and respond to what is said.

5SL: Have a hard time, when excited, waiting for a turn in a conversation or staying with someone else's topic.

6SS: Learn concepts of fairness and respect for the rights and opinions of others.

3a   

Cooperates and shares ideas and materials in socially acceptable ways.

3b   

Resolves social problems through basic negotiation and compromise.

8a   

Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed.

10a   

Engages in complex, lengthy conversations of five or more exchanges.

10b  

Uses acceptable language and basic social rules during communication with others.

3a   

Initiates the sharing of materials in the classroom and outdoors.

1a    

Is able to look at a situation differently or delay gratification.

3b    

Suggests solutions to social problems.



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Preschool (4-5):

2SB: Listen to what other children want and make plans that take these desires into account.

2SB: Cooperate with other children, share and take turns.

2SB: Wait for a turn without getting angry or grabbing. May lose interest in the object or activity before getting a turn.

5SL: Listen to others and respond in a group discussion for a short period. Remember what was said and gain information through listening.

- 3a**    Initiates the sharing of materials in the classroom and outdoors.
- 1a**     Is able to look at a situation differently or delay gratification.
- 3b**     Suggests solutions to social problems.
- 3a**    Takes turns.
- 8a**    Responds appropriately to specific vocabulary and simple statements, questions, and stories.
- 10a**    Engages in conversations of at least three exchanges.
- 10b**   Uses acceptable language and basic social rules while communicating with others; may need reminders.











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Preschool (3-4):

2IP: Share and take turns with other children.
2PSCR: Wait for a turn.
5SL: Respond to questions verbally or with gestures.
5SL: Participate in conversations. Take turns in group conversations, and listen to others in group for a short period of time.

- 1a**  
Is able to look at a situation differently or delay gratification.
- 3b**  
Suggests solutions to social problems.
- 3a**  
Takes turns.
- 8a**  
Responds appropriately to specific vocabulary and simple statements, questions, and stories.
- 10a**  
Engages in conversations of at least three exchanges.
- 10b** 
Uses acceptable language and basic social rules while communicating with others; may need reminders.
- 10b** 
Uses appropriate eye contact, pauses, and simple verbal prompts when communicating.

Toddler (16–36 months):

2IA: Enjoy turn-taking games with caregivers and may direct adults in their role.
2PSCR: Find it hard to wait for a turn. Use adult help to share and take turns.
5SL: Take turns in longer conversations.

- 10b** 
Uses appropriate eye contact, pauses, and simple verbal prompts when communicating.
- 3a**  
Responds appropriately to others' expressions of wants.
- 10a**  
Initiates and attends to brief conversations.









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Infant (0–18 months):

- 1LL: Begin to act bored (cry, fussy) if activity doesn't change.
- 2SB: Take turns in social games.
- 5SL: Turn to the person speaking, and pay attention to what the speaker is looking at or pointing to.
- 5SL: Turn, stop or speak when name is called.
- 5SL: Take part in simple conversations or vocal play with adults.
- 5SL: Show interest in speech of others.
- 6K: Pay attention to sights and sounds.

- 10b**  Uses appropriate eye contact, pauses, and simple verbal prompts when communicating.
- 3a**  Responds appropriately to others' expressions of wants.
- 10a**  Initiates and attends to brief conversations.
- 10b**  Responds to speech by looking toward the speaker; watches for signs of being understood when communicating.
- 8a**  Shows an interest in the speech of others.
- 10a**  Engages in simple back-and-forth exchanges with others.



Social Management Benchmark 5B:

Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.

EARLY ELEMENTARY

With adult assistance, I can...

- Identify situations in which I need a trusted adult to help resolve a conflict.
- Respond to cues to manage my feelings and emotions during challenging interactions with others.
- Solve an interpersonal conflict with prompting and support.

<p style="text-align: center;">Washington State Early Learning and Development Guidelines (ELDGs)</p>	<p style="text-align: right;"><i>GOLD</i>[®]</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td>■ BIRTH TO 1 YEAR</td> <td>■ PRESCHOOL 3</td> <td>■ 1ST GRADE</td> </tr> <tr> <td>■ 1-2 YEARS</td> <td>■ PRE-K 4</td> <td>■ 2ND GRADE</td> </tr> <tr> <td>■ 2-3 YEARS</td> <td>■ KINDERGARTEN</td> <td>■ 3RD GRADE</td> </tr> </table>	■ BIRTH TO 1 YEAR	■ PRESCHOOL 3	■ 1ST GRADE	■ 1-2 YEARS	■ PRE-K 4	■ 2ND GRADE	■ 2-3 YEARS	■ KINDERGARTEN	■ 3RD GRADE
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<p>3rd Grade: 2PSCR: Understand and use basic steps for resolving conflict.</p>	<p>3b ■ W Considers multiple viewpoints when solving conflicts.</p>									
<p>2nd Grade: 2SB: Speak up about an injustice the child sees and take action with peers. 2IPO: Take [other perspectives] into account when identifying possible solutions. 2PSCR: Show constructive ways to negotiate a solution to conflicts.</p>	<p>3b ■ ■ W Seeks conflict resolutions based on interest in maintaining the relationship in the future.</p>									
<p>1st Grade: 1SM: Describe ways to cope with and manage stress. For example, if a friend doesn't want to play any more (stress), invite someone else to play with you (cope). 2PSCR: Able to say what someone else's actions were and how they affected the child or others. 2PSCR: Think about the best approach to a problem before reacting. 2PSCR: Work together with peers and brainstorm to come up with solutions to their own problems.</p>	<p>3b ■ ■ W Seeks conflict resolutions based on interest in maintaining the relationship in the future.</p> <p>3b ■ ■ W Resolves social problems through basic negotiation and compromise.</p>									



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Kindergarten:

1SM: Resist impulses and choose appropriate behavior with little adult direction.
 1SM: Begin to recognize how own actions affect others.
 2PSCR: Make decisions and solve problems with other children.
 2PSCR: Resolve some conflicts with peers without adult help.
 2PSCR: Listen to others' ideas and wants, share own ideas and wants, consider what is fair, and make suggestions for different ways to resolve conflicts.
 2PSCR: Understand the concept that sometimes you are the leader and sometimes you are the follower.

3b ■ ■ W
 Resolves social problems through basic negotiation and compromise.

3b ■ ■ ■ W
 Suggests solutions to social problems.

