

SOCIAL FOUNDATIONS FRAMEWORK

BACKGROUND:

The Maryland State Department of Education (MSDE) developed the Maryland Model for School Readiness (MMSR), an early learning framework which included early learning standards in alignment with the Maryland State Curriculum (Prek-8).

The Standards included the domain Personal and Social Development which included the following strands:

- Personal Self-regulation
- Social Self-regulation
- Approaches Toward Learning

In 2012, a State committee revised this domain and revised the strands to now include:

- Social Emotional
- Approaches to Learning/Executive Functioning

The supporting standards were developed by a state committee and edited by an expert from the Center of the Developing Child at Harvard University. The domain was renamed Social Foundations.

A direct relationship exists between a child's personal and social-emotional well-being and overall success in school and life. Emotional development occurs through the interaction of a child's temperament with his or her experiences. This process involves a range and intensity of emotional reactions, the perception of emotions in self and others, and the behavioral expressions of emotions. Social functioning is demonstrated by how a child interacts with others both verbally and non-verbally in different situations, through gestures, body language, and graphic or written expression.

Approaches to learning and executive functioning refer to the many tasks the brain performs that are necessary to think, act, and solve problems. Executive functioning is used for such activities as planning, organizing, strategizing, as well as paying attention to and remembering details. In school and at home, young children gradually learn to self-regulate their behavior. These skills allow them to finish their tasks on time, ask for help when needed, wait to speak when called on, and to seek and organize information.

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Strand: Social Emotional Regulation Standard: Demonstrates healthy self-confidence Essential Skills and Knowledge: Demonstrates independence in a range of routines and tasks		
End P3 Indicators	End P4 Indicators	End K Indicators
<ul style="list-style-type: none"> • Begins to actively participate in classroom activities (i.e., answers questions or joins dramatic play). • Chooses where to play during center time. 	<ul style="list-style-type: none"> • Seeks new and varied experiences and challenges (i.e., puts materials together in new ways to test results; joins in a peer-created game or activity). • Requires fewer prompts to follow classroom routines and is able to independently anticipate what happens next. 	<ul style="list-style-type: none"> • Transitions between tasks and routines with verbal and/or visual warning (i.e., requires limited to no additional prompts). • Self-selects a variety of activities during free choice and puts away related materials where they belong when finished prior to transitioning to next activity. • Creates and/or participates in a new challenge independently. • Actively participates in creating games or activities with peers.
Strand: Social Emotional Regulation Standard: Demonstrates healthy self-confidence Essential Skills and Knowledge: Demonstrates age-appropriate independence in decision-making		
End P3 Indicators	End P4 Indicators	End K Indicators
<ul style="list-style-type: none"> • Begins to independently select appropriate materials during specific activities (i.e. when presented with a painting project gets red and green paint.) • Recognizes the appropriate place for items (e.g., their assigned seat, rest spot, etc.). 	<ul style="list-style-type: none"> • Shows interest in leading activities and taking responsibility during cleanup activities. • Begins identifying when things are not put away in designated areas. • Further expands areas of decision-making (e.g., child may say, "This morning I'm going to work on my Lego building."). 	<ul style="list-style-type: none"> • Independently takes initiative to solve problems occurring within activities without immediately requiring adult support (e.g., the child will search for the missing piece in a game for several minutes before asking for help).

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Strand: SocialEmotional Regulation Standard: Initiates and maintains relations Essential Skills and Knowledge: Expresses, understands, and responds to feelings(emotions) of others		
EndP3 Indicators	EndP4 Indicators	EndK Indicators
<ul style="list-style-type: none"> • Identifies basic feelings (i.e. sad, mad, happy). • Begins to express emotions through non-verbal cues with adult modeling and support (i.e., body language, facial expressions, crosses arms, and frowns). • Recognizes when someone needs help, but may not respond every time. 	<ul style="list-style-type: none"> • Communicatesnegativeand positive emotions verbally and respondstoteacherpromptsor directions. • Understandswiderarrayof feelings (i.e.,frustrated, scared,lonely)and expresses them toothers. • Seeks adult assistance for classmates who need support. • Shows concern for peers who are upset or hurt. 	<ul style="list-style-type: none"> • Identifiesfeelingsandexpress them toothers(i.e.letsanother childknowtheyarehappy,sad, mad, etc.) andisabletoexplain why(e.g.,“I’m madbecauseyou took mytoy.”). • Communicatesnegativeemotions inanappropriateaway and proposesasolution(e.g., says,“No” or“stop”andproposes a solution to their problem- “Please give me back the book.”). • Provides comfort and support for peers who are upset. • Determines when adult assistance is needed.

