

Developmental Domain 1: Social and Emotional Development

Attachment Relationships AR

Children form secure attachment relationships with caregivers who are emotionally available, responsive, and consistent in meeting their needs.

- 1 Birth to 9 months AR.1
 - 1 Establishes, maintains, and disengages eye contact AR.1.1
 - 2 Responds to caregiver(s) by smiling and cooing AR.1.2
 - 3 Seeks comfort from a familiar caregiver AR.1.3
 - 4 Imitates familiar adults' gestures and sounds AR.1.4
 - 5 Demonstrates preference for familiar adults AR.1.5
 - 6 Exhibits separation anxiety, e.g., does not want to be held by another person when being held by primary caregiver AR.1.6
- 2 7 months to 18 months AR.2
 - 2 Attempts to change the situation when separation anxiety occurs, e.g., follows caregiver(s) when he or she leaves the room AR.2.2
 - 1 Distinguishes between primary caregivers and others AR.2.1
 - 3 Uses social referencing with caregiver(s) when in uncertain situations, e.g., will glance at caregiver's face for cues on how to respond to an unfamiliar person or new situation AR.2.3
 - 4 Uses key adults as a "secure base" when exploring the environment AR.2.4
 - 5 Exhibits stranger anxiety and concern in presence of an unknown person or a new situation AR.2.5
 - 6 Seeks comfort from caregiver(s) and/or a familiar object, e.g., blanket, stuffed animal AR.2.6
 - 7 Initiates and maintains interactions with caregiver(s) AR.2.7
- 3 16 months to 24 months AR.3
 - 1 Shows an emotional connection with familiar adults other than the primary caregiver AR.3.1
 - 2 Uses imitation and pretend play to make sense of relationships, e.g., uses a toy to "brush" hair, or feeds and rocks a doll AR.3.2
 - 3 Plays physically farther away from primary caregiver with increasing confidence; moves closer as needed AR.3.3
 - 4 Seeks physical closeness when distressed AR.3.4
 - 5 Actively seeks emotional responses from caregiver(s) by waving, hugging, and crying AR.3.5
- 4 21 months to 36 months AR.4
 - 1 Uses glances and words to stay connected, without having to be physically near or touching the caregiver AR.4.1
 - 2 Initiates activities that are meaningful in the relationship, e.g., brings over a favorite book to be read together AR.4.2

- 3 Communicates thoughts, feelings, and plans to familiar adults [AR.4.3](#)
 - 4 Seeks adult assistance with challenges [AR.4.4](#)
 - 5 Separates with assistance from attachment figure with minimal anxiety [AR.4.5](#)
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Emotional Expression [EE](#)

Children demonstrate an awareness of and the ability to identify and express emotions.

- 1 Birth to 9 months [EE.1](#)
 - 1 Uses facial expressions and sounds to get needs met, e.g., cries, smiles, gazes, coos [EE.1.1](#)
 - 2 Expresses emotions through sounds and gestures, e.g., squeals, laughs, claps [EE.1.2](#)
 - 3 Demonstrates discomfort, stress, or unhappiness through body language and sounds, e.g., arches back, moves head, cries [EE.1.3](#)
 - 2 7 months to 18 months [EE.2](#)
 - 1 Expresses wants with intentionality, e.g., pushes an unwanted object out of the way, reaches for a familiar adult when wanting to be carried [EE.2.1](#)
 - 2 Expresses fear by crying or turning toward caregiver(s) for comfort [EE.2.2](#)
 - 3 Shows anger and frustration, e.g., cries when a toy is taken away [EE.2.3](#)
 - 4 Recognizes and expresses emotion toward a familiar person, e.g., shows emotion by hugging a sibling [EE.2.4](#)
 - 3 16 months to 24 months [EE.3](#)
 - 1 Demonstrates anger and frustration through a wide range of physical, vocal, and facial expressions, e.g., temper tantrums [EE.3.1](#)
 - 2 Expresses pride, e.g., smiles, claps, or says, “I did it” after completing a task [EE.3.2](#)
 - 3 Attempts to use a word to describe feelings to a familiar adult [EE.3.3](#)
 - 4 Expresses wonder and delight while exploring the environment and engaging others [EE.3.4](#)
 - 4 21 months to 36 months [EE.4](#)
 - 1 Attempts to use words to describe feelings and names emotions [EE.4.1](#)
 - 2 Acts out different emotions while engaged in pretend play, e.g., cries when pretending to be sad, jumps up and down for excitement [EE.4.2](#)
 - 3 Begins to express complex emotions such as pride, embarrassment, shame, and guilt [EE.4.3](#)
 - 4 Engages in play to express emotion, e.g., draws a picture for a caregiver because he or she misses them, hides a “monster” in a box due to a fear [EE.4.4](#)
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Relationship with Adults **RA**

Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.

