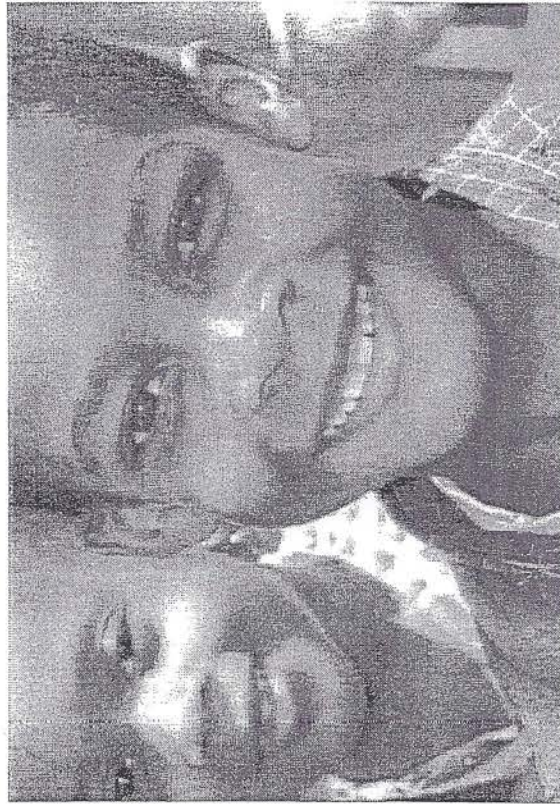


WORKING DRAFT

Personal Social



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Kindergarten children's social and emotional development is strengthened when they have classroom experiences that promote a sense of autonomy, competence and belonging within an engaging and responsive environment. Teachers support children's self identity and social competence by modeling respectful interactions and using positive guidance techniques that scaffold the development of self control and problem solving. By encouraging positive approaches to learning teachers allow children to plan and make choices so that school becomes meaningful to them and they become engaged in life long learning.

PERSONAL SOCIAL

3.1 Develop Self-Concept

| Content for Kindergarten | Examples | Supportive Practices |
|---|--|--|
| A. Is aware of self and one's own preferences | <p>The learner will:</p> <ul style="list-style-type: none"> ▪ Verbalize ones own needs, likes, and dislikes. ▪ Choose activities, select materials, and carry out tasks. | <p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Provide a caring, nurturing, and accepting environment for learners. ▪ Create an emotional bond with learners. |
| B. Show independence in a wide range of activities | <ul style="list-style-type: none"> ▪ Persist in self-care activities (fastening jacket, tying shoes). | <ul style="list-style-type: none"> ▪ Refer to learners by their names. ▪ Make a personal connection with each learner. |
| C. Know and state independent thoughts and feelings | <ul style="list-style-type: none"> ▪ Express ones own opinion, or ideas about a particular topic. ▪ Work independently for a short time. | <ul style="list-style-type: none"> ▪ Display children's artwork at their eye level. ▪ Provide, encourage, and support opportunities for autonomy and self-direction (centers, job chart). |
| D. Attempt new experiences with confidence and independence | <ul style="list-style-type: none"> ▪ Adapt to other new adults in the school setting. ▪ Initiate the sharing of work and accomplishments with peers and adults at the appropriate times. | <ul style="list-style-type: none"> ▪ Provide, encourage, and support opportunities for conversations between learners and with the teacher. ▪ Provide, encourage, and support opportunities for learners to want to try something new. |
| E. Show pride in accomplishments | | <ul style="list-style-type: none"> ▪ Provide encouragement and praise for learners' efforts. ▪ Create a risk free environment that fosters decision-making, autonomy, self-direction, and independence. |