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Strand: Social Emotional Regulation Standard: Initiates and maintains relationships Essential Skills and Knowledge: Plays or works with others cooperatively		
End P3 Indicators	End P4 Indicators	End K Indicators
<ul style="list-style-type: none"> • Plays alongside other children (i.e., dramatic play, block table). • Begins to understand the concept of sharing with adult modeling and support. 	<ul style="list-style-type: none"> • Has one or more special friendships. • Initiates interactions (i.e., talking, playing). • Shares materials and equipment with other children with adult modeling and support. 	<ul style="list-style-type: none"> • Chooses and maintains friendships. • Asks permission to use others' materials and accepts peer's response. • Communicates to others about his friendships (e.g., tells parent at pick-up about a new friend).

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Strand: Social Emotional Regulation Standard: Initiates and maintains relationships Essential Skills and Knowledge: Recognizes differences or similarities between self as compared to others		
EndP3 Indicators	EndP4 Indicators	EndK Indicators
<ul style="list-style-type: none"> • Beginstorecognizedifferencesor similaritiesbetweenselfas comparedtoothers(i.e., children withdisabilities, gender, haircolor, etc.). • Identifieswhenapeer isnot given thesameinstructionsor structure (e.g.,“Katiegetstogointotheblock center.”). 	<ul style="list-style-type: none"> • Identifiesdifferences or similarities betweenselfascompared to others(i.e., childrenwithdisability, gender, haircolor, etc.). • Identifiesandnegotiates whena peerisnot given thesame instructionsor structure (e.g.,“William’smommy letshimwatch Dora.Why can’t I?”). 	<ul style="list-style-type: none"> • Recognizesandaccepts differencesorsimilaritiesbetween selfascomparedtoothers (i.e.,childrenwithadisability,cultural differences,gender,etc.). • Understandsandacceptswhena peerisnot given thesame instructionsor structure (e.g.,Alexanderneeds a fidget toy to help him stay calm when he’s upset).

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Strand: SocialEmotional Regulation Standard: Initiates and maintains relationships Essential Skills and Knowledge: Shows ability to resolve conflicts		
EndP3 Indicators	EndP4 Indicators	EndK Indicators
<ul style="list-style-type: none"> • Acceptscompromisewhen resolvingconflictsifsuggestedby anadult (e.g., mom says,"Jackson, youcanusethat swingassoonas Sheila finishes her turn."). • Seeksadults'helpinresolvinga conflict (i.e., goestodadandsays, "Jacobtook my truck!"). • Continues tolearnsimple alternatives toaggressivewaysof dealingwithconflicts(i.e., trades oneobjectfor adesiredone). 	<ul style="list-style-type: none"> • Identifies inter-personalconflicts andbegins to manageemotionsmore effectivelyusingself-talkwith adult support and modeling (e.g., "Take3deepbreaths, and then askCalebforanother turn). • Seeksadulthelpwhensolving inter-personal conflicts. • Discussespossiblesolutions with peerswith adultassistance. • Has anawarenessof conflict resolutionstrategiesbut is not able to independently implement consistently(i.e., understandsastorywhena social strategywasusedbut can'tadapt functionally). 	<ul style="list-style-type: none"> • Beginstoseethepoint ofviewof others(i.e.,theoryof mind). • Identifies inter-personalconflicts andconsidersverbal ornonverbal solutions totheconflict. • Negotiateswithotherstosolve problems. • Acceptsconflict resolution strategiesas suggested by others

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Strand: Approaches to Learning and Executive Functioning Standard: Self-regulation/ Inhibitory control Essential Skills and Knowledge: Control Impulses		
EndP3 Indicators	EndP4 Indicators	EndK Indicators
<ul style="list-style-type: none"> • Occasionally avoids imitating the negative behaviors of peers with prompting from an adult. • Developing the ability to control impulses during structured activities with adult support (i.e., resist the impulse to call out before raising hand during group time) • May remind other children to control their impulses and follow rules when not able to do so oneself. • May need to be reminded to stop a habitual action when it is not appropriate (e.g. continuing to go to the bathroom for paper towels even though they have been moved into the classroom). • Can enjoy games like Red Light, Green Light that require waiting for signal to do something with adult support. 	<ul style="list-style-type: none"> • Avoids imitating the negative behavior of peers with minimal prompting from adults. • Can more reliably control impulses during structured activities that are familiar (e.g., raising hand to talk). • Can play the role of a teacher in game and monitor other children's behavior and remind them to follow the rules. • Sometimes able to resist habits when they are no longer appropriate (e.g., may remember while walking to the bathroom that the paper towels have moved and change course). • Able to play games like Red Light, Green light that require waiting for signal to do something with adult support. 	<ul style="list-style-type: none"> • Avoids imitating the negative behavior of peers. • Can consistently control impulses during structured activities that are familiar (e.g., raising hand to talk). • Enjoys working collaboratively to develop complex rules for games (particularly dramatic play) and provide reminders of these rules when necessary. • More able to monitor behaviors and resist habits when they are not appropriate. • More skillful at games like Red Light, Green Light that require waiting for a signal to do something.

