California Preschool/
Transitional Kindergarten

Learning Foundations

Social and Emotional Development

UPK Universal PreKindergarten

For Three-to-Five-and-a-Half-Year-Old Children in Center-Based, Home-Based, and TK Settings

Table of Contents

Introduction

Young children's social and emotional development serves as a foundation for children's development and learning in all domains. Healthy social and emotional development contributes to children's school readiness and academic achievement, as well as their overall well-being and positive life outcomes.[1]

The Preschool/Transitional Kindergarten Learning Foundations (PTKLF) in the domain of Social and Emotional Development describe the social and emotional competencies children can demonstrate and develop through their early learning experiences. In early childhood, a child develops understanding of their social and emotional qualities, including their own emotions, thoughts, and behaviors, as well as awareness of their abilities and identities. Once a child develops a concept of self, they extend this understanding to others. Children's social and emotional development is shaped in the context of interactions with adults and peers.[2] Supporting children's healthy social and emotional development helps them build strong, respectful relationships with others, appreciate people's similarities and differences, and learn to collaborate and solve problems with others. These qualities promote social awareness and lay the groundwork for **equity** and prosocial behaviors, contributing to children's sense of belonging, inclusion, love, and acceptance.[3]

Organization of Social and Emotional Development Domain

Use of the PTKLF

The PTKLF provide guidance to all California early education programs, including transitional kindergarten (TK), federal and state preschool programs (for example, California State Preschool Program, Head Start), private preschool, and family child care homes, on the wide range of social

and emotional knowledge and skills that children age three to five and a half typically attain when attending a high-quality early education program. Teachers can use the PTKLF to guide their observations, set learning goals for children, and plan for developmentally appropriate, equitable, inclusive practice, including how to design learning environments and create learning experiences that promote children's learning and development in the Social and Emotional Development domain. Early education programs can use the PTKLF to select curricula aligned with the PTKLF, guide the selection of assessments aligned with the PTKLF, design and offer professional development and coaching programs for educators to support understanding and effective use of the PTKLF, and enhance preschool through third grade (P–3) continuity across learning goals and practice in social and emotional development.

Strands and Sub-Strands

The PTKLF in Social and Emotional Development are organized into strands and sub-strands that address specific social and emotional skills related to each strand.

- **Self:** This strand addresses skills that pertain to self-awareness and emotional knowledge. Self-awareness includes a sense of efficacy in one's own abilities, as well as a sense of personal and group identities.[4] Children's emotional knowledge consists of understanding emotions, the connection between emotions and behavior, and how others expect them to show emotions and behaviors.[5] This first strand also addresses regulating emotions and behaviors and the related skill of managing transitions and routines in early education programs.[6] The ability to regulate emotions is closely related to children's executive functions, which are described in greater detail in the Approaches to Learning domain. Lastly, the strand includes social awareness, which encompasses understanding of others' internal states, thoughts, and feelings and contributes to empathy and caring.
- **Interactions and Relationships with Adults:** This strand describes social interactions with adults, **attachment**, and relationships with **attachment figures** and other **familiar adults**. From the beginning of life, children form attachment relationships with the adults who are their primary **caregivers**. Through providing sensitive and responsive care to the child, a primary caregiver supports the development of a secure attachment relationship.[7] Children can develop attachment relationships with multiple caregivers, including parents, other relatives, care providers, and teachers who through repeated interactions show the child they are reliable and responsive to their needs.[8] Relationships with attachment figures influence how children interact and form relationships with other familiar adults.

- **Interactions and Relationships with Peers:** This strand describes children's interactions with peers, including problem-solving and negotiation and friendships with specific peers. This strand also includes a foundation focused on equitable social interactions. When interacting with peers from diverse backgrounds, children can learn to treat others equitably, which means to value others and treat others with **fairness** and respect. The way this might look is a child using a quiet tone when they know another child is sensitive to noise or comforting a child who is feeling left out.

Foundation Statements

Within each sub-strand in the Social and Emotional Development domain are individual foundation statements that describe the competencies—the knowledge and skills—that children can be expected to demonstrate in a high-quality early education program. Children develop these competencies at different times and in different ways within their home, school, and community contexts. The foundation statements are intended to help teachers identify learning opportunities they can support.

Age Levels

Age-based foundation statements describe what children may often know and be able to do as a result of their experiences and unique developmental journey in social and emotional development. These statements are presented in two overlapping age ranges with full recognition that each child's development progresses over the early years with growth spurts and periods of skill consolidation in different domains at different points in time:

- An "Early Foundation" addresses knowledge and skills that children often demonstrate between three and four-and-a-half years of age.
- A "Later Foundation" addresses knowledge and skills that children often demonstrate between four and five-and-a-half years of age.

Use of Examples

For each level of any given foundation, examples illustrate the diverse ways children may demonstrate their knowledge and skills. Examples across the Early and Later foundation levels show development over time. The first one or two examples in each foundation are aligned across the Early and Later age levels. Examples show how children may demonstrate a developing knowledge or skill as part of their everyday routines, learning experiences, and interactions with

adults and peers. Examples also provide different ways in which children may demonstrate their developing skills in different contexts, whether indoors or outdoors, and in a range of activities throughout the day.

Multilingual learners possess foundational language abilities developed in the context of their relationships in their homes and communities. The use of their home language in the early education program serves as a powerful tool, supporting children's sense of belonging, bridging connections to their existing knowledge, and fostering deeper ties to their homes and communities. Examples in the home language of multilingual learners illustrate how multilingual children can further develop these foundational abilities by using their home language as part of their learning and daily interactions with peers and adults in the early education program. In instances where a teacher may not be fluent in a child's home language, various strategies can encourage multilingual learners to use their home languages, allowing them to leverage all of their linguistic capacities. To facilitate communication and understanding, the teacher can partner with staff or family volunteers who speak the child's home language. The teacher can also use interpreters and translation technology tools to communicate with families and gain insights about what a child knows and is able to do. All teachers should communicate with families about the benefits of bilingualism and how the home language serves as a critical foundation for English language development. Teachers should also encourage families to promote their child's continued development of the home language as an asset for overall learning.

Some examples include how the teacher may support children as they progress to the next level of development in the knowledge and skills of the foundation. Teachers may ask an open-ended question, scaffold learning by making a suggestion or giving a prompt, or comment on what a child is doing. The examples should help teachers gauge where a child's development is, consider how to support their development within their current skill level, and build toward the next skill level in that foundation. Furthermore, while the examples may provide teachers with valuable ideas for how to support children's learning and development as children build their knowledge

or skill in social and emotional development, the examples are a small subset of all the different strategies teachers may employ to support children's learning and development in this domain. At the end of this introduction, the section How Teachers Can Support Children's Social and Emotional Development offers ideas on ways to support children's social and emotional learning and development. Additionally, callout boxes with tips and strategies for teaching are embedded throughout the foundations to guide practice in the domain.

Diversity in Children's Social and Emotional Development

Children demonstrate social and emotional skills in diverse ways based on individual differences such as temperament and personality characteristics, identities which may include cultural and linguistic background, having a disability, and contextual factors such as experiencing a stressful situation in their environment or experiencing trauma. Children require differentiated kinds and levels of supports for social and emotional development that are responsive to individual differences and adapted to contextual factors. When working with children on their social and emotional skills, teachers should consider the assets that children bring to early education programs as well as areas of support that build on those assets.