PERSONAL SOCIAL

3.2 Develop Self-Regulation

Content for Kindergarten

| | | |
|--|---|---|
| A. Recognize and label feelings | <p>Examples</p> <p>The learner will:</p> <ul style="list-style-type: none"> ▪ Name a range of feelings (happy, sad, angry, surprised). ▪ Express in different ways how he/she feels. ▪ Separate feelings from actions. ▪ Control impulsive behavior when frustrated, angry, or excited. ▪ Persist in and completing student initiated and/or teacher directed tasks. ▪ Maintain composure when not selected (to answer question, be first in line, play game, etc). ▪ Use words instead of physical actions when upset. ▪ Move from one activity to another appropriately. ▪ Respond to teacher requests or ask clarifying questions about the request. ▪ Understand the logical consequences of one's actions. | <p>Supportive Practices</p> <p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Use non-verbal and verbal interactions that are congruent with feelings. ▪ Model genuine, appropriate emotional responses. ▪ Encourage expression of feelings, and supporting learners in managing those feelings. ▪ Respond to learners' non-verbal and verbal cues. ▪ Promote logical consequences and implement guidance practices that support learner self-control. ▪ Provide activities that support self-control (stop-start games, block play). ▪ Cue learners so they can bring their work to an end prior to transitioning. ▪ Give specific directions with reasonable expectations. ▪ Provide opportunities for learners to express their feelings through play, writing, and/or other artistic representations. ▪ Model and coach the learner in negotiating conflicts with others. |
| B. Express feelings, needs, opinions, and wants that are appropriate to the situations | | |
| C. Understand consequences of own behavior | | |
| D. Follow rules and routines in classrooms and other settings | | |
| E. Use materials with purpose, safety, and respect | | |
| F. Pay attention as required by the task | | |
| G. Make transitions between activities | | |
| H. Follow adult directions | | |
| I. Able to delay personal gratification until appropriate time | | |

PERSONAL SOCIAL

3.3 Develop Social Interactions

| Content for Kindergarten | Examples | Supportive Practices |
|--|---|---|
| A. Is aware of self and one's own preferences | The learner will: | The teacher will: |
| B. Know and state independent thoughts and feelings | <ul style="list-style-type: none"> ▪ Be able to adapt to new adults in the school setting. | <ul style="list-style-type: none"> ▪ Create responsive adult/child relationships. |
| C. Trust familiar adults and close peers | <ul style="list-style-type: none"> ▪ Ask for help when needed. | <ul style="list-style-type: none"> ▪ Use eye contact and body proximity to support learners. |
| D. Enter into and initiate play with peers | <ul style="list-style-type: none"> ▪ Seek out companionship with other children. | <ul style="list-style-type: none"> ▪ Provide consistency and predictability in daily routines, environment, and staff. |
| E. Enjoy playing or working with a variety of children in a number of activities | <ul style="list-style-type: none"> ▪ Begin to negotiate conflicts. | <ul style="list-style-type: none"> ▪ Arrange the environment so there is space for learners to work together. |
| F. Respond with empathy to children who are upset or in need | <ul style="list-style-type: none"> ▪ Re-establish a relationship with others after a conflict. | <ul style="list-style-type: none"> ▪ Be available to assist and facilitate learners in solving their own conflicts rather than removing a learner and/or the material. |
| G. Seek help from peers and adults when needed | <ul style="list-style-type: none"> ▪ Use multiple strategies for getting what he/she needs. | <ul style="list-style-type: none"> ▪ Provide ample materials to support group work and play. |
| H. Respect the feelings, rights, and belongings of others | <ul style="list-style-type: none"> ▪ Work with other children for at least 15 minutes. | <ul style="list-style-type: none"> ▪ Provide opportunities and encourage group work and play. |
| I. Cooperate in small and large groups activities. | <ul style="list-style-type: none"> ▪ Take turns and wait for a turn. | <ul style="list-style-type: none"> ▪ Model nurturing behaviors by acts of kindness and helpfulness to other adults and children. |
| J. Work or play cooperatively with peers for a sustained time | <ul style="list-style-type: none"> ▪ Be aware and sensitive of the wants and needs of others. | <ul style="list-style-type: none"> ▪ Use classroom management strategies and techniques that promote positive behaviors. |
| K. Take turns in games and tasks | <ul style="list-style-type: none"> ▪ Give a compliment. | <ul style="list-style-type: none"> ▪ Provide opportunities to role play and practice new social skills. |
| L. Share materials when appropriate | <ul style="list-style-type: none"> ▪ Use please and/or thank you appropriately. | |
| M. Show increasing abilities to resolve conflicts with peers | | |
| N. Shows nurturing behaviors through helpfulness to others | | |

PERSONAL SOCIAL

3.4 Develop Care and Self-Reliance

Content for Kindergarten

A. Choose materials and activities independently

Examples

The learner will:

- Select from activities in the classroom.
- Return materials to the shelves when finished.
- Go to the bathroom independently when he/she has to go or ask for permission to leave the classroom and go to a bathroom outside the classroom.
- Stay within safe boundaries and follow school safety rules.
- Speak to an adult when he/she thinks something is not safe.
- Keep track of personal belongings (book-bag, coat, gloves).

Supportive Practices

The teacher will:

- Organize the materials so children can access and return them.
- Give support and nurturance when needed but encourage learners to assume responsibility for self-care behaviors.
- Provide a safe environment that encourages active learning.