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Strand: Approaches to Learning and Executive Functioning Standard: Self-regulation/ Inhibitory control Essential Skills and Knowledge: Resist Temptation		
EndP3 Indicators	EndP4 Indicators	EndK Indicators
<ul style="list-style-type: none"> • Briefly able to wait for an object without grabbing. Can wait longer with adult support. • Can wait for a highly desired food or object with adult reminders (e.g., can wait to eat the cupcake in reach until the birthday song is complete). • Able to take turns with preferred toys with prompting from an adult. 	<ul style="list-style-type: none"> • Independently waits for an object without grabbing most of the time. • Able to take turns with preferred toys or classroom materials (i.e., waits for an object without grabbing with minimal prompting). • Can wait for a highly desired food or object, although may occasionally need reminders. 	<ul style="list-style-type: none"> • Consistently waits for an object without grabbing. • Able to take turns with preferred toys or classroom materials. • Can consistently wait for a highly desired food or object when asked. May decide independently to wait as well (e.g., decides to eat a favorite food last).

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Strand: Approaches to Learning and Executive Functioning Standard: Self-regulation/ Inhibitory control Essential Skills and Knowledge: Refrains from emotional outbursts and unsafe behaviors		
EndP3 Indicators	EndP4 Indicators	EndK Indicators
<ul style="list-style-type: none"> Shows progress in resisting the impulse to harm self, others or property in difficult situations or conflicts and using language to express strong feelings instead (e.g., says, "I really, REALLY need that swing!") May still fall apart under stress. 	<ul style="list-style-type: none"> Learns coping strategies (i.e., using words, pretend play, drawing) to establish greater control and competence in managing intense emotions (e.g., after going to the emergency room, he or she may repeatedly play out the experience with dolls and stuffed animals) and resist impulse to harm self, others or property. 	<ul style="list-style-type: none"> Uses physical, imaginative, and cognitive resources to comfort self (e.g., goes to his or her desk or designated quiet area voluntarily when upset) and resist impulse to harm self, others or property. Controls the expression of emotion; however, he or she continues to need adult guidance in this area.

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Strand: Approaches to Learning and Executive Functioning Standard: Self-regulation/ Inhibitory control Essential Skills and Knowledge: Attentiveness – Resists distraction to maintain focus on tasks of interest to the child		
EndP3 Indicators	EndP4 Indicators	EndK Indicators
<ul style="list-style-type: none"> Maintains focus on one activity for longer periods of time as long as the activity is age-appropriate and of interest (e.g., can repeatedly solve and dump out a wooden puzzle, even with other children playing in the background). 	<ul style="list-style-type: none"> Increases ability to ignore distractions and sustain attention on topics that are of interest to the child (e.g., can focus on a drawing even when other children are nearby; might say, “I’ll play with you later. I want to finish this.”). Capable of sustaining focus on longer-term or complex projects, with support from an adult. 	<ul style="list-style-type: none"> Capable of resisting distractions and keeping attention focused on a task of interest to the child. Able to independently maintain focus on a project of interest for a sustained period of time (e.g., spends a rainy day building a complicated fort out of chairs and blankets, complete with props and signs).

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Strand: Approaches to Learning and Executive Functioning Standard: Self-regulation/ Inhibitory control Essential Skills and Knowledge: Attentiveness – Resists distraction to maintain focus on tasks set by someone else		
EndP3 Indicators	EndP4 Indicators	EndK Indicators
<ul style="list-style-type: none"> • Remains on task during an activity set by the teacher for short periods of time despite distractions though still may require prompting from an adult. • Can return to an earlier task after an interruption, with adult reminders. 	<ul style="list-style-type: none"> • Remains on task during an activity set by the teacher for short periods of time despite distractions with minimal prompting from adults (e.g., can ignore other activities nearby and hold focus on a teacher directed small group activity). • May need a reminder to return to an earlier task after an interruption. 	<ul style="list-style-type: none"> • Independently avoids distractions and remains on task for short periods of time during a teacher directed activity. • Can independently pause and resume an activity to respond to an interruption. • Uses self-talk and other strategies to maintain focus on difficult tasks and assignments from adults (e.g., “There’s only 3 more questions left. If I finish these, then I’ll be all done with this project.”).