Preschool (4-5):

1SM: Express one or two feelings in role playing life experiences. Adopt a variety of roles in pretend play.
 1SM: Anticipate consequences of own behavior. With help, consider possibilities and plan effective approaches to problems.
 2IA: Seek emotional support from caregivers.
 2PSCR: Ask for help from another child or an adult to solve a problem.
 2PSCR: Make decisions and solve problems with other children, with adult help.
 2PSCR: Observe that others may have ideas or feelings that differ from the child's own.
 2PSCR: Be able to talk about ways to solve a problem or help another child, and keep in mind the personality and preferences of that child.

3b ■ ■ ■ W
 Suggests solutions to social problems.

Preschool (3-4):

2SB: React to peers' feelings (empathy)
 2PSCR: Identify ways to change behavior to respond to another's desires or needs. Remember and follow through on the agreement without further reminders, some of the time.

3b ■ ■ ■ W
 Suggests solutions to social problems.



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Toddler (16–36 months):

1SC: Seek the comfort of adults significant to them when in new or uncomfortable situations, or needing help, or feeling strong emotions.
 1SM: Express strong feelings through tantrums.
 1SM: Show assertiveness, such as giving orders to others.
 1LL: Seek and accept help when encountering a problem.
 2PSCR: Use adult help to share and take turns.
 2PSCR: Respond appropriately (most of the time) when another child expresses wants, such as to look at a book with them.

3b ■ ■ W
 Seeks adult help to resolve social problems.

3b ■ W
 Expresses feelings during a conflict.

Infant (0–18 months):

2PSCR: Accept adults stepping in when there are disputes over toys and play.

3b ■ W
 Expresses feelings during a conflict.



Social Management Benchmark 5C: *Demonstrates the ability to engage in respectful and healthy relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.*

EARLY ELEMENTARY

With adult assistance, I can...

- Identify positive qualities in a friend.
- Practice positive interactions with people from similar and different backgrounds.
- Name ways I can be a good friend.

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<p>3rd Grade: 2SB: Understand respectful ways to communicate with others and respect personal space. 2SB: Be willing to stand up for others. 2IPO: Work cooperatively with peers in small and large group activities. Understand there are differences in skill and ability among peers. 2IPO: Understand that there are different points of view among peers and others. 6SS: Look at issues and events from more than one perspective.</p>	<p>2c ■ W Fluidly alternates between the roles of leader and follower in order to sustain play.</p> <p>2d ■ ■ Forms friendships based on mutual trust and assistance; understands that friendship can still exist when disagreements occur.</p>									
<p>2nd Grade: 1FC: Share a family or cultural tradition, dance, song or practice with classmates, friends and family. 2SB: Show consideration and respect for others. 2SB: Speak up about an injustice the child sees and take action with peers. 2IPO: Invite others to join a group. 2IPO: Listen to others and begin to understand their perspectives. 2PSCR/2IPO: Work in a group cooperatively. 5SL: Show respect for others in choice of language and in nonverbal behavior.</p>	<p>2d ■ ■ Forms friendships based on mutual trust and assistance; understands that friendship can still exist when disagreements occur.</p> <p>2c ■ ■ W Works with a group toward a shared goal; participates in group games with rules.</p> <p>2d ■ ■ Forms friendships based on personal qualities.</p>									













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1st Grade:

- 1FC: Tell friends or adults about a family or cultural tradition.
- 1FC: Bond with family and friends who share their time and talents with the child.
- 2IPO: Has increased awareness of interpersonal behavior and communication.
- 2IPO: Expand skills to connect and interact with peers and others.
- 2IPO: Play more cooperatively with others.

- 2c**    Works with a group toward a shared goal; participates in group games with rules.
- 2d**   Forms friendships based on personal qualities.
- 2c**    Interacts cooperatively in groups of four or five children.
- 2d**   Maintains friendships for several months or more; forms friendships around similar play interests.

Kindergarten:





- 1FC: Enjoy joining friends in music and activities from their cultural traditions.
- 2SB: Show understanding of others' feelings.
- 2SB: Listen to viewpoints of others.
- 2SB: Able to allow for own personal space ("They are in my chair") and respect others' space.
- 2SB: Include children who are a different gender or ethnic background from self, speak a different language, or have special needs.
- 2IPO: Make connections and develop relationships with other children and adults in different settings.
- 6SS: Learn concepts of fairness and respect for the rights and opinions of others.

- 2c**    Interacts cooperatively in groups of four or five children.
- 2d**   Maintains friendships for several months or more; forms friendships around similar play interests.
- 2c**    Initiates, joins in, and sustains positive interactions with a small group of two to three children.
- 2d**   Establishes a special friendship with one other child, but the friendship might only last a short while.











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Preschool (4-5):

- 1FC: Recognize and respect similarities and differences between self and other people, such as gender, race, special needs, cultures, languages, communities and family structures.
- 2SB: Be able to think about behavior, being cooperative and non-hurtful. Able to talk about the best ways to do things.
- 2SB: Care about other children when they are hurt or upset. Describe other children's thoughtful behaviors.
- 2SB: Listen to what others want and make plans that take these desires into account.
- 2IP: Play with children the same age and of different ages.
- 2IP: Initiate an activity with another child.
- 2IP: Invite other children to join groups or other activities.
- 2PSCR: Observe that others may have ideas or feelings that differ from the child's own.

- 2c**   
Initiates, joins in, and sustains positive interactions with a small group of two to three children.
- 2d**  
Establishes a special friendship with one other child, but the friendship might only last a short while.
- 2c**   
Uses successful strategies for entering groups.

Preschool (3-4):

- 2SB: Work with others as part of a team.
- 2SB: Tell stories and give other children the chance to tell theirs.
- 2SB: Sing, drum and/or dance with others.
- 2SB: React to peers' feelings (empathy).
- 2IP: Initiate and engage in play with other children. Join in group activities.
- 2IP: Show affection or closeness with peers.
- 2PSCR: Accept/reach out to children who are different.

- 2c**   
Uses successful strategies for entering groups.
- 2d** 
Plays with one or two preferred playmates.






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Toddler (16–36 months):




2SB: Be excited to see friends and familiar people. Have a preferred playmate.
 2SB: Notice when someone familiar is absent (“Where is Simon?”).
 2SB: Notice when others are happy or sad and name emotions. (“Mia sad.”)
 2SB: Notice that what the child likes might not be the same as what others like.
 2IP: Play side-by-side with another child, at times.
 2IP: Start interacting with peers. Show interest in and call them by name. Recognize and want to be with playmates the child knows. Observe and imitate other children’s play.
 2IP: Begin to include other children in play, such as chase games.
 2PSCR: Respond appropriately (most of the time) when another child expresses wants, such as to look at a book with them.