Cultural norms and expectations around social behaviors and emotional expression may inform how children control their emotions, favor certain activities, or gravitate toward more communal or collaborative interactions. In some cultures, children may be encouraged to demonstrate greater control over their emotions and behaviors in the classroom, while in other cultures children may prefer to be active, engage in movement, or do activities along with music.[9] The foundations and examples in the Social and Emotional Development domain aim to represent children from diverse cultural backgrounds and a range of racial and ethnic identities. Growing up experiencing multiple languages, cultural backgrounds, and contexts is ultimately beneficial for children's social and emotional development; children learn to understand different perspectives and flexibly switch between languages and cultural systems and environments.[10]

Children with disabilities may also have different ways of communicating, interacting with others, and expressing themselves. Specifically, children with disabilities such as autism or sensory sensitivity or whose attentional and impulse control is inconsistent may demonstrate social and emotional foundations in varying ways. Children with autism or sensory sensitivity may show more extreme levels of arousal in situations that might be overwhelming to them, such as being around too much noise. They may also express or interpret social cues in interactions differently and may rely more on additional visual and verbal cues than do other children. Children who experience

difficulties with impulse control may benefit from dividing up focused time on tasks with breaks for movement. Children with autism or sensory sensitivity or who experience difficulties with attention and impulse control may require additional supports for social and emotional development, especially in regulating their emotions and behaviors when overwhelmed, or additional time to make transitions. Examples of children with physical impairments, intellectual disabilities, hearing loss/Deafness, and visual impairment are also included in the foundations.

Trauma and Trauma-Informed Supports

Trauma is defined as a harmful, sometimes prolonged psychological and/or physiological stress response caused by an adverse environment or stressful event (including, but not limited to, experiencing emotional or physical neglect, experiencing housing insecurity, growing up with an incarcerated parent, or living in a household where there is substance abuse).[11] Moreover, historical trauma resulting from systemic oppression (for example, violent colonization of Indigenous people, the Holocaust, slavery, forced migration) has a multigenerational impact on a cultural, racial, or ethnic group that in turn may be harmful and disruptive to communities, families, and their children.[12] Children may display a range of behaviors that can arise from stress and trauma, including heightened or minimal levels of emotional arousal, being on high alert, or resisting caregivers. Adults, such as teachers, can provide trauma-informed supports and strategies to cope with stress, address reactions to traumatic experiences, and help children build resilience.[13] For example, teachers may dedicate time and attention to learning about the specific context of a child and the underlying reasons the child's stress response may be activated. The teachers may then set goals to meet the child's individual needs so that the child feels safe, secure, and heard.[14]

How Teachers Can Support Children's Social and Emotional Development

Supports for social and emotional development are characterized by warm, responsive adult–child interactions and relationships, a safe and supportive environment, and opportunities for peer interactions, empathy, and prosocial development. Providing such supports in early education programs will allow children to celebrate their identities, understand and regulate their emotions, and form healthy interactions and relationships with adults and peers.

Warm, Responsive Interactions and Relationships with Adults

> "Teacher" refers to an adult (for example, lead teacher, assistant teacher, child care provider) with responsibility for the education and care of children in an early education program, including a California State Preschool Program, a Transitional Kindergarten program, a Head Start program, other center-based programs, and family child care homes.

Teachers can develop supportive relationships and provide responsive interactions with children to nurture social and emotional development.[15] Teachers can approach children with warmth and invest time in building a connection with each child, which will help the child to engage in positive interactions and build relationships with adults. For example, teachers may welcome a child into the classroom with a greeting such as, "I'm so happy to see you," and provide a warm goodbye as they depart. Expressing warmth and affection to create an emotional connection is possible even if a teacher does not speak a child's home language, for example, by smiling, getting on the child's level, or learning a few familiar phrases in the child's home language. Teachers can also demonstrate responsiveness by identifying children's emotions, behaviors, and needs and consistently responding to each child in ways that meet their individual needs. Providing clear expectations will help guide children's behaviors and make transitions manageable.[16] Teachers can also build relationships with families to learn about children's home environment, find out about children's interests and previous experiences, and better understand how to support healthy interactions with children in their transitions from home to school. Notably, the social and emotional capacity of adults and the system of supports available for adults in children's lives influence the quality of supports they can provide for children's social and emotional development. When adults are supported to practice healthy social and emotional skills, they are more likely to model and foster healthy social and emotional development in children.

A Safe and Supportive Environment

The physical environment should help children feel safe, welcome, and comfortable to express their authentic emotions. Teachers can offer strategies and tools to help children regulate their emotions. For example, teachers can create a designated space such as a cozy corner with visual cards that children can use to communicate strong emotions and practice breathing exercises. The environment should also promote a sense of belonging and joy for all children. Teachers can

create equitable learning environments by providing accessible and developmentally appropriate play materials. While being authentic and challenging stereotypes, materials and activities in the environment can empower children to make choices and can reflect the children's strengths and interests.[17] The environment and materials in the room, such as decorations, books, and toys, should also reflect the diversity of children's identities.[18] If a child with a disability needs additional support to demonstrate the foundations, teachers can consult with the specialists who work with the child to provide environmental adaptations (for example, flexible or modified seating), adaptations to materials (for example, making objects easy to grasp), and instructional adaptations (verbal and nonverbal modeling and prompting). For children with disabilities, teachers should reference the Individualized Education Program (IEP) and regularly communicate with a child's IEP team to assist in making accommodations. Teachers can also support children to feel safe and supported in navigating big changes in the environment, like separations from family at the beginning or end of the day or transitions throughout the day. Examples of strategies include learning about aspects of the children's history, home environment, or behavior that inform how they deal with transitions and separations and developing daily routines around transitions that help children learn what to expect (for example, goodbye songs).

Opportunities for Peer Interactions, Empathy, and Prosocial Development

Adults can incorporate play- and inquiry-based approaches to activities that allow children to exercise social skills and engage in collaborative work with peers where children share roles and responsibilities of others.[19] For children to pursue equitable interactions and relationships with both **in-group** and **out-group** members, they must experience intergroup contact and friendships across identities such as gender, race/ethnicity, language background, and having or not having disabilities.[20] It is equally important that teachers and caregivers be supportive when children seek community with members of their in-group with whom they have a shared identity (for example, Black boys playing together, Spanish-speaking children finding comfort in being with each other).

When fostering inclusion, it is important to set clear expectations and provide models and scaffolds to prevent exclusion and actively practice inclusion of children from marginalized groups in daily activities in the classroom. School and classroom diversity contributes to children's social skills and well-being in elementary and middle school.[21] Moreover, inclusive settings can foster empathy[22] and social acceptance toward children with disabilities.[23]

Endnotes

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Preschool/Transitional Kindergarten Learning Foundations in the Domain of Social and Emotional Development

Children communicate their social and emotional knowledge and skills in a variety of ways, both verbally and nonverbally. Their communication may include verbal ways of communicating in their home languages, the language of instruction, or a combination of languages, or through the use of augmentative and alternative communication devices. It may also include nonverbal ways of communicating such as drawing and modeling with different materials or expressing through movement, actions, or role-play.

Strand: 1.0 — Self

Sub-Strand — Self-Awareness

Foundation 1.1 **Self-Identity**

Early **3 to 4 ½ Years**	**Later** **4 to 5 ½ Years**
Notice and communicate the characteristics of their physical appearance related to specific identities (for example, gender, race, ethnicity). Demonstrate emerging preferences for specific activities (for example, what to play, how to dress).	Express their personal identity (for example, gender, race, or ethnicity), including a sense of pride in their identity, and communicate preferences of their appearance or activities they enjoy (for example, sharing their family's practices or their own preferences).