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Strand: Approaches to Learning and Executive Functioning Standard: Working memory Essential Skills and Knowledge: Demonstrate the ability to hold and manipulate information		
EndP3 Indicators	EndP4 Indicators	EndK Indicators
<ul style="list-style-type: none"> • Can remember and talk about what has just happened in a story and what is happening now. • Can consider two options and make a choice when asked. • Can hold two rules in mind long enough to complete the tasks (i.e., “Throw your trash away, and then put your lunchbox in your cubby”). • Can remember a response to a teacher’s question long enough to respond appropriately after waiting for a turn during a short group discussion. 	<ul style="list-style-type: none"> • Can remember recent events in a story and use this information to shape predictions and questions. • Will frequently consider a couple of possibilities before making a choice. • Can remember and follow multiple classroom rules with visual and auditory cues. • Can remember and follow two-step directions without prompting. • Can hold in mind the comments of peers and respond appropriately during a short class discussion. 	<ul style="list-style-type: none"> • Remembers several key points in a story and then answers questions accurately (e.g., how did the main character feel when she finds the dog?). • Spends time deliberating and weighing choices (e.g., may spend a long time thinking about whether to go to the store with mom or to stay home and help dad). • Identifies and can hold in mind school rules independently. • Can contribute appropriately to more complex group discussions, holding in mind both the topic of discussion and the contributions of peers.

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Strand: Approaches to Learning and Executive Functioning Standard: Working memory Essential Skills and Knowledge: Demonstrate the ability to hold and manipulate information		
EndP3 Indicators	EndP4 Indicators	EndK Indicators
<ul style="list-style-type: none"> • Can put down a toy and remember its location for a brief period of time. • Can enjoy success at simple memory games tracking a few objects or pictures. 	<ul style="list-style-type: none"> • Can keep track of a few different objects for short periods of time. • Can enjoy more complex memory games with more cards or objects. 	<ul style="list-style-type: none"> • Can keep track of the parts for more complicated projects involving many pieces. • Can enjoy success at complex memory games, including games requiring the tracking hidden objects (e.g., a memory game on a rotating board).

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Strand: Approaches to Learning and Executive Functioning Standard: Cognitive Flexibility Essential Skills and Knowledge: Can flexibly apply rules to games and behavior		
EndP3 Indicators	EndP4 Indicators	EndK Indicators
<ul style="list-style-type: none"> • Can take on a character in pretend play and sustain this role consistently for approximately 5-10 minutes with adult modeling and support. • Can enjoy games with rules and follow the rules some of the time. • Can learn to follow different rules in different contexts and can do so with reminders (e.g., use indoor voices indoors but not outdoors). • Can recognize when making a mistake and change approach with adult help. • Able to sort materials by two different characteristics (e.g., blocks go here, dolls go here). 	<ul style="list-style-type: none"> • Can independently sustain a character in pretend play for 10 minutes or longer. • Can switch roles in dramatic play. • Can enjoy games like Simon Says that require child to follow two different rules when cued (copying, not copying). • Can follow different rules in different familiar contexts with minimal reminders (e.g., take off shoes at home but not at school). • Will often recognize and correct mistakes independently. • Able to change the categories used for sorting materials with help (e.g., sort by color then by shape) 	<ul style="list-style-type: none"> • Sustains roles in pretend play independently and negotiates the roles. • Can change roles easily during the play if necessary or desired. • Become skilled at games like Simon Says that require the child to follow two different rules and can shift rules without direct prompting. • Can consistently follow different rules in different contexts and quickly learn and follow new rules in new contexts. • Able to recognize and correct mistakes. • Can sort by different attributes independently.

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Strand: Approaches to Learning and Executive Functioning Standard: Cognitive flexibility Essential Skills and Knowledge: Flexible problem solving-seeks multiple solutions to a question, task, or problem.		
EndP3 Indicators	EndP4 Indicators	EndK Indicators
<ul style="list-style-type: none"> • Employs a strategy to solve a problem with adult modeling, prompting, and support. • Asks an adult to solve or “fix” a problem. • Continues to become more flexible in problem-solving and thinking through alternatives (e.g., when trying to put on shoes, talk to self about what to do first. If the shoe won't easily go on one foot, he or she tries the other foot.). • After a conflict with another child, can talk about other ways the problem might have been resolved. • When faced with a problem, can slow down and think through options with support from an adult (e.g., “It looks like someone is in your way. What could you do to get him to move?”) 	<ul style="list-style-type: none"> • Begin to employ their own solutions to problems through trial and error (e.g., tries different pegs to see which one fits). • Continues to become more cognitively flexible and is able to draw on varied resources to solve problems (e.g., tries to build a large structure with blocks, but the building keeps falling down. After several failed attempts, he or she tries making a larger base. May also look at how other children have made their buildings.). • When in conflict with another child, increasingly able to suggest possible solutions. • When faced with a problem, can be reminded to slow down and think about what to do. 	<ul style="list-style-type: none"> • Solves problems by planning and carrying out a sequence of actions; may seek more than one solution, and explain their reasoning (i.e. discuss the number of people who want some play dough, suggests methods for dividing it, and how they might determine if the pieces are all the same). • Becomes increasingly able to think creatively about multiple solutions to a problem (i.e., analyzes possible results). • Utilizes varied and flexible approaches to solve longer-term or more abstract challenges (e.g., when planning to have friends over on a rainy day, thinks about how to deal with limited space to play). • Able to negotiate conflicts with other children independently by considering a few potential solutions. • May slow down and use self-talk to think about what to do when approaching a problem.