2c   
 Plays near other children; uses similar materials or actions.

2d  
 Seeks a preferred playmate; shows pleasure when seeing a friend.

Infant (0–18 months):

2IC: Initiate contact with other children with vocalizations, facial expressions and body movements.
 2IC: Enjoy interacting with other children (shown by happy gestures, smiles, gurgles, etc.).
 2SB/2IP: Respond to others’ smiles, laughs and emotions. React when someone is crying or upset.
 2SB: Notice similarities and differences.
 2IP: Recognize other children, their names and their family members.
 2IP: Show interest in other children by watching and trying to imitate them (such as following an older sibling around).

2c   
 Plays near other children; uses similar materials or actions.

2d  
 Seeks a preferred playmate; shows pleasure when seeing a friend.





Standard 6: Social Engagement

KEY OBJECTIVES:

Individuals have the ability to consider others and a desire to contribute to the well-being of the school and community

WHY: When young children's needs have consistently and reliably been met, they are more likely to consider the rights and needs of others as well as play an active role in making meaningful contributions to family and school life. Children this age are learning how to consider diverse perspectives, while collaborating with others to learn from one another and achieve broader goals. These interactions help build a sense of connection and interdependence that benefits both the individual as well as the group. It is through these relationships that children begin to feel a sense of responsibility and pride in their work and recognize the value of their contributions.

HOW: When the adults in young children's lives attend to and prioritize meeting their needs in a regular and predictable way, children can then consider the needs of others. As children continue to grow and develop, adults can model this behavior for children by honoring your commitments, acknowledging when you have made a mistake, and recognize the impact children have when they meaningfully contribute to the needs of the group or to another individual.

Initially, children may need a lot of reminders and clear expectations about routines at home, in the classroom and out in the community. Over time, children will learn the skills needed to manage those expectations on their own and may even start taking the initiative when they see something needs to be done, without being asked first.



Ways to Support



As a parent, caregiver or teacher, please:

- Ask open-ended questions that encourage children to consider other people's needs and perspectives by asking them questions about how other people feel and why.
- Invite children to co-create simple rules and expectations at home and at school, as appropriate.
- Provide children with opportunities to practice being responsible through classroom jobs and at home by doing chores that contribute to the overall functioning of home and school, like feeding pets, set/clear the table, etc.
- Model for children the importance of considering other people's feelings and perspectives by posing questions about how someone might feel and/or stating how you think they might feel.
- Provide opportunities for children to learn more about the jobs people play in the community and to understand how they help keep people in the community safe. (Includes health and safety practices at the grocery store, restaurants, crossing guards, medical/dental, car/bus/bike rides, police/fire.
- Provide opportunities for children to practice, through play, and pretend to be people serving in those positions.
- Promote executive skill development.
- Provide opportunities for children to collaborate with people who are similar and different from them and to build authentic relationships around shared interests.
- Provide children with opportunities to take care of the environment: help with recycling, community clean-up events, gardening, identify ways to reuse items, watering plants.
- Monitor children's access to social media and help children choose appropriately to support their learning, growth and connection (FaceTime with relatives).

Reflect and Process



Consider a time when your work or influence made a positive difference for someone or something; how did that feel? How did others feel because of your impact?

When you have to make a difficult decision, how do you approach the situation? Who can you invite to help problem-solve in those moments?

How can we consider those our decisions will impact in the course of decision-making? How might we invite them to share their feelings, ideas or solutions? What kind of impact could that have on the decision-making process?

Other resources:

[NAEYC: Fostering Competence for Success: Encouraging Responsibility in Children](#)

[NAEYC: Message in a Backpack: Helping Your Child Learn Responsibility](#)

[Common Sense Media: Reviews What Your Kids Are Into](#)

[Common Sense Media: Media Use by Kids Age Zero to Eight](#)

[Reading Rockets: Children and Media: Tips for Parents](#)



Standard 6: Social Engagement Indicators

Individual has the ability to consider others and show a desire to contribute to the well-being of school and community.

Social Engagement Benchmark 6A: *Demonstrates a sense of school and community responsibility.*

EARLY ELEMENTARY

With adult assistance, I can...

- Describe how my behavior influences school and community functioning.
- Describe how everyone has unique strengths that contribute to their feeling of belonging.
- Demonstrate an understanding that everyone’s ideas and perspectives matter in the operation of a classroom.

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<p>3rd Grade: 2SB: Help self and others make responsible decisions. 2IPO: Work cooperatively with peers in small and large group activities. Understand there are differences in skill and ability among peers. 2IPO: Understand that there are different points of view among peers and others. 6S: Understand how people are part of the environment and how they can help create a healthy environment. 6SS: Show interest in learning about the different people living in their community and state. 6SS: Look at issues and events from more than one perspective.</p>	<p>1a ■ W Demonstrates patience with personal limitations; controls feelings based on how they will affect others.</p> <p>1b ■ W Demonstrates an understanding of the “big rule” concepts of safety, kindness, respect, and care for the objects and materials in the environment.</p> <p>2d ■ Forms friendships based on mutual trust and assistance; understands that friendship can still exist when disagreements occur.</p>									



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2nd Grade:

1SM: Understand and explain the impact of different emotions on others. For example, being happy might help others feel happy, while being grumpy might make others grumpy.
2IPO: Listen to others and begin to understand their perspectives.
6SS: Learn how the local community works, and a variety of ways that communities organize themselves.

- 1b** ■ ■ W
Understands and explains reasons for rules.
- 2d** ■ ■
Forms friendships based on personal qualities.

1st Grade:

2IPO: Think about how their behavior impacts other people.
2IPO: Has increased awareness of interpersonal behavior and communication.
6SS: Talk about families and the ways families live and work together in a neighborhood.
6SS: Understand how families in the community are the same and different.

- 1b** ■ ■ W
Understands and explains reasons for rules.
- 2d** ■ ■
Forms friendships based on personal qualities.

Kindergarten:

1FC: Help younger children do things they can't yet do by themselves.
2SB: Behave in accepted ways in different settings.
2SB: Include children who are a different gender or ethnic background from self, speak a different language, or have special needs.
2SB: Listen to viewpoints of others.
2PSCR: Listen to others' ideas and wants, share own ideas and wants, consider what is fair, and make suggestions for different ways to resolve conflicts.
6SS: Learn concepts of fairness and respect for the rights and opinions of others.
6SS: Know the people who carry out the rules at school and in the community (principal, teacher, crossing guards, bus drivers, fire fighters, etc.).

