

# Wisconsin Model Early Learning Standards

## Family Tip Sheets Social-Emotional Development (Birth to First Grade)

---

---

### Definition

Social Emotional Development includes:

- Children's feelings about themselves and others;
- Children's ability to form relationships and maintain positive relationships with adults and children;
- Children's ability to understand the perspective and feelings of others;
- The skills needed to succeed in a group setting;
- Social and emotional competence development from infancy through adulthood;
- Children's early relationships are the foundation for social and emotional competence and affect all other developmental domains.

### Rationale

- Social and emotional development is an ongoing process of skills acquisition and mastery, involving emotions, perception, cognition and language;
- Social emotional skills are connected to school success;
- Social emotional development occurs within the context of relationships and through interactions with adults and peers.

### **What should I do if I have a concern about my child's development?**

- Talk to your early learning program provider;
- Talk to your doctor. If you and your doctor are still concerned;
- Call Wisconsin First Step 1-800-642-7837 (24 hour service, a parent specialist is available M-F, between 8AM and 4PM);
- Services for children with disabilities are provided through Birth to 3 or Early Childhood Special Education for children age three to five.

### *How Can I Help My Child Learn at Home and in the Community!*

#### *Infant*

- Hold your baby so that she can see your face;
- Respond quickly when your baby cries, learn to read his cues;
- Hold or place your baby where she can see other children playing.

#### *Toddler*

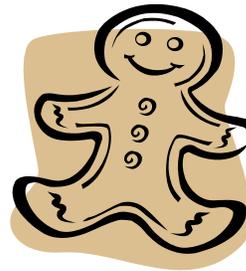
- Talk to your child about how she is feeling, give words to her feelings;
- Model kindness and respect, as your child learns from watching you;
- Use simple one-to-two step directions to help your child learn appropriate behavior.

#### *Preschooler*

- Give your child specific complements, let him know what you like about a picture he painted;
- Develop regular routines so that your child knows what to expect;
- Role play positive ways to solve problems.

### *Remember – Your Child Learns and Grows Across all Five Domains!*

When you talk to your child you are letting her know that she is important to you (self concept) and teaching your child language (listening and understanding).



# Wisconsin Model Early Learning Standards

## Family Tip Sheets Social-Emotional Development

### What Does My Child Know? What Can My Child Do?

The Milestone Moments published by the Center for Disease Control provides detailed information of what to expect at each milestone in your child's development. The information below includes a sampling of the skills included in the Milestone Moments.

#### Infant

- Begins to smile at people;
- Can briefly calm himself (may bring hands to mouth and suck on hand);
- Smiles spontaneously, especially at people;
- Likes to play with people and might cry when playing stops;
- Knows familiar faces and begins to know if someone is a stranger;
- Likes to play with others, especially parents;
- May be afraid of strangers;
- May be clingy with familiar adults;
- Is shy or nervous with strangers;
- Has favorite things and people.

#### Toddler

- May have temper tantrums;
- Plays simple pretend, such as feeding a doll;
- Gets excited when with other children;
- Shows more and more independence;
- Shows defiant behavior (doing what he has been told not to);
- Plays mainly beside other children, but is beginning to include other children, such as in chase games.

#### Preschooler

- Copies adults and friends;
- Understands the idea of "mine" and "his" and "hers";
- Shows a wide range of emotions;
- May get upset with major changes in routine;
- Enjoys doing new things;
- Is more and more creative with make-believe play;
- Would rather play with other children than by himself;
- Often can't tell what's real and what's make-believe;
- Wants to be like friends;
- Shows concern and sympathy for others;
- Is aware of gender.

#### Additional Resource

[Pyramid Model for Social Emotional Foundations for Early Learning \(SEFEL\)](#)

The Pyramid Model is an evidence-based tiered prevention and intervention framework to promote social and emotional well-being and prevent challenging behaviors. The vision for the initiative is that the State of Wisconsin will have comprehensive, cross disciplinary professional development to support professionals working to ensure the social and emotional well-being of infants, young children, and their families.

<http://www.collaboratingpartners.com/wi-pyramid-model-about.php>

Sources: Wisconsin Model Early Learning Standards, Third Edition, Developmental Continuum, February 2011  
Center for Disease Control and Prevention Developmental Milestones <http://www.cdc.gov/ncbddd/actearly/milestones/index.html>



WISCONSIN DEPARTMENT OF

PUBLIC INSTRUCTION

Tony Evers, PhD, State Superintendent