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Strand: Approaches to Learning and Executive Functioning Standard: Initiative and Curiosity Essential Skills and Knowledge: Desire to learn—asks questions and seeks new information		
EndP3 Indicators	EndP4 Indicators	EndK Indicators
<ul style="list-style-type: none"> • Begin to ask basic “wh” questions related to the environment (e.g., “Where is Sarah going?”). • Seek experiences with new toys and materials (e.g., listen to stories, play with friends at the water table, take a trip to the fire station). • Generate ideas with teachers and peers with adult modeling and support. 	<ul style="list-style-type: none"> • Ask questions about future events, as well as about the here and now (e.g., asks, “When will we go to Val’s?”) • Poses questions to seek explanations about topics of interest with adult support and modeling. • Elaborates on experiments by attempting to replicate results using different materials (e.g., gathers several materials to drop in the water table, then sorts what sinks vs. what floats). • Ask to participate in new experiences that he or she has observed or has heard of others participating in (e.g., says, “Janice goes fishing. Can I?”). 	<ul style="list-style-type: none"> • Ask higher-level questions (e.g., “What would happen if we had no food?” or “Why was Raymond mad at me?”). • Poses questions to seek explanation on a variety of topics. • Tries an even wider range of new experiences, both independently and with peers and adults. • Expands verbal and nonverbal enthusiasm for learning new things, including academic (i.e., reading, writing) and physical skills (i.e., riding a bike).

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Strand: Approaches to Learning and Executive Functioning Standard: Initiative and curiosity Essential Skills and Knowledge: Desire to learn – interest in challenges		
EndP3 Indicators	EndP4 Indicators	EndK Indicators
<ul style="list-style-type: none"> • Continues to ask numerous questions, which are becoming more verbally complex (e.g., asks, "How do we get to Nana's house?"). • Starts to demonstrate enthusiasm for new challenges and experiences. 	<ul style="list-style-type: none"> • Asks questions about future events, as well as about the here and now (e.g., asks "When will we go to Sarah's house again?"). • Starts to show an increase in enthusiasm for learning letters, shapes, and numbers (e.g., while looking at a book with dad, points to a word that contains the letter "S" and says, "S! That's in my name! What is that word?"). • Seeks new and varied experiences and challenges (e.g., puts materials together in new ways to test results; joins in a peer-created game or activity, tries to dress a new doll or builds a new construction toy). 	<ul style="list-style-type: none"> • Attempts activities that are new and challenging. May deliberately take risks when learning new skills. • Shows interest and skill in more complex self-help skills (e.g., zips jacket, prepares a snack).

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Strand: Approaches to Learning and Executive Functioning Standard: Initiative and curiosity Essential Skills and Knowledge: Independence in learning – plans and initiates projects		
EndP3 Indicators	EndP4 Indicators	EndK Indicators
<ul style="list-style-type: none"> • Begin to actively participate in classroom activities (i.e. answers questions or joins dramatic play). • Chooses where to play during center time. • Begin to independently select appropriate materials during specific activities (e.g., when presented with a painting project gets red and green paint.) 	<ul style="list-style-type: none"> • When prompted, initiates plan of activities • Shows interest in leading activities and taking responsibility during cleanup activities. • Further expands areas of decision-making (e.g., child may say, "This morning I'm going to work on my Legobuilding."). • Develops greater ability to set goals and follow a plan (i.e., child says, "I'm going to pick up all these branches," and then works until it is done). 	<ul style="list-style-type: none"> • Independently plans a project and gathers materials needed to execute the project. • Self-selects a variety of activities during free choice and puts away related materials where they belong when finished prior to transitioning to next activity. • Actively participates in creating games or activities with peers. • Independently takes initiative to solve problems occurring within activities without immediately requiring adult support (e.g., the child will search for the missing piece in the doctor's kit for several minutes before asking for help).