Early Examples

■ A child gestures to an image in a storybook of a person who appears to have braids, indicating that the character in the storybook has a hairstyle like theirs.

● The teacher asks a child what color they are picking for their self-portrait. The child chooses the peach crayon to color in the drawing of their face.

A child shares, "My shirt has sparkles. Sparkles are for girls!" The teacher exclaims, "It is so much fun to see how they shine!" and communicates that all children can wear sparkles if they want.

Later Examples

■ During a conversation about morning routines, a child shares excitedly, "I like my hair in Afro puffs!"

● While talking about their backgrounds, a child shares, "My dad is Mexican and my mom is White. I'm like mom and dad." Another child communicates, "Oh, my mom is Black and I am, too."

During story time, the teacher reads in both English and Cantonese. A child comments, "I like it when my older sister reads to me in Cantonese."

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■● Matching icons indicate alignment of examples across age-ranges

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Foundation 1.1 **Self-Identity**

Early
3 to 4½ Years

Later
4 to 5½ Years

Early Examples (continued)

A peer asks a child about their hearing aid. The child with hearing loss shares, "I got these when I was a baby. I have these to help me hear better."

Later Examples (continued)

During playtime, a boy excitedly asks to try on costumes with the girls in the classroom. The teacher opens up the costume chest and asks the child which item they would like to try.

When asked to share the story of their name, a child describes to the class, "My name is Chuufish.* I am named after the Bald Eagle."

* Chuufish is a name meaning "bald eagle" in the language of the Karuk tribe, located in Northwestern California.

History–Social Science — The above foundation is similar to the History–Social Science foundation 2.1 on self-identity. Both domains intentionally include foundations on navigating self and identity. In Social and Emotional Development, this foundation is included to highlight that noticing and expressing personal identity is a key component of how children develop social and emotional knowledge and skills. The development of a child's sense of identity also informs how children relate to others in groups and as members of their community. Refer to History–Social Science Strand 2.0: Self and Social Systems and Strand 3.0: Skills for Democracy and Being a Community Member (Civics) for foundations on how children navigate groups and communities with their growing sense of self in relation to others.

Guidance for Teachers to Support Children's Identity Development

Children receive many explicit and implicit messages about their identity from their social environment. During this developmental period, they make sense of these messages and construct their identities based on their own developing understanding of gender, race, ethnicity, and language. Children may at first be rigid in how they understand and choose to express aspects of their identity. Teachers can support children in exploring and developing a sense of pride in how they express aspects of their identity by doing the following:

- Including visuals and books in the classroom with diverse representations of gender, race, ethnicity, and other characteristics.
- Providing options for activities that affirm children's interests and identities and challenge stereotypes; for example, teachers can provide musical instruments for children to explore culturally meaningful music and movement or opportunities for children of all gender identities to engage in a variety of activities and with different kinds of materials.
- Inviting families to bring materials from home into the classroom that connect to children's interests and identities.
- Affirming children's pride in their identity and the activities they enjoy; for instance, when a child describes a favorite family tradition, teachers can acknowledge the importance of participation in this activity and invite the child to share more about it.
- Modeling celebration of all identities and encouraging respectful appreciation of diversity when children are asking questions about aspects of other children's identity; for example, teachers can respond with affirming language when children make observations of their own identity or ask questions about others.

Foundation 1.2 **Confidence in Abilities**

Early
3 to 4 ½ Years

Describe their abilities positively and enjoy demonstrating them. Communicate the desire to be viewed positively by familiar adults, including teachers.

Later
4 to 5 ½ Years

Express confidence in their abilities and describe their strengths, including reference to past abilities. Continue to be sensitive to how they are viewed by peers and familiar adults, including teachers.

Early Examples

■ A child demonstrates an accomplishment (for example, getting dressed by themself) to elicit acknowledgment from a teacher and smiles when the teacher responds, "You zipped up your jacket all by yourself!"

● A child seeks to do familiar tasks such as putting things away in their cubby, by themself, sometimes refusing an adult's assistance, and communicates, "Do it myself."

A child appears sad and hides their face after their teacher reminds them that we do not push our friends.

A child shares, "I did it!" or "Yeah!" after finishing a puzzle.

A child expresses to a peer that they are going to be able to win the game this time.

Later Examples

■ A child smiles with delight at accomplishing something difficult (for example, writing their name) and looks to the teacher for acknowledgment. The teacher responds, "You are working so hard on your letters so you can write your name!"

● A child tries new things, such as jumping rope with support from an adult, even if they know that jumping rope may be challenging.

A child with a physical impairment moves while using their wheelchair next to a peer and with a big smile says, "I can go faster than you!"

A child demonstrates excitement after making it across the monkey bars, but then expresses disappointment when their teacher does not notice.

A child communicates in Mandarin, "I learned all the words to my graduation song in a week!"

■ ● Matching icons indicate alignment of examples across age-ranges

Guidance for Teachers to Cultivate Children's Confidence in Their Own Abilities

Based on the values and expectations of their cultures, children may or may not be inclined or encouraged to highlight their individual accomplishments or carry out certain abilities independently. Teachers can learn about the different ways that children might express confidence in their abilities by:

- Observing children's behavior to identify ways they express excitement about learning something new or trying something hard (for example, whether children prefer to try new activities on their own or in a group, or in collaboration with peers).
- Communicating with families about their cultural practices and values regarding children's expression of confidence (for example, "What qualities do family members value in their children?" or "What are families' hopes and dreams for their children?").
- Considering their own (the teacher's) behavior, whose abilities they tend to highlight, and what might draw their attention (for example, "Are children who tend to be more expressive more likely to be recognized for their accomplishments?" or "What ways might more reserved children enjoy being recognized for their accomplishments?").

Sub-Strand — Emotional Knowledge

Foundation 1.3 **Understanding Emotions in Self and Others**

Early **3 to 4 ½ Years**	**Later** **4 to 5 ½ Years**
Identify basic emotions (for example, happy, sad, surprised) and recognize emotional expressions in self and others.	Identify basic and complex emotions (for example, embarrassment, prideful) and recognize emotional expressions in self and others. Demonstrate increasing understanding of different ways of expressing emotions and related behaviors for themselves and others.

Early Examples

- A child expresses, "I'm so happy. I'm sleeping over at my cousin Sonia's tonight!"
- A child communicates, "Marco's sad and crying." The teacher responds, "I see—Marco fell down and he must be hurting."

A child with sensory sensitivity appears agitated when a peer takes away their textured ball and points to the mad face on the feelings chart when asked, "How are you feeling?"

Later Examples

- A child shares with their teacher, "I am proud that I get to feed the class pet this week."
- A child with attention deficit hyperactivity disorder bumps into their peer while scrambling to get in line. The child stops, looks at their peer with embarrassment, and says, "I'm sorry for going too fast. I just wanted to go play!"

During a read-aloud of a book about the first day of school a teacher asks, "Do you remember your first day at school? How do you think the child in the story feels about going to school on the first day?" The child responds, "Probably a little scared. She won't have her mama with her."

■● Matching icons indicate alignment of examples across age-ranges

Sub-Strand — Regulating Emotions and Behaviors

Foundation 1.4 **Regulating Emotions, Behaviors, and Stress**

Early 3 to 4 ½ Years	Later 4 to 5 ½ Years
Make efforts to regulate their emotions and behaviors and cope with stress with adult support.	Regulate emotions and behaviors and demonstrate strategies to cope with emotions and behaviors caused by stress with some adult support.

