

## Overview of Indicators Social and Emotional Development

Birth to Kindergarten

Developmental Continuum

### Strand 1: Relationships with Others

- A1. Depend on others to provide for wants and needs.
- A2. Seek positive attachment and interaction with adults.
- A3. Respond to the environment, enjoying shared engagement with adult.
- A4. Seek comfort and help when needed.
- A5. Laugh in social game of imitation with adults or peers.
- A6. Demonstrate increasing ability to form and maintain secure relationships with others.
- A7. Enjoy close proximity and time with others.
- A8. Develop positive friendships with one or more peers.
- A9. Enter and engage in group pretend play successfully.
- A10. Show empathy and caring for others.
- A11. Cooperate with others.
- A12. Demonstrate increased ability to resolve conflicts.
- A13. Interact easily with one or more children and adults.

### Strand 2: Learning About Self (Self-Concept)

- B1. Explore own body and begin to examine body parts of others.
- B2. Gain an emerging sense of self as separate from but also connected to others.
- B3. Feel worthwhile and accepted.
- B4. Demonstrate an emerging sense of competence and confidence in growing abilities.
- B5. Smile or laugh at mastery of motor skills, sound play, clowning, or fun games.
- B6. Understand self in terms of unique characteristics, preferences, and abilities.
- B7. Begin to recognize family members' roles and names.
- B8. Develop increasing independence.
- B9. Show increasing ability to distinguish between self and others.
- B10. Adjust comfortably to new surroundings.
- B11. Demonstrate confidence and pride in accomplishments.
- B12. Continue to perceive self as worthwhile and accepted.
- B13. Begin to understand consequences of actions, especially as choices affect others.
- B14. Demonstrate increased awareness of own abilities, characteristics, feelings, and preferences.
- B15. See self as able to have an impact on others and be able to make responsible choices.
- B16. Rebound quickly from own mistakes or accidents so long as there is no serious consequence.

### Strand 3: Emotion Regulation and Self-Regulation

- C1. Develop increasing emotion regulation.
- C2. Develop increasing behavioral regulation.
- C3. Become more adept at expressing own feelings appropriately and recognizing others' emotions.
- C4. Demonstrate progress in expressing needs and opinions by using words and asking for help when needed.
- C5. Develop ability to calm self when upset.
- C6. Recognize own behaviors that are off limits, and control self with increasing ability.
- C7. May offer to share a plentiful toy or give a turn when finished.
- C8. Follow simple rules and routines with positive guidance.
- C9. Manage transitions; able to shift attention from one activity to another.
- C10. Focus attention when completing tasks or problem solving.
- C11. Name and talk about own emotions and can associate them with varying facial expressions.
- C12. Increase ability to delay desire in order to cooperate with a task or others.
- C13. Show growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.

*Virginia Developmental Milestones  
(2008)*