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Strand: Approaches to Learning and Executive Functioning Standard: Demonstrates Persistence Essential Skills and Knowledge: <i>see</i>		
EndP3 Indicators	EndP3 Indicators	EndP3 Indicators
i. Persists in an activity from start to finish (complete a task) - independently	i. Persists in an activity from start to finish (complete a task) - independently	i. Persists in an activity from start to finish (complete a task) - independently
<ul style="list-style-type: none"> Persists with a wide variety of tasks, activities, and experiences with adult prompting. Keeps working to complete a task even if it is moderately difficult (e.g., persists with a somewhat challenging wooden puzzle). Notes sense of accomplishment when finishing a planned activity (i.e. successfully drawing a figure). 	<ul style="list-style-type: none"> Persists with a wide variety of tasks, activities, and experiences with adult prompting. Keeps working to complete a task even if it is moderately difficult (e.g., persists with a somewhat challenging wooden puzzle). Will often persist in working to complete all aspects of a planned task (e.g., when building a zoo in the block area, will keep working until every animal has a cage). 	<ul style="list-style-type: none"> Persists with a wide variety of tasks, activities, and experiences with adult prompting. Keeps working to complete a task even if it is moderately difficult (e.g., persists with a somewhat challenging wooden puzzle). Can persist in completing a complicated plan (e.g., creating a parade in the classroom that involves making instruments, costumes and decorations).
ii. Persists in the face of failure	ii. Persists in the face of failure	ii. Persists in the face of failure
<ul style="list-style-type: none"> Insists upon putting on coat independently, even though prior attempts have been unsuccessful. Continues to stack cups or complete a simple puzzle unsuccessfully without an emotional outburst with adult support. Can adjust approach to a task to resolve difficulties with adult help (e.g., if teacher suggests the child rotate a puzzle piece to find a better fit). 	<ul style="list-style-type: none"> Continues to attempt to build a tower even after 3 or more unsuccessful attempts with adult support and encouragement. Experiences difficulty with drawing, cutting, and writing, but persists with adult support and encouragement until task is complete. Will often notice that a problem can be resolved by a change in approach (e.g., trying to fit a puzzle piece a few times and then rotating to find a better fit). 	<ul style="list-style-type: none"> Continues to attempt to build a tower even after 3 or more unsuccessful attempts independently. Experiences difficulty with writing, however continues to try to write letters and numbers independently, until the task is completed. Will consistently try a new approach to a problem when the old one is not working (e.g., immediately rotating a puzzle piece to find a better fit).

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Strand: Approaches to Learning and Executive Functioning Standard: Demonstrates Cooperation Essential Skills and Knowledge: Positively participates in cooperative play		
EndP3 Indicators	EndP4 Indicators	EndK Indicators
<ul style="list-style-type: none"> Offers basic help to peers who are in need, upset, hurt, or angry (e.g., hug, comfort object, pat, encouraging word). Attempts to give aid may not take into account the other child's characteristics or needs (e.g., offers a crying classmate his or her own stuffed animal, even though the child has another comfort object). 	<ul style="list-style-type: none"> Responds more appropriately and sympathetically to peers who are in need, upset, hurt, or angry (e.g., says, "Don't cry, Willy. My daddy can fix that bike. He knows how.>"). 	<ul style="list-style-type: none"> Uses a wider array of words or actions to demonstrate awareness, understanding, and concern for what others are feeling (e.g., goes over to a child whose block building has fallen down and says, "Don't worry, Manuel. I'll help you build it up again.>").
<ul style="list-style-type: none"> Begins to have real friendships, even though he or she may not understand the concept of friendship or that these relationships may not last (e.g., says "my best friends are Nathan, Sharon, Enrique, Cassidy..." and all others in his or her class). 	<ul style="list-style-type: none"> Shows further progress in developing friendships with peers, even if a bond is formed with just one other child. Begins to try to please other children (e.g., says, "You can come to my birthday party, ok?"). 	<ul style="list-style-type: none"> Continues to establish and maintain friendships with other children. Seeks others' acceptance and friendship (e.g., says, "We're buddies, right?").

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Strand: Approaches to Learning and Executive Functioning Standard: Demonstrates Cooperation Essential Skills and Knowledge: Positively participates in cooperative play		
EndP3 Indicators	EndP4 Indicators	EndK Indicators
<ul style="list-style-type: none"> • Accepts compromise when resolving conflicts if it is suggested by an adult (e.g., mom says, "Jackson, you can use that swing as soon as Sheila has finished.>"). • Seeks adults' help in resolving a conflict (e.g., goes to dad and says, "Jacob took my truck!"). • Continues to learn simple alternatives to aggressive ways of dealing with conflicts (e.g., trades one doll for a desired one by saying, "You have THIS dolly, okay?"). 	<ul style="list-style-type: none"> • Suggests solutions to problems with other children, while continuing to seek adults' help (e.g., says, "Hey, Benjamin! We can BOTH be firemen!"). 	<ul style="list-style-type: none"> • Uses a broader repertoire of strategies, including negotiation and compromise, to resolve conflicts before seeking adult help (e.g., says, "I have a great idea, Henry! You be the bear, and I will be the lion. Then we can switch!"). • Uses more complex language to express his or her understanding of feelings and their causes (e.g., says, "I want to try riding on that, but I'm sort of scared, too.>").

