



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Social & Emotional Development

STRAND: SELF

ACCESS LEARNING OUTCOMES preschool Child Progress Documented on ACCESS Class Tracking Sheet: Social & Emotional Development	ACCESS LEARNING OUTCOMES infant/toddler Child Progress Documented on ACCESS Infant/Toddler Portfolio Sheet: Social & Emotional Development found in child's portfolio	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
Topic: Awareness and Expression of Emotion Recognize & identify own emotions Recognize & identify emotions of others Communicate a range of emotions (social)	Topic: Awareness and Expression of Emotions The child will express feelings through facial expressions, gestures and sounds The child will recognize his or her own feelings.	Topic: Awareness and Expression of Emotions Infants (Birth – 8 months) Express a variety of emotions (contentment, distress, happiness, sadness, surprise, dislike, anger and fear) through facial expressions, gestures, movement and sounds. Young Toddlers (6-18 months) Communicate emotions purposefully and intentionally, including complex emotions such as happiness, sadness, surprise, dislike, anger, and fear nonverbally and possibly with a few familiar words. Older Toddlers (16-36 months) Show awareness of own emotion and uses nonverbal and/or verbal ways to express complex emotions such as pride, embarrassment, shame and guilt. Pre-Kindergarten (3 - 5 years) Recognize and identify own emotions and the emotions of others. Communicate a range of emotions in socially accepted ways Identify the diversity in human characteristics and how people are similar and different.



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Topic: Self-Concept Recognize human diversity Recognize how people are similar & different Compare own characteristic to others	Topic: Self-Concept The child will recognize herself or himself as a person with an identity, wants, needs, interests, likes and dislikes. The child will show awareness of belonging to one or more groups.	Topic: Self-Concept Infants (Birth – 8 months) Begin to understand self as a separate person from others Young Toddlers (6-18 months) Recognize self as a unique person with thoughts, feelings and distinct characteristics. Older Toddlers (16-36 months) Show awareness of themselves as belonging to one or more groups. Identify own feelings, needs and interests Pre-Kindergarten (3 - 5 years) Identify the diversity in human characteristics and how people are similar and different.



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Topic: Self-Comforting NA	Topic: Self-Comforting The child will manage his or her internal states and feelings, as well as stimulation from the outside world.	Topic: Self-Comforting Infants (Birth – 8 months) Comfort self in simple ways and communicate needs for help through vocalizations and gestures. Young Toddlers (6-18 months) Comfort self in a variety of ways. Older Toddlers (16-36 months) Anticipate the need for comfort and try to prepare for changes in routine



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Topic: Self-Regulation Manage expression of feelings/thoughts impulses & behaviors with minimal adult assistance Demonstrate ability to delay gratification (short time) Show awareness of consequences of actions	Topic: Self-Regulation The child will express and act on impulses. The child will respond positively to limits and choices offered by adults to help guide behavior. The child will manage actions and emotional expressions with adult support.	Topic: Self-Regulation Infants (Birth – 8 months) Express and act on impulses Young Toddlers (6-18 months) Respond positively to limits and choices offered by adults to help guide behavior Older Toddlers (16-36 months) With modeling and support, manage actions and emotional expressions. Pre-Kindergarten (3 - 5 years) Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults. Demonstrate the ability to delay gratification for short periods of time. With modeling and support, show awareness of the consequences for his/her actions.



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Topic: Sense of Competence NA	Topic: Sense of Competence The child will act in ways to make things happen. The child will recognize and show satisfaction in his or her ability to do things.	Topic: Sense of Competence Infants (Birth – 8 months) Act in ways to make things happen. Young Toddlers (6-18 months) Show a sense of satisfaction when making things happen. Older Toddlers (16-36 months) Recognize own abilities and express satisfaction when demonstrating them to others. Pre-Kindergarten (3 - 5 years) Show confidence in own abilities and accomplish routine and familiar tasks independently.



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Topic: Attachment Express affection for familiar adults Seek security & support from familiar adults Separate from familiar adults in familiar settings	Topic: Attachment The child will seek close proximity to familiar nurturing adults for security and support. The child will explore the environment while in the presents of nurturing and familiar adults The child will initiate play with and/or imitate familiar adults.	Topic: Attachment Infants (Birth – 8 months) Initiate interactions and seeks close proximity to familiar adults who provide consistent nurturing Young Toddlers (6-18 months) Explore environment in the presence of familiar adults with whom he/she has developed a relationship over an extended period of time. Seek close proximity to familiar adults for security and support, especially when distressed. Imitate familiar adults. Initiate play with familiar adults. Older Toddlers (16-36 months) Display signs of comfort during play when familiar adults are nearby but not in the immediate area. Seek security and support from familiar adults when distressed Pre-Kindergarten (3 - 5 years) Express affection for familiar adults. Seek security and support from familiar adults in anticipation of challenging situations. Separate from familiar adults in a familiar setting with minimal distress



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Topic: Interactions with Adults Engage in extended, reciprocal conversations Request & accept guidance from familiar adults	Topic: Interactions with Adults The child will initiate and engage in reciprocal interactions with adults. The child will seek assistance from familiar adults. The child will begin to show interest in unfamiliar adults (16+ months)	Topic: Interactions with Adults Infants (Birth – 8 months) Initiate and engage in reciprocal (mutual give and take) interactions with familiar adults Participate in routines and experiences that involve back and forth interaction with familiar adults. Older Toddlers (16-36 months) Interact with familiar adults in a variety of ways. Seek assistance from familiar adults Demonstrate early signs of interest in unfamiliar adults. Pre-Kindergarten (3 - 5 years) Engage in extended, reciprocal conversations with familiar adults. Request and accept guidance from familiar adults.



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<p>Topic: Peer Interactions and Relationships</p> <p>Interact with peers in complex pretend play</p> <p>Demonstrate socially competent behavior</p> <p>Negotiate to resolve conflicts with peers</p>	<p>Topic: Peer Interactions and Relationships</p> <p>The child will elicit social interactions with peers</p> <p>The child will participate in back and forth interactions with peers.</p> <p>The child will engage in associative play with peers.</p> <p>The child will demonstrate socially competent behavior with peers and adult support.</p>	<p>Topic: Peer Interactions and Relationships</p> <p>Infants (Birth – 8 months)</p> <p>Show interest in other children.</p> <p>Repeat actions that elicit social responses from others.</p> <p>Young Toddlers (6-18 months)</p> <p>Participate in simple back and forth interactions with peers for short periods of time</p> <p>Older Toddlers (16-36 months)</p> <p>Engage in associative play with peers.</p> <p>With modeling and support, demonstrate socially competent behavior with peers, such as helping, sharing and taking turns.</p> <p>Pre-Kindergarten (3 - 5 years)</p> <p>Interact with peers in more complex pretend play including planning, coordination of roles and cooperation.</p> <p>Demonstrate socially competent behavior with peers.</p> <p>With modeling and support, negotiate to resolve social conflicts with peers.</p>



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Topic: Empathy Express concern for needs of others Show regard for feelings of other living things	Topic: Empathy The child will react to the emotions of others The child will demonstrate awareness of the emotions of other and begin to respond in caring ways to another's distress.	Topic: Empathy Infants (Birth – 8 months) React to emotional expressions of others Demonstrate awareness of the feelings expressed by others. Older Toddlers (16-36 months) Demonstrate awareness that others have feelings. Respond in caring ways to another's distress in some situations Pre-Kindergarten (3 - 5 years) Express concern for the needs of others and people in distress. Show regard for the feelings of other living things.