- 1 Birth to 9 months **RA.1**
 - 1 Uses signals to communicate needs, e.g., crying, body language, and facial expressions **RA.1.1**
 - 2 Attempts to engage both unfamiliar and familiar adults **RA.1.2**
 - 3 Engages in social interactions with adults through smiles, coos, and eye contact **RA.1.3**
 - 4 Demonstrates preference for familiar adults, e.g., reaches hands out to signal for caregiver(s) **RA.1.4**
 - 5 Cautious of unfamiliar adults **RA.1.5**
 - 6 Begins to engage in simple, back-and-forth interactions with a familiar adult, e.g., plays “peek-a-boo,” babbles in response to an adult speaking and repeats this interaction **RA.1.6**
- 2 7 months to 18 months **RA.2**
 - 1 Looks for caregiver’s response in uncertain situations **RA.2.1**
 - 2 Engages with adults during play, e.g., bangs on a toy drum and repeats action after an adult completes the same action **RA.2.2**
 - 3 Uses key adults as a “secure base” when exploring the environment **RA.2.3**
 - 4 Uses “social referencing” when encountering new experiences, e.g., glances at a caregiver’s face for cues on how to respond to an unfamiliar person or unknown object **RA.2.4**
 - 5 Draws a familiar adult into an interaction, e.g., hands a book or toy to engage in together **RA.2.5**
- 3 16 months to 24 months **RA.3**
 - 1 Builds emotional connections with other familiar adults, in addition to primary caregiver(s) **RA.3.1**
 - 2 Seeks adult assistance with challenges but may refuse help and say “no” **RA.3.2**
 - 3 Responds to guidance, e.g., places the shape into the shape sorter after caregiver demonstrates how to **RA.3.3**
 - 4 Imitates a familiar adult’s actions, e.g., waves hands around while pretending to talk on the phone after seeing caregiver make those same actions **RA.3.4**
- 4 21 months to 36 months **RA.4**
 - 1 Imitates adult roles and activities through pretend play, e.g., goes grocery shopping, or prepares a meal **RA.4.1**
 - 2 Initiates activities that are meaningful in the relationship, e.g., brings over a favorite book to be read together **RA.4.2**
 - 3 Communicates thoughts, feelings, questions, and plans to both familiar and unfamiliar adults **RA.4.3**

4 Demonstrates desire to control or make decisions independent from adults RA.4.4

Children develop identity of self.

- 1 Birth to 9 months SC.1
 - 1 Demonstrates interest in faces and voices of others SC.1.1
 - 2 Explores his or her own hands and feet SC.1.2
 - 3 Recognizes own name, e.g., looks up, or turns head toward a person who is saying his/her name SC.1.3
 - 4 Recognizes and prefers familiar adults and siblings, e.g., leans toward caregiver when being held by someone else SC.1.4
 - 5 Initiates interactions with others, e.g., imitates actions, plays peek-a-boo SC.1.5
 - 6 Begins to display the beginning of joint attention, e.g., points to objects and people SC.1.6
 - 7 Demonstrates separation anxiety, e.g., cries when caregiver leaves the room SC.1.7
- 2 7 months to 18 months SC.2
 - 1 Shows awareness of significant people by calling them by name, e.g., “papa” SC.2.1
 - 2 Engages in joint attention with familiar others, e.g., shares in looking and engaging with objects and people SC.2.2
 - 3 Responds with vocalizations or gestures when hears name SC.2.3
 - 4 Demonstrates interest in looking in mirror SC.2.4
 - 5 Uses gestures and some words to express feelings, e.g., “no” SC.2.5
 - 6 Uses social referencing to guide actions and begins to test limits SC.2.6
 - 7 Points to and identifies body parts on him or herself, e.g., points to eyes when asked, “Where are your eyes?” SC.2.7
- 3 16 months to 24 months SC.3
 - 1 Demonstrates awareness of self, e.g., touches own nose in the mirror SC.3.1
 - 2 Able to express his or her name SC.3.2
 - 3 Refers to self with gestures and language SC.3.3
 - 4 Demonstrates understanding and use of concepts through words such as “mine,” “me,” and “you” SC.3.4
 - 5 Points to self in images and other types of media SC.3.5
 - 6 Frequently tests limits SC.3.6
 - 7 Asks for help from familiar adults but may begin to attempt to complete tasks autonomously SC.3.7
- 4 21 months to 36 months SC.4
 - 1 Names people in his/her family and shares stories about them SC.4.1
 - 2 Asks for help from familiar adults but pushes away and refuses help SC.4.2

- 3 Incorporates roles of family members in play [SC.4.3](#)
 - 4 Begins to show an interest in describing physical characteristics, e.g., “I have blue eyes” [SC.4.4](#)
 - 5 Demonstrates preferences, e.g., “I want the green cup” [SC.4.5](#)
 - 6 Communicates feelings, e.g., may say “I’m sad,” or stomps feet when mad [SC.4.6](#)
 - 7 Begins to understand concept of possession, e.g., “yours,” “hers,” “his” [SC.4.7](#)
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Relationship with Peers RP

Children demonstrate the desire and develop the ability to engage and interact with other children.