Children are building foundational skills for regulating behaviors and making friends. These skills will help children in their future abilities to understand the impact of their behavior on school and community functioning.



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Preschool (4-5):

- 2SB: Adjust behavior to different settings (such as using an outdoor voice or an indoor voice), sometimes with reminders.
- 2SB: Listen to what other children want and make plans that take these desires into account.
- 2PSCR: Observe that others may have ideas or feelings that differ from the child's own.
- 4S: Know safety rules indoors and outdoors.
- 6S: Take responsibility in taking care of living things, such as feeding the fish, watering plants, etc.
- 6SS: Ask questions about similarities and differences in other people (such as language, hair style, clothing).

Preschool (3-4):

- 1SC: Know self as a part of the family, spiritual group, culture, community, and/or other group to which the family belongs.
- 2SB/6SS: Explore, practice and understand social and family roles through play. Adopt a variety of roles and feelings during pretend play. Identify how each person should behave.
- 2PSCR: Accept/reach out to children who are different.
- 4S: Begin to learn safety rules for the child's daily activities.

Children are building foundational skills for regulating behaviors and making friends. These skills will help children in their future abilities to understand the impact of their behavior on school and community functioning.



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Toddler (16–36 months):

- 2SB: Start to act appropriately as a member of various communities, such as family, classroom, neighborhood, faith community.
- 2SB: Notice that what the child likes might not be the same as what others like.
- 4S: Recognize safety rules, but not always follow them.
- 6S: Engage with plants and animals in a respectful way, without adult prompting. Express concern if an animal is injured or sick. Comment on what it takes to make things grow (“That plant needs water”).
- 6SS: Help with home and class routines that keep things clean.
- 6SS: Understand roles of various people in the community.

Infant (0–18 months):

- 2SB: Interact with children; notice similarities and differences.
- 6S: Respond to caregiver’s guidance on how to act appropriately toward and around living things.
- 6S: Repeat behaviors to figure out cause and effect.
- 6S/6SS: Show interest in people, animals and pictures of animals.
- 6SS: Notice daily routines.

Children are building foundational skills for regulating behaviors and making friends. These skills will help children in their future abilities to understand the impact of their behavior on school and community functioning.



Social Engagement Benchmark 6B: *Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.*

EARLY ELEMENTARY

With adult assistance, I can...

- Engage in activities with peers from different cultures in a way that shows I respect them.
- Identify how members of a diverse community rely on each other.
- Positively and respectfully interact in peer and group activities and interactions.

<p style="text-align: center;">Washington State Early Learning and Development Guidelines (ELDGs)</p>	<p style="text-align: right;"><i>GOLD</i>[®]</p> <div style="display: flex; justify-content: space-around; font-size: small;"> <div style="display: flex; flex-direction: column; align-items: center;"> ■ BIRTH TO 1 YEAR</div> <div style="display: flex; flex-direction: column; align-items: center;"> ■ PRESCHOOL 3</div> <div style="display: flex; flex-direction: column; align-items: center;"> ■ 1ST GRADE</div> <div style="display: flex; flex-direction: column; align-items: center;"> ■ 1-2 YEARS</div> <div style="display: flex; flex-direction: column; align-items: center;"> ■ PRE-K 4</div> <div style="display: flex; flex-direction: column; align-items: center;"> ■ 2ND GRADE</div> <div style="display: flex; flex-direction: column; align-items: center;"> ■ 2-3 YEARS</div> <div style="display: flex; flex-direction: column; align-items: center;"> ■ KINDERGARTEN</div> <div style="display: flex; flex-direction: column; align-items: center;"> ■ 3RD GRADE</div> </div>
<p>3rd Grade: 2SB: Understand respectful ways to communicate with others and respect personal space. 2IPO: Understand that there are differences in skill and ability among peers. 2IPO: Work cooperatively with peers in small and large group activities. 6SS: Show interest in learning about the different people living in their community and state.</p>	<p>3a ■ W Accurately completes self-assessment of role in group work.</p>
<p>2nd Grade: 2SB: Show consideration, compassion and respect for others. 2IPO/2PSCR: Participate in group activities and work cooperatively. 5SL: Show respect for others in choice of language and in nonverbal behavior. 6SS: Learn how the local community works, and a variety of ways that communities organize themselves.</p>	<p>3A ■ W Completes cooperative projects with other children.</p>
<p>1st Grade: 2IPO: Has increased awareness of interpersonal behavior and communication. 2IPO: Expand skills to connect and interact with peers and others. 2IPO: Play more cooperatively with others. 6SS: Talk about families and the ways families live and work together in a neighborhood.</p>	<p>3A ■ ■ W Cooperates and shares ideas and materials in socially acceptable ways.</p>






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 1-2 YEARS	 PRE-K 4	 2ND GRADE
 2-3 YEARS	 KINDERGARTEN	 3RD GRADE

Kindergarten:




1FC: Enjoy joining friends in music and activities from their cultural traditions.
 2SB: Listen to viewpoints of others.
 2SB: Include children who are a different gender or ethnic background from self, speak a different language, or have special needs.
 2IPO: Make connections with other children in different settings.
 6SS: Learn concepts of fairness and respect for the rights and opinions of others.
 6SS: Know the people who carry out the rules at school and in the community (principal, teacher, crossing guards, bus drivers, fire fighters, etc.).




3a   
 Cooperates and shares ideas and materials in socially acceptable ways.

3a   
 Initiates the sharing of materials in the classroom and outdoors.

Preschool (4-5):

1FC: Recognize and respect similarities and differences between self and other people, such as gender, race, special needs, cultures, languages, communities and family structures.
 2SB: Cooperate with other children, share and take turns.
 2SB: Care about other children when they are hurt or upset. Describe other children's thoughtful behaviors.
 2IPO: Invite other children to join groups or other activities.
 2PSCR: Be able to talk about ways to solve a problem or help another child, and keep in mind the personality and preferences of that child.
 6SS: Ask questions about similarities and differences in other people (such as language, hair style, clothing).
 6SS: Recognize some people in the community by their jobs (such as grocery store clerk, bus driver, doctor).

3a   
 Initiates the sharing of materials in the classroom and outdoors.

3a   
 Takes turns.



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|  2-3 YEARS |  KINDERGARTEN |  3RD GRADE |




Preschool (3-4):

- 2SB: Work with others as part of a team.
- 2SB: Tell stories and give other children the chance to tell theirs.
- 2SB: Sing, drum and/or dance with others.
- 2SB: React to peers' feelings (empathy).
- 2IPO: Share and take turns with other children.
- 2IPO: Show affection or closeness with peers.
- 2PSCR: Accept/reach out to children who are different.

