

PERSONAL-SOCIAL



for Pre-Kindergarten



<u>Standard</u>	<u>Page</u>
PS 1.1 - PS 1.5	Self Concept 59
PS 2.1 - PS 2.9	Self Regulation 60
PS 3.1 - PS 3.11	Social Interactions 61
PS 4.1 - PS 4.4	Self Care and Reliance 62

All children need early childhood programs that nurture emotional security, positive self concept and respect for others. Children's social and emotional development is strengthened when they have classroom experiences that promote a sense of identity and belonging within an accepting and responsive environment. Teachers support children's self identity and social competence by modeling respect for the children, using positive guidance techniques that support the development of self control and interpersonal problem solving, and by encouraging positive approaches to learning.

Standard: Develop self concept

Indicator	Examples	Supportive Practices
PS 1.1 Is aware of self and one's own preferences	The child will: <ul style="list-style-type: none"> • Refer to self as "I" 	The adult will: <ul style="list-style-type: none"> • Provide caring, nurturing, and accepting environment for children
PS 1.2 Show independence in a wide range of activities	<ul style="list-style-type: none"> • Choose activities, select materials, and carry out tasks 	<ul style="list-style-type: none"> • Create an emotional bond with children
PS 1.3 Know and state independent thoughts and feelings	<ul style="list-style-type: none"> • Participate in self care activities (putting on clothes, pouring milk, zipping jacket) • Move away from adult to play alone; checking back as needed 	<ul style="list-style-type: none"> • Refer to the child by name • Display child's art work at child eye level • Write child's name on all pictures
PS 1.4 Attempt new experiences with confidence and independence	<ul style="list-style-type: none"> • Separate easily from parents when in familiar setting 	<ul style="list-style-type: none"> • Give the child opportunities for autonomy and self-direction
PS 1.5 Show pride in accomplishments	<ul style="list-style-type: none"> • Ask adult to look at what he/she had created (painting, block structure, etc.) 	<ul style="list-style-type: none"> • Design a curriculum that is child-directed • Provide opportunities for one on one conversations between children and adults • Be supportive when children want to try something new • Provide encouragement and praise efforts • Create an environment that encourages independence (toys on shelves that are labeled; coat hooks within children's reach; books available at child height)

Standard: Develop self-regulation

Indicator	Examples	Supportive Practices
PS 2.1 Recognize and label feelings	The child will:	The adult will:
PS 2.2 Express feelings, needs, opinions, and wants that are appropriate to the situation	<ul style="list-style-type: none"> Name a range of feelings (happy, sad, angry, surprised) Recognize facial expressions that reflect those feelings 	<ul style="list-style-type: none"> Use non-verbal and verbal interactions that are congruent with feelings Model genuine, appropriate emotional responses
PS 2.3 Understand consequences of own behavior	<ul style="list-style-type: none"> Begin to recognize when they experience these feelings Begin to tell others how he/she feels 	<ul style="list-style-type: none"> Encourage open expression of feelings Respond to child's non-verbal and verbal cues
PS 2.4 Follow rules and routines in classroom and other settings	<ul style="list-style-type: none"> Separate feelings from actions Stop from doing things (with adult support) 	<ul style="list-style-type: none"> Use logical consequences and guidance practices that support self-control ("As soon as you clean up, you can go outside" rather than "You didn't clean up so you can't go outside.")
PS 2.5 Use materials with purpose, safety, and respect	<ul style="list-style-type: none"> Keep behavior within bounds most of the time Complete activities that she/he has started 	<ul style="list-style-type: none"> Provide activities that support self control (stop-start games; block play)
PS 2.6 Pay attention as required by the task	<ul style="list-style-type: none"> Move from one activity to another with adult support 	<ul style="list-style-type: none"> Refrain from pulling children away from their tasks to do what the adult wants (e.g., wait until the play is finished before calling them for tooth brushing)
PS 2.7 Make transitions between activities	<ul style="list-style-type: none"> Respond to adult requests or enters into conversation about the request Express feelings through play and artistic representation 	<ul style="list-style-type: none"> Give advanced notice so that children can bring their play to an end
PS 2.8 Follow adult directions		<ul style="list-style-type: none"> Give clear directions with expectation that child will comply
PS 2.9 Wait before acting in required situations		

Standard: Develop social interactions

Indicator	Examples	Supportive Practices
PS 3.1 Trust familiar adults and close peers	The child will:	The adult will:
PS 3.2 Enter into and initiates play with peers	<ul style="list-style-type: none"> Separate from parents when in familiar settings Ask for help when needed 	<ul style="list-style-type: none"> Create warm adult-child relationships Use eye contact and body proximity to give children support when needed
PS 3.3 Enjoy playing with a specific other child in a variety of activities	<ul style="list-style-type: none"> Seek out companionship from another child Begin to be able to share materials with other children 	<ul style="list-style-type: none"> Provide consistency and predictability in daily routines, environment, & staff Engage in joint activities with children
PS 3.4 Respond with empathy to children are upset and in need	<ul style="list-style-type: none"> Refrain from grabbing toys without asking Begin to negotiate conflicts that arise 	<ul style="list-style-type: none"> Assign a primary adult for each child when there are multiple adults in the classroom Arrange the environment so that children can work together on activities
PS 3.5 Seek help from peers and adults when needed	<ul style="list-style-type: none"> Re-establish a relationship with others after a conflict 	<ul style="list-style-type: none"> Be available to help children resolve conflicts rather than removing the child or the toy
PS 3.6 Respect the feelings, rights, and belongings of others	<ul style="list-style-type: none"> Use multiple strategies for getting what he/she needs 	<ul style="list-style-type: none"> Provide duplicate materials (trucks, telephones) so children can play together
PS 3.7 Cooperate in small and large group activities	<ul style="list-style-type: none"> Role-play with other children for at least 10 minutes 	<ul style="list-style-type: none"> Set aside large blocks of uninterrupted time for child-directed play
PS 3.8 Play cooperatively with 2-3 peers for a sustained time	<ul style="list-style-type: none"> Take turns and wait for a turn 	
PS 3.9 Take turns in games and tasks	<ul style="list-style-type: none"> Be attuned to the wants and needs of others 	
PS 3.10 Share materials when appropriate		
PS 3.11 Resolve conflicts with peers with increasing skill		

Standard: Standard: Develop self –care and self reliance

Indicator	Examples	Supportive Practices
PS 4.1 Choose materials and activities independently	The child will: <ul style="list-style-type: none"> Select from activities in the classroom 	The adult will: <ul style="list-style-type: none"> Organize the materials so children can access them and return them
PS 4.2 Put away materials on own	<ul style="list-style-type: none"> Return materials to the shelves when finished Brush his/her own teeth Put on a jacket 	<ul style="list-style-type: none"> Give support and nurturance when needed but ask children to help with dressing, pouring, grooming, etc
PS 4.3 Show increasing self-reliance in self-care activities. (e.g., toileting, grooming, dressing, eating)	<ul style="list-style-type: none"> Tell adults when he/she has to go to the bathroom Stay within safe boundaries 	<ul style="list-style-type: none"> Provide a safe environment that encourages exploration
PS 4.4 Recognize situations that are unsafe and behaves accordingly	<ul style="list-style-type: none"> Check in with adults when s/he thinks something is not safe 	