



This domain focuses on children's relationships with adults and other children. This includes understanding and expressing emotions and learning about themselves and others. This domain is very important for young children because they learn best when they feel secure and safe, and have strong, trusting relationships with the adults in their lives.

In this domain your child will develop skills in these specific areas:

**Relationship with Others:** Young children develop in the ability to participate in trusting and positive relationships with adults and other children.

**Sense of Self:** Young children learn to understand themselves as independent people with their own thoughts and feelings. They develop self-confidence and independence, which helps them learn.

**Self-Regulation:** As children grow they learn to get along with others, control emotions and impulses, and follow instructions in a variety of situations.

## SOCIAL AND EMOTIONAL DEVELOPMENT

### BOOKS

#### BABIES AND TODDLERS

*I Can Do It Too!* by Karen Baicker

*Llama Llama: Mad at Mama* by Anna Dewdney

*I Love You Through and Through* by Bernadette Rossetti-Shustack

*Kitten's First Full Moon* by Kevin Henkes\*

*Oh! David* by David Shannon\*

*Blankie* by Leslie Patricelli

*Baby Faces* by Margaret Miller

#### PRESCHOOLERS

*Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst\*

*When Sophie Gets Angry, Really, Really Angry* by Molly Bang

*Today I Feel Silly* by Jamie Lee Curtis

*The Kissing Hand* by Audrey Penn\*

*Chrysanthemum* by Kevin Henkes\*

*Amazing Grace* by Mary Hoffman\*

*How Are You Peeling* by Saxton Freymann and Joost Elffers\*

*I Am Me* by Karla Kuskin

*The Way I Feel* by Janan Cain

\* Available in Spanish

All books available through the Rhode Island Library system

# My Family and Friends

Your child will begin to develop trust in and engage positively with adults who are familiar and consistently present. Your child will engage in positive relationships and interactions with other children.



## BABIES

Your baby is beginning to recognize and respond to familiar adults and children. Nurturing these trusting relationships is very important to your baby's development. Play back and forth games with your baby like "Peek A Boo," "Pat A Cake," "This Little Piggy" or other favorite games from your childhood.



## TODDLERS

Toddlers are developing the ability to interact with adults and other children. Provide opportunities for your child to play with other children like going to the playground at the park or going to story time at the library. During these activities, allow your child to choose whom to play with and model and encourage positive interactions like taking turns, playing back and forth games, and responding to the emotions of other children.



## PRESCHOOLERS

Children at this age are learning that people have characteristics, thoughts, and ideas that are different from their own. This understanding allows them to develop positive relationships with family and friends. Encourage your child to make decisions in their play with family and friends. Provide your child with opportunities to play independently with other children, take turns, make decisions about their play, and come to different conclusions about their discoveries.

## ACTIVITIES

# SOCIAL AND EMOTIONAL DEVELOPMENT

Additional Domains:



## TIPS

- Create a photo book with the important people in your child's life. Show the book to your child every day, pointing out the people's names, how they know your baby, and anything else that is special about each person. Materials you can use for your book can include:
  - Sheet protectors and a binder
  - An old, unused, small photo album
  - Construction paper, glue and a stapler
  - Decorate it however you would like- add scraps of favorite things to it!
- When looking at pictures of and interacting with important adults, ex. grandparents, aunts and uncles, cousins, neighbors, etc., use their names.

## REFLECTIONS

- Who are the people your child likes to be around? Plan some special time for your child to spend with a favorite friend or adult.

# It's All About Me

Children develop an awareness of themselves as individuals.

## ACTIVITIES



### BABIES

Babies love to look at their own reflections. They are also beginning to understand that their bodies are actually separate from their caregivers'.

Look in a mirror with your baby. Ask your baby, "Who's that?" and "Where's the baby?" How does your baby react to the reflection in the mirror?



### TODDLERS

Toddlers are learning they can do things on their own but also when they need to ask adults for help.

Encourage your child to do some things independently. Your toddler may be able to pick up toys, brush teeth, take off a coat, and other simple tasks. Support and guide your child's efforts as needed.



### PRESCHOOLERS

Your preschooler is beginning to understand what makes people unique by noticing special characteristics like hair color, skin tone, and eye color. Your child may also be interested in physical differences between people. Encourage your child to talk about the differences and what makes people the same.

## SOCIAL AND EMOTIONAL DEVELOPMENT

Additional Domains:



### TIPS

- Make bath time learning time! Name your child's body parts as you wash them. Ask your toddler or preschooler to point to the body part when you name it (ex. eyes, ears, nose, and feet).
- Toddlers are focused on themselves and will begin to use terms like "ME!" and "MINE!" Your toddler may also refuse to share with others, and that's okay. It is important to talk about sharing, but this is a developing skill and your child may not always be ready to share.
- Allowing children to make choices allows them to feel more in control as well as to learn about their likes and dislikes. Try to offer no more than two to three realistic choices.  
Have your preschooler draw a self-portrait on the back of this card. For your baby or toddler, attach a picture of your child. Point to and name facial features (ex. eyes, nose, mouth, chin, cheeks).

### REFLECTIONS

- What has your child newly discovered about themselves and their abilities? What happened when you tried these activities?

# How Are You Feeling?

Your child will learn to identify and express a range of emotions.

## ACTIVITIES



### BABIES

Babies love to look at and study other faces. This is how they begin to learn about emotions and social signals. When you are talking to and playing with your baby, be sure to use big facial expressions, like big smiles and opening your eyes wide. Be sure to respond to and copy your baby's facial expressions.



### TODDLERS

Toddlers begin to feel and express strong emotions. Labeling and understanding these emotions helps to manage challenging situations. When your child is showing an emotion (happiness, frustration, sadness) label the feeling by saying, "I see that you are feeling \_\_\_\_." Also, tell your child how you are feeling. "When you \_\_\_\_ it made me feel \_\_\_\_."



### PRESCHOOLERS

Preschoolers are developing the ability to manage and express a variety of emotions. It is important for children to learn to use words to describe different feelings.

Your child is also developing the ability to understand the emotions of others. Talk with your child about emotions that others may be feeling—for example, a character in a book, a friend on the playground, a sibling or pet. Encourage your child to think about how to respond.

# SOCIAL AND EMOTIONAL DEVELOPMENT

Additional Domains:



## TIPS

- At a very young age, your babies' emotions are driven by their basic needs—sleep, food, and comfort. Respond to your baby's needs in a consistent way whenever possible. This will help your child develop healthy control and expression of emotions.
- As children grow, it is important they know that it is ok to feel the way that they are feeling, even if they are emotions that might be difficult (frustrated, angry, upset).
- You may begin to hear your toddler say "no" more often. This is common when children are learning to be more independent. Many times, toddlers say "No" but then do what they are supposed to. If your toddler is saying "No" more than you like, offering a choice might help. For example, if your toddler says no to putting on shoes, you can ask, "Would you like daddy to put on your shoes or mommy?"
- Create a feelings poster with your preschooler using photos, magazine pictures, or drawings that show different emotions. At the end of the day, ask your child to point to the picture that best describes how he or she felt during the day and why.

## REFLECTIONS

- Your child will learn how to show feelings by watching you. Think about the ways you show your feelings. Does your child show emotions in similar ways? What makes your child happy? What frustrates your child? How do you know these things? How do you react?