3a   
Takes turns.




Toddler (16–36 months):

- 1FC: Enjoy stories, songs and poems about a variety of people and cultures.
- 2SB: Interact with children; notice similarities and differences.
- 2SB: Play social games.
- 2IPO: Begin to include other children in play, such as chase games.
- 2PSCR: Respond appropriately (most of the time) when another child expresses wants, such as to look at a book with them.
- 6SS: Understand roles of various people in the community.

3a   
Responds appropriately to others' expressions of wants.

Infant (0–18 months):

- 6SS: Show interest in people.

3a   
Responds appropriately to others' expressions of wants.



Social Engagement Benchmark 6C: *Contributes productively to one’s school, workplace, and community.*

EARLY ELEMENTARY

With adult assistance, I can...

- Identify and perform tasks that contribute to the operation of my classroom—e.g., following established rules, taking turns, being mindful of others.
- Identify individual and community rights and responsibilities.
- Recognize the importance of taking care of the natural environment in which we live.
- Identify how people use social media as a form of engagement and how it is different from in-person engagement.

<p>Washington State Early Learning and Development Guidelines (ELDGs)</p>	<p><i>GOLD</i>[®]</p> <table border="0"> <tr> <td>■ BIRTH TO 1 YEAR</td> <td>■ PRESCHOOL 3</td> <td>■ 1ST GRADE</td> </tr> <tr> <td>■ 1-2 YEARS</td> <td>■ PRE-K 4</td> <td>■ 2ND GRADE</td> </tr> <tr> <td>■ 2-3 YEARS</td> <td>■ KINDERGARTEN</td> <td>■ 3RD GRADE</td> </tr> </table>	■ BIRTH TO 1 YEAR	■ PRESCHOOL 3	■ 1ST GRADE	■ 1-2 YEARS	■ PRE-K 4	■ 2ND GRADE	■ 2-3 YEARS	■ KINDERGARTEN	■ 3RD GRADE
■ BIRTH TO 1 YEAR	■ PRESCHOOL 3	■ 1ST GRADE								
■ 1-2 YEARS	■ PRE-K 4	■ 2ND GRADE								
■ 2-3 YEARS	■ KINDERGARTEN	■ 3RD GRADE								
<p>3rd Grade: 2IPO: Work cooperatively with peers in small and large group activities. Understand there are differences in skill and ability among peers. 2SB: Understand respectful ways to communicate with others and respect personal space. 4S: Know appropriate responses to harassment, bullying, intimidation and abuse. 6S: Understand how people are part of the environment and how they can help create a healthy environment.</p>	<p>1b ■ W Demonstrates an understanding of the “big rule” concepts of safety, kindness, respect, and care for the objects and materials in the environment.</p> <p>3a ■ W Accurately completes self-assessment of role in group work.</p>									
<p>2nd Grade: 2IPO/2PSCR: Participate and work in a group cooperatively. 2SB: Show consideration, respect, and compassion for others. 4NH: Begin to understand the consequences of health behaviors and choices, such as ways to prevent illness. 6SS: Learn how the local community works, and a variety of ways that communities organize themselves.</p>	<p>3a ■ W Completes cooperative projects with other children.</p>									






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1st Grade:




2IPO: Has increased awareness of interpersonal behavior and communication.
2IPO: Play more cooperatively with others.
4NH: Begin to understand how own decisions can impact health and wellness now and in the future.
6S: Begin making independent choices to create a healthy environment and community, such as disposing of waste properly, recycling and/or thinking of ways to reuse items.
6SS: Talk about families and the ways families live and work together in a neighborhood.



1b   
Understands and explains reasons for rules.




3a   
Cooperates and shares ideas and materials in socially acceptable ways.




Kindergarten:





1FC: Help younger children do things they can't yet do by themselves.
1SM: Be able to wait--for a turn, a treat, etc.
1SM: Change actions to meet what is expected in different settings and conditions, such as taking shoes off at home, leaving them on at school, and putting boots on in the rain.
2SB: Able to allow for own personal space ("They are in my chair") and respect others' space.
2SB: Help, share, take turns and cooperate in a group.
4NH: Make good decisions about health habits.
4NH: Help prepare meals and snacks.
6S: Begin to understand how the things people do may change the environment. Recognize that the child's own actions have an effect on the environment for the better (such as watering plants) or worse (such as stomping on plants).
6SS: Learn concepts of fairness and respect for the rights and opinions of others.
6SS: Know the people who carry out the rules at school and in the community (principal, teacher, crossing guard, bus drivers, fire fighters, etc.).

3a   
Cooperates and shares ideas and materials in socially acceptable ways.

1b  
Applies basic rules in new but similar situations.

1c   
Takes responsibility for own well-being.

3a   
Initiates the sharing of materials in the classroom and outdoors.

1b    
Manages classroom rules, routines, and transitions with occasional reminders.




















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Preschool (4-5):

- 2SB: Cooperate with other children, share and take turns.
- 2SB: Wait for a turn without getting angry or grabbing. May lose interest in the object or activity before getting a turn.
- 4DLS: Participate easily and know what to do in routine activities (such as meal time, bed time).
- 4NH: Help prepare healthy snacks and serve self at family-style meals.
- 4NH: Know what self-care items are used for (such as comb and toothbrush).
- 4S: Follow safety rules indoors and outdoors.
- 6S: Take responsibility in taking care of living things, such as feeding the fish, watering plants, etc.
- 6S: Participate (with adult direction) in activities to preserve the environment, such as disposing of litter properly, saving paper and cans to be recycled, etc.
- 6SS: Recognize some people in the community by their jobs (such as grocery store clerk, bus driver, doctor).

- 1c**   
Takes responsibility for own well-being.
- 3a**   
Initiates the sharing of materials in the classroom and outdoors.
- 1b**    
Manages classroom rules, routines, and transitions with occasional reminders.
- 3a**   
Takes turns.
- 1c**    
Demonstrates confidence in meeting own needs.