Early Examples

■ A child accepts a teacher's comfort when distressed and calms after a few minutes.

● A child starts whining when a teacher tries to take away the tablet. The teacher explains that they are taking a break from the tablet and asks the child if they would like to read a story together or use the coloring book. The child chooses the coloring book.

A child covers their ears in a space where lots of children are talking and shouting around them. The teacher asks, "Would you like to go to the cozy corner?" In the cozy corner, the child begins to relax as they play in the sand tray.

Later Examples

■ A child tries to manage their distress after falling off a tricycle by sitting down on the sidewalk and rubbing their knee while rocking back and forth.

● When the teacher starts putting the tablet away and says, "It's time for our next activity," a child who likes to spend free-choice time using the tablet takes a puzzle from the shelf and starts working on it next.

A child whose family recently moved from Ukraine is visibly upset after a family emergency in the morning. The child follows the steps they practiced in a previous class with reminders from their teacher: identifying their feelings, going to a quiet corner to take three deep breaths by themself, and coming out of the quiet corner when they feel calm enough to think of a solution.

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■● Matching icons indicate alignment of examples across age-ranges

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Foundation 1.4 **Regulating Emotions, Behaviors, and Stress**

Early
3 to 4½ Years

Later
4 to 5½ Years

Early Examples (continued)

A teacher goes over to a child who is very quiet and withdrawn and asks, "Cheyenne, can you point to where you are on the feelings chart?" When the child points to sad, the teacher acknowledges their feelings of sadness and offers ways the child can ask for help or draw a picture when they feel sad.

Later Examples (continued)

A child feels so excited that their parents are watching them perform at the amphitheater that they stop doing the *folklórico** choreography and wave to the family. When the teacher makes eye contact and demonstrates the next move to the child, the child looks back at the audience and continues with the dance.

* *Folklórico* refers to traditional dances from different cultures and regions of Mexico.

Guidance for Teachers to Support Children's Emotion Expression and Regulation

Children express emotional arousal and behavioral responses in varying ways, some more outwardly and others more internally. Their responses are also impacted by the supports and stressors in their environment. Children experiencing stress or trauma, including children in the foster care system, children who have experienced forced displacement, and children who are experiencing homelessness, may demonstrate heightened or minimal arousal. Teachers can support children in identifying and regulating their emotions, behaviors, and stress responses by:

- Introducing books that feature emotion language, using visual prompts that help children identify their emotions, and modeling emotion language to describe their own and other's emotions.
- Dedicating time and attention to learning about the specific context of the child and what activates their emotional reactions and then setting goals to meet their individual needs.
- Creating opportunities and spaces that help children take time to understand, process, and not feel alone in their emotions (for example, the teacher is a calming presence and gently invites a child to sit with them away from the commotion of other activities and peers).
- Providing sensory materials (for example, fidget toys, calming cube, cozy corner with couch and cushions) and resources to help regulate emotions (for example, visual cards demonstrating strong emotions and breathing exercises).

Approaches to Learning — Executive functions allow children to display regulated emotions and behaviors and avoid impulsive responses. See the Approaches to Learning domain for foundations focused on the development of executive functions.

Foundation 1.5 **Managing Routines and Transitions**

Early **3 to 4 ½ Years**	**Later** **4 to 5 ½ Years**
Manage routines and transitions between settings (for example, from home to child care) or activities (for example, from playtime to story time) with adult support.	Anticipate routines and manage transitions between settings (for example, from home to school) or activities (for example, from snack time to small-group activities) with some adult support.

Early Examples

■ The teacher announces that it is time to sit on the rug for story time. A child continues commenting on and pointing to the tower they just built in the block area. The teacher asks the child if they would like to take some time to move around before sitting down for the story. The child jumps up excitedly and moves around the room, which allows them to calm down after a few minutes and quietly listen to the story.

● When the teacher says that it is cleanup time, a child looks around nervously, feeling unsure about what to do as many children move around them. When the teacher turns on Hindi music the child's family brought from home, the child starts humming under their breath and cleaning up their supplies to the music.

Later Examples

■ The teacher announces that it is time to sit on the rug for story time. A child moves to their spot on the rug to listen to the story, needing occasional verbal prompts from the teacher to redirect attention to the story (for example, they say to the child, "Have you ever started the day feeling grumpy like the character in the story?").

● When the teacher says that it is cleanup time, a child helps peers to clean up their paper scraps and crayons in the art area before playtime.

When a child notices other children preparing their mats for nap time, they become nervous because they do not like napping. The child and the teacher sing softly in their home language until the child pulls their mat out and calmly stretches and lays down.

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■● Matching icons indicate alignment of examples across age-ranges

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Foundation 1.5 **Managing Routines and Transitions**

Early
3 to 4½ Years

Later
4 to 5½ Years

Early Examples (continued)

A child starts to suck their thumb, nervously looking out the window while all the children are waiting for pickup. A teacher comes over to the child and starts playing a word game in the child's home language while they wait for the child's parent to arrive.

Later Examples (continued)

A child carefully places the drum and mallet back on the shelf before lining up to go outside.

When a teacher whispers to a child in Karuk* to hurry up, the child goes to the sink area to wash their hands before grabbing a snack.

* Karuk is a native language spoken by the Karuk tribe in California.

Guidance for Teachers to Support Managing Routines and Transitions

Transitions between settings and daily routines can be stressful for children at times, but trusted adults can help children navigate these times of the day. Teachers can help make transitions less challenging by doing the following:

- Making schedules predictable (for example, posting visual schedules in the circle time area and reviewing it as a group).
- Communicating clearly to children what to expect in advance of transitions; for example, teachers can establish a consistent routine when children arrive in the classroom.
- Signaling upcoming transitions using songs, timers, or visual schedules.
- Using transition time as an opportunity for learning and relationship building; for example, while waiting in line to go play outside, teachers can invite children to sing a song together.

Sub-Strand — Social Awareness

Foundation 1.6 **Awareness of Similarities and Differences Across People**

Early **3 to 4 ½ Years**	**Later** **4 to 5 ½ Years**
Demonstrate awareness and interest in how people are similar and different.	Make comparisons between themselves and others and express beliefs about themselves and others based on perceived similarities and differences.

Early Examples

■ During a gallery walk of family photos children brought from home, a child comments on the similarities they notice, "Isabel has a big sister too!"

● A child turns their head in curiosity toward a child speaking another language.

A child with cerebral palsy who uses a walker sees another child with a walker on the playground and wants to look at it. The child communicates, "That's just like mine!" The teacher introduces the children to each other and facilitates their comparison of the two walkers.

Later Examples

■ A child asks a peer, "Where is your mommy?" after seeing a peer's parents. The peer responds, "I have two daddies." The teacher adds, "We have lots of different families, big families and small families, with mommies and daddies, two daddies, two mommies, grandparents, or other people we love."

● A child exclaims, "Ms. Ana talks to me in Tagalog, just like my family!"

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■● Matching icons indicate alignment of examples across age-ranges

(continued)

Foundation 1.6 **Awareness of Similarities and Differences Across People**

Early
3 to 4½ Years

Later
4 to 5½ Years

Early Examples (continued)

After an exploration celebrating how children are similar to and different from each other, a child describes to their teacher, "Look, teacher. My friend has green eyes. I have brown eyes."

