

Social and Emotional Development – Student Interpersonal Skills

Self-Awareness and Self-Management 16.1

A MANAGES EMOTIONS AND BEHAVIORS

- A Distinguish between emotions and identify socially accepted ways to express them. 16.1 PK.A
 - 1 Recognize and label basic feelings . 16.1 PK.A.1
 - 2 Express feelings that are appropriate to the situation . 16.1 PK.A.2
 - 3 Express feelings verbally or through play and artistic representation . 16.1 PK.A.3
 - 4 Name a range of feelings (e.g., excited, scared, angry, surprised) . 16.1 PK.A.4
 - 5 Control negative responses by expressing them in appropriate ways (e.g., talking with a peer or telling a teacher) . 16.1 PK.A.5

B INFLUENCES OF PERSONAL TRAITS ON LIFE

- B Recognize that everyone has personal traits which guide behavior and choices. 16.1 PK.B
 - 1 Demonstrate awareness of self and one’s own preferences . 16.1 PK.B.1
 - 2 Know and state independent thoughts and feelings . 16.1 PK.B.2
 - 3 Show pride in own accomplishments . 16.1 PK.B.3
 - 4 Demonstrate confidence in own abilities (e.g., “I can kick that ball really far.”) . 16.1 PK.B.4
 - 5 Choose materials and activities based on preferences and personal interests . 16.1 PK.B.5

C RESILIENCY

- C** Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience. **16.1 PK.C**
 - 1** Stay calm when something does not go the way intended. **16.1 PK.C.1**
 - 2** Strive to correct mistakes. **16.1 PK.C.2**
 - 3** Move forward with a second attempt at something after the first attempt was unsuccessful. **16.1 PK.C.3**
 - 4** Ask for help with a task after an unsuccessful attempt. **16.1 PK.C.4**
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D GOAL-SETTING

- D** Establish goals independently and recognize their influence on choices. **16.1 PK.D**
 - 1** Set and discuss goals for play and activities when asked. **16.1 PK.D.1**
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Establishing and Maintaining Relationships 16.2

A RELATIONSHIPS – TRUST AND ATTACHMENT

- A** Interact with peers and adults in a socially acceptable manner. **16.2 PK.A**
 - 1** Engage in reciprocal conversation with familiar peers and adults. **16.2 PK.A.1**
 - 2** Respond to familiar adult’s questions and directions. **16.2 PK.A.2**
 - 3** Demonstrate appropriate affection for familiar adults and peers. **16.2 PK.A.3**
 - 4** Seek out companionship from another child. **16.2 PK.A.4**
 - 5** Use words denoting friendship. **16.2 PK.A.5**
 - 6** Ask a child to play (e.g., “Do you want to make a block house with me?”). **16.2 PK.A.6**
 - 7** Play cooperatively with a few peers for a sustained period of time. **16.2 PK.A.7**
 - 8** Respond with empathy to others who are upset. **16.2 PK.A.8**
 - 9** Share and take turns. **16.2 PK.A.9**
 - 10** Respect feelings and belongings of others. **16.2 PK.A.10**

B DIVERSITY

- B** Identify similarities and differences between self and others. 16.2 PK.B
 - 1 Understand that each person has a set of unique characteristics . 16.2 PK.B.1
 - 2 Make drawings of people, including self- portraits, depicting body parts, clothing, and other physical characteristics . 16.2 PK.B.2
 - 3 Label personal characteristics . 16.2 PK.B.3
 - 4 Discuss the similarities and differences between self and others . 16.2 PK.B.4
 - 5 Understand that family structures may differ from one family to another . 16.2 PK.B.5
 - 6 Understand that the thoughts and feelings of others may differ from own . 16.2 PK.B.6
 - 7 Demonstrate respect for children’s differences, including differences in thoughts and feelings . 16.2 PK.B.7

C COMMUNICATION

- C** Engage in reciprocal communication with adults and peers. 16.2 PK.C
 - 1 Communicate using detail related to topic being discussed including topics of personal interest, and special events . 16.2 PK.C.1
 - 2 Pose questions related to topic being discussed . 16.2 PK.C.2
 - 3 Respond to questions posed by adults and peers . 16.2 PK.C.3
 - 4 Allow wait time before responding . 16.2 PK.C.4
 - 5 Engage in turn-taking . 16.2 PK.C.5

D MANAGING INTERPERSONAL CONFLICTS

- D** Use appropriate words and actions to express one’s own desires . 16.2 PK.D
 - 1 Identify a problem and discuss possible solutions . 16.2 PK.D.1
 - 2 Solve simple conflicts with peers with independence (e .g ., share, take turns, apologize, try something else, ask for help) . 16.2 PK.D.2
 - 3 Begin to negotiate conflicts that arise using words before seeking help . 16.2 PK.D.3
 - 4 Use words during a conflict instead of physically responding . 16.2 PK.D.4
 - 5 Accept and attempt teacher’s or others’ ideas about new strategies to solve a conflict . 16.2 PK.D.5

E SUPPORT – ASKING FOR HELP

- E** Ask for and accept offers of help when needed or appropriate. 16.2 PK.E
 - 1 Attempt tasks independently before asking for help . 16.2 PK.E.1
 - 2 Recognize when help is needed . 16.2 PK.E.2
 - 3 Recognize appropriate sources of help (e.g., familiar adult, community helpers, peers) . 16.2 PK.E.3
 - 4 Ask for adult help to solve a problem or to complete a task . 16.2 PK.E.4
 - 5 Respond appropriately to offers of help (e.g., “That’s okay, I can do it.” or “Yes, thank you.”) . 16.2 PK.E.5
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Decision-Making and Responsible Behavior 16.3

A DECISION-MAKING SKILLS

- A** Interpret the consequences of choices. 16.3 PK.A
 - 1 Recognize unsafe situations and tell an adult . 16.3 PK.A.1
 - 2 Tell a peer when a rule is broken . 16.3 PK.A.2
 - 3 Warn a peer about a safety risk on the playground . 16.3 PK.A.3
 - 4 Encourage two friends who are having a dispute to “use their words and work it out.” 16.3 PK.A.4
 - 5 Discuss the reasons for having rules 16.3 PK.A.5
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B UNDERSTANDING SOCIAL NORMS (Social Identity)

- B** Recognize there are socially acceptable ways to behave in different places. 16.3 PK.B
 - 1 Make transitions between places and people with minimal distress . 16.3 PK.B.1
 - 2 Use inside voices while indoors and outside voices when outdoors . 16.3 PK.B.2
 - 3 Cooperate in both large and small group activities that are facilitated by adult . 16.3 PK.B.3
 - 4 Apply classroom rules to new situations . 16.3 PK.B.4
 - 5 Adjust to changes in routines and activities . 16.3 PK.B.5
 - 6 Follow rules and routines in classroom and other settings with reminders . 16.3 PK.B.6
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C RESPONSIBLE ACTIVE ENGAGEMENT – EMPATHY

- C** Actively engage in assisting others when appropriate. 16.3 PK.C
- 1 Respond with empathy to others who are upset . 16.3 PK.C.1
- 2 Recognize when someone needs help and offer assistance . 16.3 PK.C.2
- 3 Respect another’s attempts to complete tasks independently . 16.3 PK.C.3