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Preschool (3-4):

- 1SC: Know self as a part of the family, spiritual group, culture, community, and/or other group to which the family belongs.
- 1SM: Remember and cooperate in daily routines, such as getting into a car seat, and in changes from one activity to another, with occasional reminders.
- 2IPO: Share and take turns with other children.
- 2SB: Respond to directions from adults about putting items away or being careful with them.
- 2SB: Notice where things belong and help put them away (such as toys, putting own dishes in the wash basin).
- 2SB: Explore, practice and understand social roles through play. Adopt a variety of roles and feelings during pretend play.
- 2PSCR: Wait for a turn.
- 4DLS: Dress and undress with help, take off coat and put it where it belongs, begin to take care of own toileting needs, and wash hands and use a towel to dry them.
- 4NH: Help to set and clear the table for meals. Self serve meal items.
- 4S: Begin to learn safety rules for the child's daily activities.
- 6SS: Take on family roles in play, identify how each person should behave and act out the part for a brief time. Enjoy changing roles.

1b    

Manages classroom rules, routines, and transitions with occasional reminders.

3a   

Takes turns.

1c    

Demonstrates confidence in meeting own needs.

1b    

Accepts redirection from adults.








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Toddler (16–36 months):

1FC: Recognize roles within the family.
 1FC/2SB: Participate in family routines and be upset when family routines are not followed or change.
 1SM: Remember and follow simple routines and rules some of the time.
 2SB: Start to act appropriately as a member or various communities, such as family, classroom, neighborhood, faith community.
 2SB: Help with simple chores in the family or classroom community.
 2PSCR: Find it hard to wait for a turn. Use adult help to share and take turns.
 4DLS: Want to take care of self. Dress and undress completely (except for fasteners), wash and dry hands, with help.
 4NH: Feed self with a spoon, without help.
 4S: Recognize safety rules, but not always follow them.
 6S: Engage with plants and animals in a respectful way, without adult prompting. Express concern if an animal is injured or sick. Comment on what it takes to make things grow (“That plant needs water”).
 6SS: Help with home and class routines that keep things clean.
 6SS: Understand roles of various people in the community.

- 1c**  Demonstrates confidence in meeting own needs.
- 1b**  Accepts redirection from adults.
- 1c**  Seeks to do things for self.
- 3a**  Responds appropriately to others’ expressions of wants.
- 1b**  Responds to changes in an adult’s tone of voice and expression.








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Infant (0–18 months):

- 1SM/6SS: Notice and follow some rules and routines, and simple directions.
- 2SB: Take turns in social games.
- 4DLS: Help with dressing, undressing and diapering.
- 4DLS: Wash and dry hands, with help.
- 4NH: Help caregiver hold the bottle. Grasp and drink from a cup. Feed self with a spoon.
- 6S: Respond to caregiver’s guidance on how to act appropriately toward and around living things.
- 6SS: Know where the trash can and recycle bin are.

- 1b**  Accepts redirection from adults.
- 1c**  Seeks to do things for self.
- 3a**  Responds appropriately to others’ expressions of wants.
- 1b**  Responds to changes in an adult’s tone of voice and expression.
- 1c**  Indicates needs and wants; participates as adult attends to needs.



Appendix A:
Top 10 Traits of an SEL Super School

Top 10 Traits of an SEL Super School

As an administrator, it is crucial to foster an environment of empathy and social and emotional support. You'll know your school is on the right track when you see these things:



Washington Office of Superintendent of
PUBLIC INSTRUCTION

1. SEL Instruction

- Specific instruction on social and emotional learning takes place in all classrooms

2. SEL Integration

- SEL instruction happens within the context of daily academic learning

3. Student Voice

- Student voices are valued and taken into account when decisions are made

4. Climate Supports SEL Growth

- Each classroom and the school as a whole provides a positive, supportive climate

5. Adult SEL Supports

- Teachers, support staff, and families are given opportunities to grow their own social and emotional skills

6. Positive Behavior Supports

- The school focuses on positive discipline methods and restorative justice

7. Integrated Supports

- The school provides a continuum of supports meeting the needs of all students

8. Family Partnerships

- The school fosters relationships and offers support to families

9. Community Partnerships

- The school seeks out ways to partner with their community to foster a supportive climate

10. Equity

- The school prioritizes equity in all SEL practices and acknowledges the differing needs of various communities and families

Appendix B: CASEL Personal SEL Reflection

Personal SEL Reflection

Purpose: This tool is designed for self-reflection. It should not be used to evaluate performance. Principals, administrators, SEL team members, staff members, and other adults can use it to assess personal strengths, think about how to model those strengths when interacting with others, and plan strategies to promote growth across areas of social competence. If used in a group setting, individuals should first complete the reflection privately, then discuss general themes and examples of strengths and challenges with partners or in small groups. Individuals can return to this reflection throughout the year to revisit personal goals and mark progress.

Here’s how to use this tool:

- Read each statement and think of related specific situations, then rate yourself on the statement by marking the appropriate box (very difficult, difficult, easy, or very easy for you to do).
- When you finish, search for patterns of strengths and challenges. This information is for you, so answer accurately without judging responses as “good” or “not as good.”
- Review your responses and take action in light of what you learn. Suggested writing prompts and actions can be found after the reflection statements.

Self-Awareness		Very difficult	Difficult	Easy	Very easy
EMOTIONAL SELF-AWARENESS	I can identify and name my emotions in the moment.				
	I use self-reflection to understand the factors that contribute to my emotions and how my emotions impact me.				
	I recognize when my emotions, thoughts, and biases influence my behavior and my reactions to people and situations, both negatively and positively.				
IDENTITY AND SELF KNOWLEDGE	I know and am realistic about my strengths and limitations.				
	I recognize and reflect on ways in which my identity is shaped by other people and my race, culture, experiences, and environments.				
	I recognize and reflect on ways in which my identity shapes my views, biases, and prejudices.				
GROWTH MINDSET AND PURPOSE	I believe I will continue to learn and develop skills to better support all young people to succeed.				
	I believe I can influence my own future and achieve my ambitions.				
	I can see how I have a valuable role in my work, my family, and my community.				

Self-Management		Very difficult	Difficult	Easy	Very easy
MANAGING EMOTIONS	I find ways to manage strong emotions in ways that don't negatively impact others.				
	I can get through something even when I feel frustrated.				
	I can calm myself when I feel stressed or nervous.				
MOTIVATION, AGENCY, AND GOAL-SETTING	I hold high expectations that motivate me to seek self-improvement and encourage growth in those I lead.				
	I take action and impact change on issues that are important to me and the larger community.				
	I set measurable, challenging, and attainable goals and have clear steps in place to reach them.				
PLANNING AND ORGANIZATION	I modify my plans in the face of new information and realities.				
	When juggling multiple demands, I use strategies to regain focus and energy.				
	I balance my work life with personal renewal time.				