Later Examples (continued)

While practicing recognition of braille letters, a child who is blind overhears a group of children at a different table learning to identify letters. The child communicates to the teacher, "They learn letters too."

History–Social Science — The previous foundation is similar to the History–Social Science foundation 2.5 on exploring similarities and differences. Both domains intentionally include foundations on children noticing and exploring similarities and differences in others. In Social and Emotional Development, this foundation describes children's developing awareness of the similarities and differences across people, which informs beliefs about themselves and others.

Guidance for Teachers in Building Awareness of Similarities and Differences across People

In forming beliefs about others whom they perceive as similar or different, children may express curiosity and interest in various groups. They may also express bias or stereotypes as they make sense of their observations and the social messages they may be receiving about different groups. This is an opportunity for teachers to check their own biases, listen carefully to children's thinking and questions, and provide clear, straightforward answers, to encourage children to express respectful curiosity and appreciation of both similarities and differences in others. Strategies to support children's awareness of similarities and difference across people include the following:

- Commenting on when both similarities and differences are present in situations that are easier for children to understand (for example, "Mathias and Lea are both feeling hungry, but Mathias wants cheese crackers and Lea wants apple slices").
- Facilitating and scaffolding conversations around similarities and differences through stories and role-play with puppets or toys.
- Responding when children ask about or point out differences by
  - listening carefully to a child's thinking,
  - asking any clarifying questions,
  - providing straightforward answers (for example, "Some families have one mommy or daddy, some have two mommies; our families have different people in them and they love us and take care of us"),
  - checking for understanding and how children feel about an answer,
  - stating any issues of justice (for example, "What is kind or hurtful about this comment?" or "How do they know?"), and
  - speaking on classroom values (for example, "In this home/program we believe all families … ").
- Welcoming family members to share activities and materials from home or join the classroom to help children learn about a range of experiences and perspectives.

Foundation 1.7 **Understanding Other People's Thoughts, Behaviors, and Experiences**

Early **3 to 4 ½ Years**	**Later** **4 to 5 ½ Years**
Develop understanding that others have unique thoughts, behaviors, and experiences.	Demonstrate emerging understanding of the mental and psychological reasons people act as they do and how these reasons contribute to differences in how people act or behave.

Early Examples

■ Performing a role in pretend play, a child acts out thoughts, behaviors, and actions specific to the role (for example, performing as the princess who wants to ride her horse).

● A child notices another child wearing headphones and asks the teacher, "Is Nbengha OK?" The teacher responds by communicating, "Yes, Nbengha just needs some quiet time while others are playing."

A child notices that their friend is very quiet because they are just learning to understand and speak English. The child comments to the teacher, "Xiomara likes to be in our class, but she is really quiet."

A child understands and smiles when a peer shows excitement about going outside, while the child becomes quiet and appears reluctant to go outside.

Later Examples

■ While pretending to work at a food stand, a child brings a peer the pizza they ordered and notices the peer scrunching their nose and sticking their tongue out. The child working at the food stand laughs and asks, "Would you like a taco instead?" showing understanding that the peer was demonstrating dislike for the pizza.

● Another child looks with curiosity at a peer wearing headphones. A nearby child explains that "Nbengha needs her headphones right now because she doesn't like loud noises."

A child tells a teacher, "Kai was sad because he thought his mommy wasn't coming."

During a read-aloud of *Bippity Bop Barbershop*, a child comments, "Miles wants to be brave for his first haircut, but he's also nervous about what might happen." The teacher responds, "Yeah, I think Miles was nervous. Tell me about your first trip to the barbershop." The child responds, "I was so excited to go to the same place as my dad!"

■● Matching icons indicate alignment of examples across age-ranges

Foundation 1.8 **Empathy and Caring**

Early **3 to 4 ½ Years**	**Later** **4 to 5 ½ Years**
Demonstrate empathy by sharing the emotional experiences of others and showing concern for the needs of others in distress.	Respond to others' distress and needs with sympathetic caring and assistance by comforting and helping others, although occasionally require support from an adult to assist.

Early Examples

- A child opens their eyes wide in worry upon noticing another child balled up, crying in a corner with their head down.
- A child tells another child, "It's OK to be mad." The teacher asks, "Do you want to ask your friend if there's something you could do to make them feel better?"
- A child shows excitement for their birthday, and a peer claps and squeals with joy.
- A child communicates about a younger sibling, "Jacob's scared of the dark. I don't want him to be scared."

Later Examples

- After noticing a distressed peer, a child asks a teacher for help getting a toy for the peer. The child hands their peer a toy drum, and the peer stops screaming. The child asks, "Do you feel better?"
- A child furrows their brows upon watching a peer scowl at the peer's block tower falling. The child helps the peer rebuild the fallen block tower.
- A child asks a younger child in their home language, "Why are you crying?" When the teacher comments that they miss their mommy, the child responds to the younger child in their home language, "Don't worry—your mommy will come back soon."

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■● Matching icons indicate alignment of examples across age-ranges

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Foundation 1.8 **Empathy and Caring**

Early
3 to 4½ Years

Later
4 to 5½ Years

Early Examples (continued)

A child draws a card for a peer who just hurt their hand on the playground.

Later Examples (continued)

After watching the teacher model listening attentively to a peer with a speech impairment, a child encourages the peer to share at circle time and tells the other children to be kind and listen carefully.

A child sings a song in an Indigenous language to a peer who looks or acts sad and shares, “My mom sings me songs when I am sad to make me feel better.”

Guidance for Teachers to Foster Empathy and Caring

As children develop the ability to understand the feelings and perspectives of others (foundation 1.7), they show deeper empathy and caring (foundation 1.8) by recognizing what others might feel in different situations and what supports they might need. Teachers can scaffold children's understanding and expression of empathy and caring by helping children make the connections between the experiences, thoughts, emotions, and needs of others. Examples of strategies to foster children's empathy and caring include the following:

- Modeling how to provide comfort or support for others in a range of emotional situations.
- Responding to requests from children to help comfort or support their peers.
- Prompting children with questions and explanations to find out about others' perspectives and needs, followed by suggestions for actions to take to provide comfort and support that meets their peers' needs.
- Modeling and prompting can take place in daily interaction and during planned learning experiences; story time is a great opportunity to ask about storybook characters' emotional experiences and needs.

Strand: 2.0 — Interactions and Relationships with Adults

Sub-Strand — Interactions with Adults

Foundation 2.1 **Reciprocal Interactions with Adults**

Early 3 to 4 ½ Years	Later 4 to 5 ½ Years
Engage in positive interactions with familiar adults, especially in familiar settings. Demonstrate an emerging ability to initiate social interaction with familiar adults.	Take greater initiative and participate in more reciprocal interactions with familiar adults (for example, initiate a conversation, suggest a shared activity, or ask for assistance).

Early Examples

■ A child shows a weekly volunteer a picture they have drawn of a recent family barbeque and says, "This is me and my family."

● A child participates in a pretend play scenario with a familiar adult. The child and the adult dress up as firefighters, and the adult asks the child if they should use the pretend ladder to put out a fire.

A child responds in Spanish to a teacher's request for help to clean up before outdoor playtime.

Later Examples

■ A child shares with a weekly volunteer, "Guess what I did!" and continues conversing back and forth with the familiar visitor about the family barbeque.

