

**Desired Results Developmental Profile–Kindergarten (DRDP-K)  
Correspondence to California Learning Standards:  
Social and Emotional Development (SED) and the California Preschool Learning  
Foundations (PLF)**

There is strong correspondence between the DRDP-K Social and Emotional Development (SED) domain and the California Preschool Learning Foundations (PLF). Every DRDP-K measure relates to one or more (usually several) foundations in social-emotional development or history–social science. This correspondence reflects a shared research-based conceptualization of areas of social-emotional development that young children are beginning to learn. It derives from the recognition of each resource that social-emotional skills are central to young children’s learning and their competency when interacting with adults and other children in the classroom. Both the DRDP-K and the foundations recognize, moreover, the same areas of social-emotional functioning that are important for children’s learning and development. These areas include how the child identifies his or her characteristics, thoughts, and feelings; the growth of understanding of other people’s characteristics, thoughts, and feelings; and the ability to enlist this understanding in developing constructive relationships with teachers and peers. There are a few foundations that are not reflected in the DRDP-K measures (see the notes that follow the table).

While each of these resources also recognizes that social-emotional skills are important to constructive classroom conduct, the PLF more explicitly describes the social-emotional skills of responsible conduct, fairness, respect, caring for others, resolving conflict, and cooperating as a group member. It is clear in the DRDP-K, and even more so the PLF, that social-emotional skills with both adults and peers are necessary for constructive classroom conduct. Finally, the correspondence between the DRDP-K and the PLF bridges both social-emotional development and history–social science foundations. This is expected, as social-emotional competencies are central to the capacities for citizenship and responsible conduct that are important to providing a foundation to history–social science in the early years.

**Correspondence between the DRDP-K Instrument and  
the California Preschool Learning Foundations**

<b>DRDP-K Measure</b>	<b>California Preschool Learning Foundations (PLF)</b>	<b>Measure Corresponds with PLF in the Following Ways:</b>
<p><b>SED 1: Identity of Self in Relation to Others</b></p> <p><b>Definition:</b> Child shows increasing awareness of self as distinct from and also related to others</p>	<p><u><b>Social-Emotional Development</b></u></p> <p><b>Self</b></p> <p><b>Self-Awareness, at around 60 months</b></p> <p>1.1 Compare their characteristics with those of others and display growing awareness of their psychological characteristics, such as thoughts and feelings.</p>	<p>Child develops an awareness of his or her own psychological characteristics and how they compare with those of others (<b>Self-Awareness 1.1</b>).</p>

DRDP-K Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
<p><b>SED 2: Social and Emotional Understanding</b></p> <p><b>Definition:</b> Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics</p>	<p><u><b>History–Social Science</b></u></p> <p><b>Becoming a Preschool Community Member (Civics)</b></p> <p><b>Fairness and Respect for Other People, at around 60 months</b></p> <p>3.1 Pay attention to others’ feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others.</p> <p><u><b>Social-Emotional Development</b></u></p> <p><b>Self</b></p> <p><b>Social and Emotional Understanding, at around 60 months</b></p> <p>3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.</p> <p><b>Empathy and Caring, at around 48/60 months</b></p> <p>4.1 Respond to another’s distress and needs with sympathetic caring and are more likely to assist.</p>	<p>Child develops an awareness of others’ feelings and needs (<b>Fairness and Respect for Other People 3.1</b>).</p> <p>Child understands others’ internal states and how they differ (<b>Social and Emotional Understanding 3.1</b>).</p> <p>Child considers the feelings of others (<b>Empathy and Caring 4.1</b>).</p>
<p><b>SED 3: Relationships and Social Interactions with Familiar Adults</b></p> <p><b>Definition:</b> Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults</p>	<p><u><b>History–Social Science</b></u></p> <p><b>Self and Society</b></p> <p><b>Relationships, at around 60 months</b></p> <p>2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.</p>	<p>Child understands mutuality and initiative in relationships with familiar adults (<b>Relationships 2.1</b>).</p>