Social Awareness		Very difficult	Difficult	Easy	Very easy
EMPATHY AND COMPASSION	I can grasp a person's perspective and feelings from verbal and nonverbal cues.				
	I pay attention to the feelings of others and recognize how my words and behavior impact them.				
	I show care for others when I see that they have been harmed in some way.				
PERSPECTIVE TAKING	I work to learn about the experiences of people of different races, ethnicities, or cultures.				
	I learn from those who have different opinions than me.				
	I ask others about their experience & perspective before offering my version of events.				
UNDERSTANDING SOCIAL CONTEXT	I understand the systemic, historical, and organizational forces that operate among people.				
	I appreciate and honor the cultural differences within my school community/workplace.				
	I recognize the strengths of young people and their families and view them as partners.				

Relationship Skills		Very difficult	Difficult	Easy	Very easy
COMMUNICATION	I stay focused when listening to others and carefully consider their meaning.				
	I can articulate ideas that are important to me in ways that engage others.				
	I can have honest conversations about race and racism with young people, their families, and other community members.				
BUILDING RELATIONSHIPS AND TEAMWORK	I connect meaningfully with young people, their families, colleagues, and community members who are from a different race, culture, or socioeconomic background than I am.				
	I get to know the people around me.				
	I work well with others and generate a collegial atmosphere.				
CONFLICT MANAGEMENT	I make sure everyone has had an opportunity to share their ideas.				
	When I am upset with someone, I talk to them about how I feel and listen to their perspective.				
	I openly admit my mistakes to myself and others and work to make things right.				
	I can work through my discomfort when dealing with conflict, listen to feelings from all parties, and help them understand different perspectives.				

Responsible Decision-Making		Very difficult	Difficult	Easy	Very easy
PROBLEM ANALYSIS	I gather relevant information to explore the root causes of problems I see.				
	I recognize the need to continually grow, to examine the status quo, and to encourage new thinking in my school community.				
	I involve others who are impacted* to explore a problem collaboratively before choosing a solution or launching a new project.				
IDENTIFYING SOLUTIONS	I involve others who are impacted* to generate multiple solutions and predict the outcome of each solution to key problems.				
	I find practical and respectful ways to overcome difficulty, even when it comes to making decisions that may not be popular.				
	I consider how my choices will be viewed through the lens of the young people I serve and the community around them.				
REFLECTION ON IMPACT	I take time for self-reflection & group reflection on progress toward goals & the process used.				
	I consider how my personal and professional decisions impact the lives of others.				
	I help to make my personal and professional community a better place.				

*such as staff and colleagues, young people, their families, and other community members -- especially those who are historically underrepresented in decision-making

Review your responses and take action in light of what you learned.

1. Reflect on your responses and any insight you have gained about your ongoing process of social and emotional development.

If you consider that statements marked as “easy” or “very easy” could be areas of personal strength:

- How do these strengths affect your interactions with young people and peers?
- What competencies do your strengths relate to?
- Which of your strengths do you believe help you to achieve personal and collective goals?
- Which are you most proud of?

If you consider that statements marked as “difficult” or “very difficult” could be current areas of challenge:

- How might enhancing this area benefit your interactions with young people and peers?
- What competencies do your challenges relate to?
- Select one or two areas you believe would help you make progress toward personal and collective goals.
- Develop a strategy to remind yourself to practice this new behavior or bring it up as something to work on with a mentor or a coach.

When looking at your responses, were there things that surprised you? Were there things that confirmed what you already know about yourself?

2. **Move from awareness to action.**

Either individually, with a small group of peers/colleagues, or as a full school community, think about/discuss and list ways that you can activate and model social and emotional competencies throughout the day.

- For a structured all-staff activity, try these other CASEL tools: [Modeling SEL for Students](#) or the [Group Reflection Protocol for SEL](#).

Consider what you and your peers/colleagues need to grow.

- Which areas or statements were frequently mentioned as a challenge?
- What kinds of learning experiences, supports, or changes to structures or environments could help address challenges?
- In what ways can you (and your small group or school community) stay motivated and accountable to continue growing and reflecting on your social and emotional competencies?

**Appendix C:
Classroom Self-Assessment
of SEL Support**

Classroom Self-Assessment of SEL Supports

	I don't know enough about this practice to implement it in my classroom	This practice is not yet present in my classroom	This practice is minimally present in my classroom (list examples)	This practice is somewhat present in my classroom (list examples)	This practice is fully present in my classroom (list examples)
I incorporate children's ideas and opinions in setting expectations for the classroom.					
I provide strategies to help children monitor and regulate their behavior and emotions.					
I am consistent in enforcing classroom expectations, but consider the individual needs of each child while doing so.					
I provide children with the tools and strategies to accept the consequences of their behavior and problem-solve in future situations.					
I acknowledge children's specific positive behaviors.					
I encourage children to reflect on their behavior.					

I ask for student input, provide meaningful choices and create opportunities for children to be responsible in the classroom.					
I help children understand connections between choices and possible outcomes, and show them that there are multiple ways to solve a problem.					
I demonstrate my appreciation for each child as an individual and create opportunities for all children to be included and appreciated.					
I encourage children to consider the perspective and emotions of their classmates.					
I help children practice listening to, responding to and learning from one another in a discussion.					
I help children understand how to communicate their point of view and needs to adults and peers.					
I help children identify and regulate their emotions when facing new challenges and barriers to success.					

I model a variety of strategies, choices and tools for children to identify and regulate emotions.					
I provide feedback and encouragement to help children overcome barriers and mistakes.					

Share some examples of how you implement these practices in your environment:

How are you ensuring that your practices are equitable and inclusive of all children? List some examples.

What can you do better to ensure equity and inclusion of all children?

Share your thoughts on social emotional learning (What do you know about it? How do you feel about its importance and place in education?)

Which of these indicators do you feel are a strength of yours and why?

Which of these indicators do you struggle with or wish you could work on and why?

Glossary of Terms

Benchmark: a term used to identify specific and measurable skill-building milestones within a social emotional learning (SEL) standard. SEL standards, benchmarks, and indicators form part of the Washington State SEL framework, which articulates social emotional learning and development in practical, tangible ways that can be observed and supported intentionally.

<https://www.k12.wa.us/sites/default/files/public/studentssupport/sel/pubdocs/Washington%20SEL%20Implementation%20Guide%20with%20CC.pdf>

Competency: refers to a wide range of knowledge, skills, and traits applicable to all academic, career, and civic settings, and believed to be necessary for success in today's world.