- 1 Birth to 9 months RP.1
 - 1 Demonstrates effort to interact and engage, e.g., uses eye contact, coos, smiles RP.1.1
 - 2 Observes other children in the environment RP.1.2
 - 3 Shows interest in both familiar and unfamiliar peers RP.1.3
 - 4 Cries when hearing another child cry RP.1.4
 - 5 Reaches out to touch another child RP.1.5
 - 6 Attempts to imitate actions, e.g., bangs a toy RP.1.6
 - 2 7 months to 18 months RP.2
 - 1 Shows interest in another child by moving closer, e.g., rolls, crawls, or walks toward the child RP.2.1
 - 2 Imitates actions of another child, e.g., rolling a car RP.2.2
 - 3 Engages in a simple, reciprocal game such as “pat-a-cake” RP.2.3
 - 4 Begins to engage in parallel play, in closer proximity to other children but no interaction is attempted RP.2.4
 - 3 16 months to 24 months RP.3
 - 1 Gestures in order to communicate a desire to play near a peer RP.3.1
 - 2 Demonstrates enthusiasm around other children RP.3.2
 - 3 Expresses frustration when another child takes something away from him or her, e.g., a toy RP.3.3
 - 4 Begins to engage in simple reciprocal interactions, e.g., rolls a ball back and forth RP.3.4
 - 5 Demonstrates a preference for parallel play, e.g., plays next to other children with similar toys with little or no interaction RP.3.5
 - 4 21 months to 36 months RP.4
 - 1 Demonstrates a preference toward select peers RP.4.1
 - 2 Becomes frustrated with peers, e.g., yells “no” if a peer tries to interfere in something he or she is engaged in RP.4.2
 - 3 Participates in sharing, when prompted RP.4.3
 - 4 Communicates with other children in different settings, e.g., talks to a peer during snack time, or hands a peer a book RP.4.4
 - 5 Begins to engage in more complex play with two or three children RP.4.5
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Empathy E

Children demonstrate an emerging ability to understand someone else's feelings and to share in the emotional experiences of others.

- 1 Birth to 9 months E.1
 - 1 Watches and observes adults and other children E.1.1
 - 2 Cries when hearing another infant cry E.1.2
 - 3 Responds to interactions from caregiver(s), e.g., smiles when caregiver smiles, looks toward a caregiver when he or she shakes a rattle E.1.3
 - 4 Shows signs of separation anxiety, e.g., protests when a caregiver leaves the room E.1.4
 - 5 Begins to share in simple emotions by reading facial and gestural cues, e.g., repeats activities that make others laugh E.1.5
- 2 7 months to 18 months E.2
 - 1 Smiles with intention to draw out a smile from a familiar other E.2.1
 - 2 Uses social referencing with caregiver(s) when in uncertain situations, e.g., glances at a caregiver's face for cues on how to respond to an unfamiliar person or new situation E.2.2
 - 3 Reacts to a child who is upset by observing or moving physically closer to the child E.2.3
 - 4 Shares in both positive and negative emotions with caregiver(s), e.g., shares in wonders, amazement, delight, and disappointment E.2.4
 - 5 Begins to have a greater awareness of own emotions, e.g., says or gestures "no" to refuse, squeals and continues to laugh when happy E.2.5
- 3 16 months to 24 months E.3
 - 1 Imitates comforting behaviors from caregiver(s), e.g., pats or hugs a child when upset E.3.1
 - 2 Recognizes some of his or her own emotions, e.g., grabs a comfort object when sad E.3.2
 - 3 Demonstrates awareness of different emotions and feelings during play, e.g., rocks a baby doll and whispers "shhh" E.3.3
 - 4 Shares in and communicates simple emotions of others, e.g., "mama sad", "papa happy" E.3.4
- 4 21 months to 36 months E.4
 - 1 Communicates how other children may be feeling and why, e.g., states that a peer is sad because his or her toy was taken away E.4.1
 - 2 Responds to a child in distress in an attempted manner to make that child feel better, e.g., gives a crying child a hug, uses soothing words, or uses distraction E.4.2
 - 3 Shares in and shows an emotional response for peers' feelings, e.g., may show concern for a child who is hurt, or smile for a child who is happy and jumping up and down E.4.3