<b>DRDP-K Measure</b>	<b>California Preschool Learning Foundations (PLF)</b>	<b>Measure Corresponds with PLF in the Following Ways:</b>
<p><b>SED 3: Relationships and Social Interactions with Familiar Adults (continued)</b></p> <p><b>Definition:</b> Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults</p>	<p><b>Becoming a Preschool Community Member (Civics)</b></p> <p><b>Skills for Democratic Participation, at around 60 months</b></p> <p>1.1 Become involved as responsible participants in group activities, with growing understanding of the importance of considering others’ opinions, group decision making, and respect for majority rules and the views of group members who disagree with the majority.</p> <p><b>Responsible Conduct, at around 60 months</b></p> <p>2.1 Exhibit responsible conduct more reliably as children develop self-esteem (and adult approval) from being responsible group members. May also manage others’ behavior to ensure that others also fit in with group expectations.</p> <p><b>Fairness and Respect for Other People, at around 60 months</b></p> <p>3.1 Pay attention to others’ feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others.</p>	<p>Child develops skills to cooperate and take into consideration the goals and feelings of familiar adults (<b>Skills for Democratic Participation 1.1</b>).</p> <p>Childs cooperates and demonstrates responsible behavior with adults (<b>Responsible Conduct 2.1</b>).</p> <p>Child develops cooperation with familiar adults’ goals and needs (<b>Fairness and Respect for Other People 3.1</b>).</p>
<p><b>SED 3: Relationships and Social</b></p>	<p><b><u>Social-Emotional Development</u></b></p>	<p>Child develops an awareness of</p>

DRDP-K Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
<p><b>Interactions with Familiar Adults (continued)</b></p> <p><b>Definition:</b> Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults</p>	<p><b>Self</b></p> <p><b>Social and Emotional Understanding, at around 60 months</b></p> <p>3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.</p> <p><b>Social Interaction</b></p> <p><b>Interactions with Familiar Adults, at around 60 months</b></p> <p>1.1 Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.</p> <p><b>Group Participation, at around 60 months</b></p> <p>3.1 Participate positively and cooperatively as group members.</p> <p><b>Cooperation and Responsibility, at around 60 months</b></p> <p>4.1 Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.</p> <p><b>Relationships</b></p> <p><b>Attachments to Parents, at around 60 months</b></p> <p>1.2 Contribute to positive mutual cooperation with their primary family attachment figures.</p>	<p>familiar adults’ experiences, feelings, and thoughts and how they affect the adults’ behavior (<b>Social and Emotional Understanding 3.1</b>).</p> <p>Child develops skills in interacting with familiar adults (<b>Interactions with Familiar Adults 1.1</b>).</p> <p>Child cooperates with adults in the classroom context (<b>Group Participation 3.1</b>).</p> <p>Child cooperates with adults in the classroom context (<b>Cooperation and Responsibility 4.1</b>).</p> <p>Child develops mutual cooperation in interactions with familiar adults (<b>Attachments to Parents 1.2</b>).</p>
<p><b>SED 3: Relationships and Social</b></p>	<p><b>Close Relationships with Teachers and Caregivers, at</b></p>	<p>Child develops positive cooperative skills with familiar</p>

DRDP-K Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
<p><b>Interactions with Familiar Adults (continued)</b></p> <p><b>Definition:</b> Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults</p>	<p><b>around 60 months</b></p> <p>2.2 Contribute to positive mutual cooperation with primary teachers and caregivers.</p>	<p>adults (<b>Close Relationships with Teachers and Caregivers 2.2</b>).</p>
<p><b>SED 4: Relationships and Social Interactions with Peers</b></p> <p><b>Definition:</b> Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers</p>	<p><b><u>History–Social Science</u></b></p> <p><b>Self and Society</b></p> <p><b>Relationships, at around 60 months</b></p> <p>2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.</p> <p><b>Becoming a Preschool Community Member (Civics)</b></p> <p><b>Skills for Democratic Participation, at around 60 months</b></p> <p>1.1 Become involved as responsible participants in group activities, with growing understanding of the importance of considering others’ opinions, group decision making, and respect for majority rules and the views of group members who disagree with the majority.</p>	<p>Child develops cooperation and shared responsibility in relationships with peers (<b>Relationships 2.1</b>).</p> <p>Child develops skills to cooperate with peers and consider their feelings and thoughts (<b>Skills for Democratic Participation 1.1</b>).</p>
<p><b>SED 4: Relationships and Social</b></p>	<p><b>Responsible Conduct, at around</b></p>	<p>Child develops responsible and</p>