<https://www.k12.wa.us/sites/default/files/public/studentssupport/sel/pubdocs/Washington%20SEL%20Implementation%20Guide%20with%20CC.pdf>

Crosswalk: a mechanism or approach to translating, comparing or moving between data standards or converting skills or content from one discipline to another.

<https://sites.ed.gov/ous/2012/05/crosswalks/>

Culturally Responsive Teaching: teaching that recognizes the importance of including students' cultural references in all aspects of learning. Characteristics of culturally responsive teaching include positive perspectives on parents and families; communication of high expectations; learning within the context of culture; student-centered instruction; culturally mediated instruction; reshaping the curriculum; and teacher as facilitator.

(Ladson-Billings, G. (1994). The dreamkeepers: successful teachers of African American children. Jossey-Bass Publishers)

Developmentally Appropriate Practice: methods that promote each child's optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning. Educators implement developmentally appropriate practice by recognizing the multiple assets all young children bring to the early learning program as unique individuals and as members of families and communities. Building on each child's strengths—and taking care to not harm any aspect of each child's physical, cognitive, social, or emotional well-being—educators design and implement learning environments to help all children achieve their full potential across all domains of development and across all content areas. Developmentally appropriate practice recognizes and supports each individual as a valued member of the learning community. As a result, to be developmentally appropriate, practices must also be culturally, linguistically, and ability appropriate for each child.

<https://www.naeyc.org/resources/position-statements/dap/definition>

Efficacy: the ability to produce the intended result.

<https://dictionary.cambridge.org/us/dictionary/english/efficacy>

Executive Function: Executive function skills are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully.

<https://developingchild.harvard.edu/science/key-concepts/executive-function/>

Hope: Hope entails a cognitive thought process in combination with the emotion that something good is going to happen.

(Valle, Heubner, & Suldo, 2004, p. 320).

Inclusion: inclusion embodies the values, policies, and practices that support the right of every infant and young child and {their} family, regardless of ability, to participate in a broad range of activities and

contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential.

https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ps_inclusion_dec_naeyc_ec.pdf

Indicator: a measure of growth. In the Washington SEL framework, indicators are the smallest and most precise metric for quantifying growth in social emotional skills.

<https://www.k12.wa.us/sites/default/files/public/student-support/sel/pubdocs/Washington%20SEL%20Implementation%20Guide%20with%20CC.pdf>

Mindfulness: paying attention in a particular way: on purpose, in the present moment and nonjudgmentally.

<https://www.masterclass.com/classes/jon-kabat-zinn-teaches-mindfulness-and-meditation/chapters/a-guide-to-mindfulness#>

Model: Modeling is one way in which behavior is learned. When a person observes the behavior of another and then imitates that behavior, they are modeling the behavior. This is sometimes known as observational learning or social learning. Modeling is a kind of vicarious learning in which direct instruction need not occur.

<http://psychology.iresearchnet.com/social-psychology/control/modeling-of-behavior/#:~:text=Modeling%20is%20one%20way%20in,direct%20instruction%20need%20not%20occur>

Play: Play is an important vehicle for developing self-regulation as well as for promoting language, cognition, and social competence. [Play] gives [children] opportunities to develop physical competence and enjoyment of the outdoors, understand and make sense of their world, interact with

others, express and control emotions, develop their symbolic and problem-solving abilities, and practice emerging skills.

<https://www.naeyc.org/resources/pubs/books/spotlight-young-children-exploring-play-a-conversation-about-play>

Protective Factors: Protective factors are conditions or attributes of individuals, families, communities, and the larger society that mitigate risk and promote the healthy development and well-being of children, youth, and families.

https://www.childwelfare.gov/pubPDFs/protective_factors.pdf

Regulation: a term generally used to describe a person's ability to effectively manage and respond to an emotional experience.

<http://www.selfinjury.bctr.cornell.edu/perch/resources/what-is-emotion-regulationsinfo-brief.pdf>

Resilience: In the science of human development, resilience usually refers to pathways or processes leading to positive adaptation or development manifested in the context of adverse experiences.

<https://www.child-encyclopedia.com/sites/default/files/textes-experts/en/834/resilience-in-development-the-importance-of-early-childhood.pdf>

Restorative Justice-- an effective alternative to punitive responses to wrongdoing. Inspired by indigenous traditions, it brings together persons harmed with persons responsible for harm in a safe and respectful space, promoting dialogue, accountability, and a stronger sense of community.

<https://www.edutopia.org/blog/restorative-justice-tips-for-schools-fania-davis>

Self-efficacy: a person's belief that they can be successful when carrying out a particular task.

<https://dictionary.cambridge.org/us/dictionary/english/self-efficacy>

Sense of Belonging: Belonging is the feeling of security and support when there is a sense of acceptance, inclusion, and identity for a member of a certain group. It is when an individual can bring their authentic self to the environment.

<https://diversity.cornell.edu/belonging/sense-belonging>

Social Emotional Learning: SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

<https://casel.org/what-is-sel/>

Standard: learning standards describe the skills, behaviors, and knowledge of children at various ages and stages of development.

<https://oregonearlylearning.com/parents-families/kindergarten-ready/early-learning-standards/#:~:text=Early%20Learning%20Standards&text=The%20outcomes%20or%20standards%20describe,Social%20and%20Emotional%20Development>

Trauma-Informed (Care/Education): a trauma-informed child and family service system is one in which all parties involved recognize and respond to the impact of traumatic stress on those who have contact with the system including children, caregivers, and service providers. Programs and agencies within such a system infuse and sustain trauma awareness, knowledge, and skills into their organizational cultures, practices, and policies. They act in collaboration with all those who are involved with the child, using the best available science, to maximize physical and psychological safety, facilitate the recovery of the child and family, and support their ability to thrive. Becoming trauma-informed should be an essential component of the overall mission of the education system. A trauma-informed school recognizes that trauma affects staff, students,

families, communities, and systems. Thus, organizational support, partnerships, and capacity-building are essential.

<https://www.nctsn.org/trauma-informed-care/creating-trauma-informed-systems>

Universal Design for Learning (UDL): a framework to guide the design of learning environments that are accessible and challenging for all. Ultimately, the goal of UDL is to support learners to become “expert learners” who are, each in their own way, purposeful and motivated, resourceful and knowledgeable, and strategic and goal driven. UDL aims to change the design of the environment rather than to change the learner. When environments are intentionally designed to reduce barriers, all learners can engage in rigorous, meaningful learning.

<https://udlguidelines.cast.org/more/frequently-asked-questions>