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Strand: Approaches to Learning and Executive Functioning Standard: Understanding and complying with classroom rules, routines and expectations Essential Skills and Knowledge: Follows routines, rules, and directions		
EndP3 Indicators	EndP4 Indicators	EndK Indicators
<ul style="list-style-type: none"> • Follows classroom rules frequently • Behaves appropriately within the context of the classroom routines (i.e. sits for brief periods during circle or washes hands for lunch time. • Begins to anticipate the next activity in the routine (i.e. asking “Are we going outside?” during snack time). 	<ul style="list-style-type: none"> • Helps to create classroom rules. • Responds to teacher directions or signals consistently. • Takes initiative with assigned or chosen tasks relating to classroom routines. • Behaves appropriately within the context of the classroom routines with adult modeling and support (i.e. listens when someone else is talking or raises hand to share. • Requires fewer prompts to follow classroom routines and is able to independently anticipate what happens next. 	<ul style="list-style-type: none"> • Able to answer why specific rules exist (i.e., safety rules). • Able to help create school rules. • Able to recognize rules as fair or unfair. • Able to help problem solve rules in support of fair treatment of everyone. • Able to plan their activities around the classroom routine • Identifies classroom routines by day of the week (i.e. understanding on Monday music is after lunch, etc.). • Behaves appropriately within the context of school routines (i.e. exiting the bus or attending school assemblies).

SOCIAL FOUNDATIONS FRAMEWORK

Strand: Approaches to Learning and Executive Functioning Standard: Understanding and complying with classroom rules, routines and expectations Essential Skills and Knowledge: Ability to transition		
EndP3 Indicators	EndP4 Indicators	EndK Indicators
i. Demonstrates the ability to stop one activity and start	i. Demonstrates the ability to stop one activity and start another	i. Demonstrates the ability to stop one activity and start another
<ul style="list-style-type: none"> • Responds to visual or auditory prompts and cues to transition to the next activity with adult support. • Moves from a preferred activity to a less preferable activity with adult support and assistance. • Demonstrates the ability to stop an engaging activity to help clean up with adult support. 	<ul style="list-style-type: none"> • Takes and gives cues to other children during transition and model their appropriate behavior with adult support. • Occasionally demonstrates the ability to stop an engaging activity to help clean up with and requiring less support and guidance from an adult. 	<ul style="list-style-type: none"> • Consistently demonstrates the ability to independently stop an engaging activity to transition to another less desirable activity. • Responds to visual or auditory prompts and cues to transition to the next activity with little or no adult prompting.
ii. Demonstrates the ability to adapt to new environments with appropriate behaviors with adult support.	ii. Demonstrates the ability to adapt to new environments with appropriate behaviors with adult support.	ii. Demonstrates the ability to adapt to new environments with appropriate behaviors independently.
<ul style="list-style-type: none"> • Demonstrates comfort with the transition from home to the classroom environment (e.g., begins to calm down quicker and more frequently when parents leave). • Engages with trusted adults during transition with support and encouragement. 	<ul style="list-style-type: none"> • Manages separation anxiety from home to school by kissing caregiver goodbye or waving from the window every day. • Frequently demonstrates comfort with the transition from home to the classroom environment (e.g., easily calms down when parents leave.) • Engages in out of the classroom activities (i.e., recess) and successfully re-enters classroom without disruption. 	<ul style="list-style-type: none"> • Arrives at school ready to engage in the classroom routine. • Consistently transitions easily from home to school. • Engages in out of classroom activities and successfully re-enters the classroom routine without disruption independently.