● A child initiates a pretend play scenario with their teacher by asking if they would like to dress up as firefighters. The child proceeds to explain to their teacher that they will use a pretend ladder and hose to put out a fire. The teacher extends their arms out in front of them, acting out hosing the fire.

A child who is Deaf initiates an interaction with a teacher using American Sign Language and expresses enthusiasm when the teacher responds with signs.

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■● Matching icons indicate alignment of examples across age-ranges

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Foundation 2.1 **Reciprocal Interactions with Adults**

Early
3 to 4½ Years

Later
4 to 5½ Years

Early Examples

A child shows excitement when a familiar adult initiates a conversation about their Kwanzaa* celebrations, although the child makes limited contributions to the conversation.

Later Examples

A child brings their teacher a template for cutting out a Lunar New Year** mask. The teacher helps get scissors to cut it out and asks the child how their family likes to celebrate.

*Kwanzaa is a time for families and communities to come together to remember the past and celebrate Black culture (National Museum of African American History and Culture 2023).

**The Lunar New Year is celebrated widely around the world on the first new moon of the lunar calendar.

Guidance for Teachers to Foster Positive Adult–Child Interactions

Based on the values and expectations of their cultures, children may or may not be encouraged to initiate or bring attention to themselves in interactions with adults. Instead, children may wait for an adult to initiate interactions. Teachers can observe children's behavior and engage with families to understand how to support healthy interactions with children. Examples of strategies include:

- Paying attention to the varied ways children may signal interest in initiating an interaction (for example, a child may use nonverbal cues such as coming near a teacher during reading time to engage with them in a reading activity).
- Considering children's prior and existing relationships with adults (for example, how do children engage with other family members at pickup/drop-off or at home, including parents, siblings, and relatives?).
- Fostering interactions with children that build on their interests and sustain their positive engagement.
- Ensuring frequent back-and-forth conversations with individual children to strengthen relationships.

Sub-Strand — Attachment

Foundation 2.2 **Seeking Security and Support**

Early **3 to 4 ½ Years**	**Later** **4 to 5 ½ Years**
Seek security and support (for example, help or comfort) from their attachment figures (adults in children's lives who are caregivers, which may include teachers) to address their needs, especially in difficult situations.	Anticipate when they need support and take greater initiative in seeking support (for example, help or comfort) from their attachment figures (adults in children's lives who are caregivers, which may include teachers) to address their needs, especially in difficult situations.

Early Examples

- While doing a difficult task (for example, zipping a coat or tying their shoes), a child engages their parent to provide support.
- A child with a visual impairment stays close to a preferred adult when encountering adult strangers or an unfamiliar situation.

A child moves closer to their uncle when hearing thunder outside during drop-off. The uncle places his hand on the child's shoulder to provide comfort.

A child with an intellectual disability asks the teacher at playtime to "help play." The teacher goes with the child to the play area and facilitates opportunities for the child to engage in play with other children.

Later Examples

- Before doing a difficult task (for example, writing their name, closing a heavy door), a child asks for the teacher's help.
- A child with a visual impairment uses a cane to move across the classroom on their own for the first time. The child says to the teacher, "Please walk with me."

A child anxiously runs over to their grandparent to tell them about having bumped their head. The grandparent rubs their head while comforting them, "*Sana sana colita de rana*," a Spanish saying letting the child know they are going to be OK.

A shy child seeks support from their teacher after they are excluded from playing ball with their peers.

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■● Matching icons indicate alignment of examples across age-ranges

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Foundation 2.2 **Seeking Security and Support**

Early
3 to 4½ Years

Later
4 to 5½ Years

Early Examples (continued)

A child cries out to their teacher in Arabic to be consoled after they get hurt and readily calms when comforted.

Later Examples (continued)

As other children get ready to start a fast-paced game, a child with sensory sensitivity asks their teacher to sit together with them in a quiet corner. The teacher sits with the child and asks, “Would you like to read a book on the couch, or sit in the quiet cube?”

Children develop secure attachments when the adults in their lives sensitively respond to their needs. A child’s temperament plays a role in how they attend to their attachment figures and explore the world around them. For example, a child who tends to be fearful may need support in developing confidence in their abilities to explore on their own, while a child who tends to be less fearful may need support to avoid being overly confident in their abilities and make safe decisions.

Foundation 2.3 **Coping with Departures**

Early **3 to 4 ½ Years**	**Later** **4 to 5 ½ Years**
Cope with departures and separations from attachment figures (for example, drop-off at preschool or family child care) but occasionally require additional assistance throughout the day to manage distress while being apart from attachment figures.	Cope with departures and separations from attachment figures and manage distress while being apart from attachment figures with minimal or no assistance.

Early Examples

- A child gives their father a special fist bump and kiss and lingers near him as the father prepares to leave the child at preschool in the morning.
- A parent asks their child to make them a bracelet during free-choice time. While making the bracelet, the child expresses to their teacher that they are excited about giving the parent the bracelet at pickup.
- A child manages their feelings after their parent leaves by asking a teacher for their "*osito*" (little bear in Spanish) from home to carry around the room.

Later Examples

- A child runs into the preschool classroom upon arrival to greet their peers, then runs back to their father for a quick hug and kiss as they depart.
- A child comes up with the idea of making a bracelet to give their parent at pickup. The child runs to tell their teacher, "My mom really likes bracelets. I am going to make one for her!" The teacher takes the child to the craft trays and asks, "Which string do you think your mom would like best?"
- A child eagerly waves goodbye to their auntie as she leaves, then turns to a favorite activity.

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■● Matching icons indicate alignment of examples across age-ranges

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Foundation 2.3 **Coping with Departures**

Early
3 to 4½ Years

Early Examples (continued)

A child manages emotions when their grandpa leaves by asking a teacher to read *Never, Not Ever!*, a story about feeling anxious when leaving home to go to school. While reading the story, the teacher starts a conversation about the child's feelings, asking, "Do you ever feel like it's hard to go to school by yourself?" and goes on to make connections to the story, "Pascaline the bat made her parents tiny so she could put them under her wing, but they're making lots of noise. Could you imagine if your grandpa came with you in your pocket?"

A child cries when leaving their favorite teacher, but soothes themself after seeing their older brother.

Later
4 to 5½ Years

Later Examples (continued)

After expressing some sadness about missing their grandmother, a child self-soothes by reaching for one of their grandmother's scarves that they brought from home.

A child tells their favorite teacher, "See you later, alligator!" after seeing their mother in the carpool line. The teacher smiles and replies, "In a while, crocodile!"

A child says goodbye and easily transitions to start the school day after their father reminds them that they will be making beef patties and coco bread* when they get home.

*Beef patties and coco bread is a Jamaican dish consisting of a beef-filled pastry wrapped in a bread typically made with coconut milk.

Attachment figures can support children in coping with departures and separations by consistently ensuring that the child knows they can count on adults for security and comfort.

It is important to note that Black, Indigenous, and Latino communities are disproportionately impacted by the separation of children from their families as a result of being placed in the child welfare system (Puzzanchera et al. 2022). Therefore, children of color and their families may experience stress and trauma from family separation that influence their adjustment in the schooling context.

Furthermore, Native nations and tribal communities have historically been impacted by state and federal family separation policies and practices in which children were removed from their families and communities. These separations disrupted the lives of families and communities, causing intergenerational trauma.