SOCIAL FOUNDATIONS FRAMEWORK

Strand: Approaches to Learning and Executive Functioning Standard: Understanding and complying with classroom rules, routines and expectations Essential Skills and Knowledge: Demonstrates appropriate use of materials or belongings and those of others		
EndP3 Indicators	EndP4 Indicators	EndK Indicators
<ul style="list-style-type: none"> • Begin to help with cleanup after activities with prompting and adult assistance. • Begin to recognize where materials belong. • Begin to understand how to use age-appropriate classroom materials with modeling and prompting. Follows adult direction and modeling for an assigned task (e.g., turning pages of book with care, then puts book back onto shelf with prompting). • Begin to reference past knowledge to create understanding of new information through pretend play (e.g., says “This game is like the one we played in Ms. Kim’s class). 	<ul style="list-style-type: none"> • Help with cleanup after activities with prompting. • Begin to demonstrate appropriate use of classroom materials with modeling (e.g., using glue in an art project appropriately or turning book pages with care). • Recognizes and is responsible for returning items to appropriate location with prompting. • Begin identifying when things are not put away in designated areas. 	<ul style="list-style-type: none"> • Clean up after activities, placing items in their appropriate place independently. • Demonstrates appropriate use of classroom materials with consistency and independently. • Begin to understand and appropriately care for items that belong to someone else. • Continues to benefit from hands-on experiences to support more abstract thinking skills (e.g., makes a book about last summer’s vacation trip, complete with sections for each place visited, drawings to illustrate, and labels written with adult help).

SOCIAL FOUNDATIONS FRAMEWORK

Strand: Approaches to Learning and Executive Functioning Standard: Demonstrates cognitive flexibility Essential Skills and Knowledge: Understands symbolic representation		
EndP3 Indicators	EndP4 Indicators	EndK Indicators
i. Represents people, places, or things through drawings, movement, and three-dimension objects	i. Represents people, places, or things through drawings, movement, and three-dimension objects	i. Represents people, places, or things through drawings, movement, and three-dimension objects
<ul style="list-style-type: none"> • Develops generic symbols for repeated drawings of common objects like sun, dog and house. • Begins drawing in a more realistic manner, occasionally oscillating between realism and scribbling. 	<ul style="list-style-type: none"> • Begins to create art that is more realistic and includes some details of objects, animals or people. Such details are typically remembered features that have made an impression, but do not include all that is seen or known (e.g., draws a picture of a car with four wheels but no windows). • Uses art to reflect thoughts and feelings (e.g., transforms a list of favorite foods that his teacher had recorded on paper into a mobile from which illustrations of these foods are hung). 	<ul style="list-style-type: none"> • Develops a set of symbols to create a landscape that eventually becomes a single variation repeated endlessly. • Landscapes are composed carefully, giving the impression that removing any single form would throw off the balance of the whole picture.

SOCIAL FOUNDATIONS FRAMEWORK

Strand: Approaches to Learning and Executive Functioning Standard: Demonstrates cognitive flexibility Essential Skills and Knowledge: Understands symbolic representation		
End P3 Indicators	End P4 Indicators	End K Indicators
ii. Engages in pretend play and acts out roles	ii. Engages in pretend play and acts out roles	ii. Engages in pretend play and acts out roles
<ul style="list-style-type: none"> Identifies difference between fantasy and reality with adult support and prompting. Able to act out simple roles (i.e., “Look, I am a dog, ruff, ruff.”). 	<ul style="list-style-type: none"> Communicates thoughts and feelings through role play though may still need adult support (e.g., play acts being a kitten seeking affection and hugs). Uses objects as symbolic props (e.g., places a shell on top of a dollhouse and declares it to be a satellite dish). Becomes more animated in play (e.g., using different voices for the baby, dog, etc.) 	<ul style="list-style-type: none"> Imitates and sustains pretend play independently and negotiates the roles. Begins adhering to social norms in pretend play (e.g., only girls can be mommies). Demonstrates understanding of the world around her/him.

SOCIAL FOUNDATIONS FRAMEWORK

Strand: Approaches to Learning and Executive Functioning Standard: Demonstrates cognitive flexibility Essential Skills and Knowledge: Understands symbolic representation		
End P3 Indicators	End P4 Indicators	End K Indicators
iii. Recognizes cause and effect	iii.. Recognizes cause and effect	iii.. Recognizes cause and effect
<ul style="list-style-type: none"> Understands explanations when concrete objects and actions support the verbal explanation, and phenomena are directly observable (e.g., "When we mix colors, we get a new color. See what color you get when you mix yellow with blue.>"). 	<ul style="list-style-type: none"> Increased ability to understand explanations when concrete objects and actions support the verbal explanation, and phenomena are directly observable (e.g., "When we mix colors, we get a new color. See what color you get when you mix yellow with blue.>"). Begins to understand explanations of events that have not been experienced directly, as long as the child has had similar experience. 	<ul style="list-style-type: none"> Increased ability to understand verbal explanations of phenomena that are not directly experienced, as long as the child has had similar experiences (e.g., "The sun gives off heat. Even though you can't see it, it's happening"). Begins to understand consequences of own action when prompted by teacher (e.g., "Tell me what is a good reward for helping your friends clean up their block game").