Guidance for Teachers to Help Children Cope with Departures

When supporting children in daily experiences such as departures, separations, and transitions that are part of the school day, teachers can be intentional about engaging and respecting families to bridge home and school cultural contexts. Examples of strategies include:

- Building relationships with families, finding out the home attachment figures available to them and learning about the important events or changes in their home environment that might impact departures or separations.
- Observing children's behavior at pickup/drop-off and looking for indicators of a stress response activated by departures and separations that may require individualized supports to help a child cope with distress.
- Helping parents develop daily routines around separations and departures to help children learn what to expect and strengthen their sense of security (for example, goodbye songs or reading a book).
- Gaining awareness of historical trauma within the communities of children and families in your classroom.

Sub-Strand — Relationships with Adults

Foundation 2.4 **Relationships with Adults**

Early 3 to 4 ½ Years	Later 4 to 5 ½ Years
Contribute to maintaining positive relationships with attachment figures (adults in children's lives who are caregivers, which may include teachers) and familiar adults. Show emerging awareness of the adults' feelings, preferences, and well-being.	Contribute to positive mutual relationships and cooperation with attachment figures (adults in children's lives who are caregivers, which may include teachers) and familiar adults. Show interest in the adults' feelings, preferences, and well-being.

Early Examples

■ While walking over to their parent, a child notices that the parent's eyes are wet. The child frowns and communicates, "Mama, are you sad?" The child then gives their parent a big hug.

● A child brings their grandfather a flower from the school's pick-your-own garden at pickup time.

After a few weeks of getting to know their new teacher, a child initiates conversation with their teacher during one-on-one time and expresses excitement about which game they will play next time.

A child shares a word with their parent that they learned in school in both English and their home language.

Later Examples

■ A child says to their parent, "Why are you crying?" The parent explains that their friend is sick in the hospital. The child expresses concern and offers support, "It's going to be OK."

● A child asks to draw a picture for their *lolo* (grandfather in Tagalog) while at school. The child expresses that they remember when they went fishing and draws the two of them catching a big fish.

A parent reports that their child offered to help the parent care for a baby sibling or pet at home.

A child hands the teacher a blue card while setting up a board game and says, "I gave you the blue one since I know that is your favorite color."

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■● Matching icons indicate alignment of examples across age-ranges

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Foundation 2.4 **Relationships with Adults**

Early
3 to 4½ Years

Early Examples (continued)

A child smiles and looks up in anticipation at their mother who shares their traditional dance of the Hopland Band of Pomo Indians.* The mother then asks the child if they would like to learn the dance.

The teacher gets down to a child's level and asks, "What are you drawing?" The child responds, "I am drawing my dog. I love him so much! Do you have a dog?" The teacher answers, "I do! His name is Henry and he is brown, just like your dog!"

*The Hopland Band of Pomo Indians is a tribe located in Mendocino County, California.

Later
4 to 5½ Years

Later Examples (continued)

A child asks a teacher using a combination of English and Korean how the teacher feels after being out sick. The teacher responds, "Thank you for asking! I am feeling much better."

Guidance for Teachers to Foster Positive Adult–Child Relationships

Attachment figures and familiar adults can foster positive adult–child relationships through establishing a sense of responsiveness and warmth. Therefore, teachers can support positive relationships with children by:

- Being responsive when children seek their attention.
- Expressing warmth and affection (for example, smiling, physical proximity), especially in culturally and linguistically affirming ways.
- Acknowledging children's efforts (for example, "you are working so hard!"), thought processes (for example, "I like the strategy you used to solve that problem"), and celebrating their joy with them (for example, when a child says they love what they drew, responding with, "It makes me so happy to see you excited about what you drew!").
- Asking children about their interests and planning experiences that incorporate those interests.

Strand: 3.0 — Interactions and Relationships with Peers

Sub-Strand — Interactions with Peers

Foundation 3.1 **Interacting and Cooperating with Peers**

Early 3 to 4 ½ Years	Later 4 to 5 ½ Years
Interact with peers in shared activities and occasionally participate in cooperative efforts with peers, with adult support.	More actively and intentionally interact and cooperate with peers in daily learning and play activities.

Early Examples

- A child offers a shovel to a peer, after a teacher suggests the children dig together.
- A child asks a peer in Japanese, "Want to draw with me?" The peer excitedly says, "Yes!" and goes to pick up some paper for the two of them.
- After a teacher suggests that two children take turns adding to a structure in the block area, one child screams, "Mine!" The teacher says, "Let's share so we can all build together." The child calms down and waits for their turn to place the next block on the structure.

Later Examples

- A child invites several peers to help dig a hole in the sandbox.
- A child talks for several minutes with a peer about how they are dressing up in kimonos* to pretend that they are celebrating *Shogatsu*.**
- A child agrees to take turns riding the tricycle when a peer asks to share. The teacher communicates, "I love how Zoe and Teagan are taking turns with the trikes!"

*A kimono is a traditional Japanese garment consisting of a long robe with wide sleeves and fastened with a sash around the waist.

***Shogatsu* is the Japanese New Year.

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■ ● Matching icons indicate alignment of examples across age-ranges

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Foundation 3.1 **Interacting and Cooperating with Peers**

Early
3 to 4½ Years

Early Examples (continued)

A child plays with a peer in the kitchen area, using chopsticks to share their pretend food.

Later
4 to 5½ Years

Later Examples (continued)

A child joins several other children to choose different colored beads for their *rakhi*.*

A child with Down syndrome asks a peer to please hold the bubble wand to help blow bubbles. They laugh and take turns blowing as the peer holds the wand until the next activity begins.

* Rakhi are special bracelets made for the Hindu holiday Raksha Bandhan to celebrate the relationship between sisters and brothers.

Guidance for Teachers to Foster Children's Cooperative Interactions with Peers

Teachers can facilitate positive peer interactions by supporting children to engage in turn taking and sharing, participate in cooperative activities, and respond to others in kind and respectful ways. Examples of strategies teachers may use to support peer interactions include:

- Modeling, prompting, or role-playing to practice sharing and turn taking.
- Acknowledging or complimenting when children demonstrate cooperative behavior.
- Redirecting behavior when needed (for example, addressing a few children pushing each other, "I see some friends are having a hard time keeping their bodies to themselves because they really want to be the first ones to go outside. Can I get a helper to be the caboose with me in the line please?").

Foundation 3.2 **Conflict Resolution with Peers**

Early
3 to 4 ½ Years

Seek adult assistance to resolve peer conflicts or disagreements.

Later
4 to 5 ½ Years

Negotiate with peers and more often communicate to respond to conflict. Seek adult assistance to understand their peers' needs or to resolve a conflict.

Early Examples

■ A child tries to get an adult's attention for help with a peer who is taking over the slide for a turn.

● A child with hearing loss signs "help" to the teacher when a peer takes a toy the child was playing with. The teacher signs, "I see you are sad. How can I help?"

A child begins to cry in frustration when a peer grabs the rain stick they made together. The child then looks for help from their teacher.

Later Examples

■ While playing at the playground, one child wants to play on the slide and another wants to go on the seesaw. After expressing their choices, one child says to the other, "Why don't we go on the seesaw first, and then we go slide down the slide together!"

● Without a prompt from the teacher, a child with hearing loss signs to a peer, "I don't like it when you push me! Keep your hands to yourself, please." The peer signs back, "I didn't mean to. I'm sorry."

A child with hypertonicity who has difficulty maintaining control of blocks suggests to a peer, "Malik, I can pick up the blocks and you put them on the tower." The peer initially refuses to share the blocks, but then agrees and announces, "Najeem and me are building the biggest tower together!"

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■● Matching icons indicate alignment of examples across age-ranges

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Foundation 3.2 **Conflict Resolution with Peers**

Early
3 to 4½ Years

Early Examples (continued)

While gathering food from the community garden and learning about traditional plants in their community, two children want to hold the basket at the same time. They ask their teacher who should hold the basket. The teacher reminds them to place the basket on the ground and help gather.

Later
4 to 5½ Years

Later Examples (continued)

After trying to talk to a peer on their own, a child motions with their hand for an adult to come closer to help with a disagreement over which color slime they should make. The children explain the disagreement and the teacher helps them understand the different perspectives to arrive at a compromise: “Sonia’s favorite color is blue, and Lana’s favorite color is yellow. I wonder what would happen if we used both blue and yellow slime mixed together. What do you think?”

Sub-Strand — Equitable Social Interactions

Foundation 3.3 **Fairness and Respect**

Early 3 to 4 ½ Years	Later 4 to 5 ½ Years
Demonstrate understanding of sharing and treating those who may be similar or different from them with fairness, although require some adult prompting to share.	More consistently share with others and treat others with fairness and respect with less adult prompting, including calling out unfairness in play and daily activities.

Early Examples

■ In a puppet show, a teacher demonstrates that the Ariel puppet is feeling mad because the Hou puppet says that girls cannot play his game. The teacher asks the class, "Do you think that what Hou did was kind?" A child responds, "No. Hou should let Ariel play."

● A child shares a book with a peer who speaks a different language. As they both look at the book, the peer points to a toy on the page and labels it in their home language. The child repeats the word.

Later Examples

■ A child walks toward another child and comments to the rest of their peers, "Daniel wants to play chef, too! Let's give him a chance," and places play food on the armrest of Daniel's adaptive chair.

● A child reminds a teacher that a peer who speaks a different language has not yet had a chance to answer the question. The teacher replies, "Thank you for being a caring friend. Can we ask the question again together?" and restates the question along with the child.

A child steps back while holding all the markers that were in the container. A peer comments, "That's not fair. You can't take them all. It's my turn now." The child responds, "How about we split?" The peer takes half of the markers in their hands, and they color next to each other.

(continued on following page)

■● Matching icons indicate alignment of examples across age-ranges

(continued)

Foundation 3.3 **Fairness and Respect**

Early
3 to 4½ Years

Later
4 to 5½ Years

Early Examples (continued)

A child who has a physical impairment and cannot stand up independently is playing near the car ramp. The teacher suggests that another peer move the car ramp closer and demonstrates placing a car on the car ramp and letting it go. The child then hands a car to a peer and says, "Your turn." They both have fun together taking turns with the cars.

Later Examples (continued)

A child comes to the defense of a boy who is teased by a peer for having their nails painted "like a girl."

History–Social Science — The above foundation is related to the History—Social Science foundation 3.3 on understanding different needs and fairness. For young children, fairness may mean being kind to others, sharing equally, or allowing others to participate (Hazelbaker et al. 2018; Smetana 2006).

Guidance for Teachers to Promote Equitable Social Interactions

Promoting equitable social interactions is part of making an inclusive space possible for all children to thrive and fully participate in the group. For young children, treating others equitably starts with understanding respect and fairness, which may look like being kind to others, sharing equally, or allowing others to participate. Children's understanding of fairness and how to promote fairness becomes more advanced over time. In the process of learning how to treat and play with others fairly, children may exclude others. When children exclude others, teachers have an opportunity to encourage children to be inclusive and model how they can include others in play and daily activities. Example strategies include the following:

- Reading stories and acting out scenarios of peer exclusion where children can help brainstorm strategies to be more inclusive.
- Facilitating collaborative small group activities where children share roles and responsibilities with others.
- Cocreating expectations and agreements for inclusion, fairness, and respect for all identities represented in the group; for example, teachers can describe what children can do to be a "super friend" during circle time, such as sharing with others, looking out for others when they need help, or making sure everyone who wants to play can play.

Sub-Strand — Relationships with Peers

Foundation 3.4 **Developing Friendships**

Early 3 to 4 ½ Years	Later 4 to 5 ½ Years
Choose to play with one or two special peers they identify as friends. Share more complex play with friends than with other children.	Develop friendships that are more reciprocal, exclusive, and enduring. Engage in enhanced cooperation and problem-solving efforts.

Early Examples

- A child identifies a peer by name, "Jaylen is my friend!" and asks to sit next to that friend regularly during circle time or mealtime.
- A child seeks out a favorite peer to look at a rabbit with on the playground and imitate the motions of the rabbit.

A child offers a water bucket to their peer. The teacher suggests, "Let's say 'Thank you, friend!' What if Mario uses the water bucket and Jamela rides in the car to play car wash?"

Later Examples

- After noticing Jaylen sitting next to a new peer, Asher, at circle time, a child expresses, "But Jaylen, I thought you were my friend!" Jaylen responds, "You are my friend and Asher is my friend. We can all be friends." After observing the interaction, the teacher counts out three squares on the rug for the children to sit on with Jaylen in the middle.
- A child seeks out a favorite peer to continue the pretend play scenario they started playing the day before.

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■● Matching icons indicate alignment of examples across age-ranges

(continued)

Foundation 3.4 **Developing Friendships**

Early
3 to 4½ Years

Early Examples (continued)

A child engages in gardening with favorite friends in the outdoor play area.

Later
4 to 5½ Years

Later Examples (continued)

A group of three peers go to the music station to play instruments to "Feliz Navidad"* exclaiming, "We're a band!" One friend says, "I play the drum!" while beating the drum, and another peer says, "I play the tambourine," shaking the tambourine. The third peer starts to sing the lyrics to "Feliz Navidad."

A child practices a poem with their peer for the end-of-year performance by taking turns reciting a verse while the other child watches.

*"Feliz Navidad" is a Spanish-language holiday song and means Merry Christmas.

Glossary

attachment. The emotional bond between a child and their caregiver (see **attachment figure**); attachment relationships provide the child with a feeling of security, demonstrated in infancy by calmness while in the caregiver's presence, and contributing to seeking support, managing distress during separation, and forming positive relationships with attachment figures and familiar adults as young children. Children also form attachment relationships with other select individuals.

attachment figure. Caregiver who provides a child with a sense of support and security through consistent and responsive care; attachment figures can include parents, grandparents, other relatives, nonparental caregivers, and teachers.

caregiver. A person who attends to the needs of and provides direct care for a child or children. The person who provides most of the care is called the primary caregiver. Caregivers can include parents, grandparents, other relatives, nonparental caregivers, and teachers.

equity. Creating an inclusive environment and providing the needed supports for all individuals to thrive, fully participate, and reach their full potential.

fairness. The quality or state of people being treated equitably in a way that is just and free of bias. For young children, fairness may mean being kind to others, sharing equally, or allowing others to participate.

familiar adult. Adults other than attachment figures with whom children have regular interactions and relationships. Familiar adults can include volunteer staff, center directors or principals, parent volunteers, neighbors, and babysitters, among others.

in-group. An exclusive group of individuals with a shared interest or identity with which one feels a sense of solidarity or community.

out-group. A group that is distinct from one's own in identity and may be subject to exclusion.

trauma. A harmful, sometimes prolonged psychological and/or physiological stress response caused by an adverse environment or stressful event (including, but not limited to, experiencing emotional or physical neglect, experiencing housing insecurity, growing up with an incarcerated parent, or living in a household where there is substance abuse).

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