DRDP-K Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
<p><b>Interactions with Peers (continued)</b></p> <p><b>Definition:</b> Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers</p>	<p><b>60 months</b></p> <p>2.1 Exhibit responsible conduct more reliably as children develop self-esteem (and adult approval) from being responsible group members. May also manage others’ behavior to ensure that others also fit in with group expectations.</p> <p><b>Fairness and Respect for Other People, at around 60 months</b></p> <p>3.1 Pay attention to others’ feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others.</p> <p><b>Conflict Resolution, at around 60 months</b></p> <p>4.1 More capable of negotiating, compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result.</p> <p><b><u>Social-Emotional Development</u></b></p> <p><b>Self</b></p> <p><b>Social and Emotional Understanding, at around 60 months</b></p> <p>3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.</p>	<p>cooperative conduct with peers, such as in conflict negotiation <b>(Responsible Conduct 2.1)</b>.</p> <p>Child develops an awareness and responsiveness to peers’ feelings <b>(Fairness and Respect for Other People 3.1)</b>.</p> <p>Child develops cooperation with peers, including conflict management <b>(Conflict Resolution 4.1)</b>.</p> <p>Child understands the feelings and thoughts of other children <b>(Social and Emotional Understanding 3.1)</b>.</p>
<p><b>SED 4: Relationships and Social</b></p>	<p><b>Empathy and Caring, at around</b></p>	<p>Child shows concern for</p>

DRDP-K Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
<p><b>Interactions with Peers (continued)</b></p> <p><b>Definition:</b> Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers</p>	<p><b>60 months</b></p> <p>4.1 Respond to another’s distress and needs with sympathetic caring and are more likely to assist.</p> <p><b>Social Interaction</b></p> <p><b>Interactions with Peers, at around 60 months</b></p> <p>2.1 More actively and intentionally cooperate with each other.</p> <p>2.2 Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.</p> <p>2.3 Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression.</p> <p><b>Group Participation, at around 60 months</b></p> <p>3.1 Participate positively and cooperatively as group members.</p> <p><b>Cooperation and Responsibility, at around 60 months</b></p> <p>4.1 Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.</p> <p><b>Relationships</b></p> <p><b>Friendships, at around 60 months</b></p> <p>3.1 Friendships are more reciprocal, exclusive, and enduring.</p>	<p>another’s feelings (<b>Empathy and Caring 4.1</b>).</p> <p>Child develops peer social skills (<b>Interactions with Peers 2.1</b>).</p> <p>Child engages in cooperative activity, including cooperative play (<b>Interactions with Peers 2.2</b>).</p> <p>Child negotiates conflict in a fair and balanced way in the context of developing peer social skills (<b>Interactions with Peers 2.3</b>).</p> <p>Child cooperates positively with peers in the classroom (<b>Group Participation 3.1</b>).</p> <p>Child cooperates responsibly and negotiates conflict with peers in the classroom (<b>Cooperation and Responsibility 4.1</b>).</p> <p>Child develops social skills with peers who may also become enlisted into friendships (<b>Friendships 3.1</b>).</p>
<p><b>SED 5: Symbolic and</b></p>	<p><b>Social-Emotional Development</b></p>	<p>Child develops skills in</p>

DRDP-K Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
<p><b>Sociodramatic Play</b></p> <p><b>Definition:</b> Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others</p>	<p><b>Social Interaction</b></p> <p><b>Interactions with Peers, at around 60 months</b></p> <p>2.1 More actively and intentionally cooperate with each other.</p> <p>2.2 Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.</p>	<p>cooperative play (<b>Interactions with Peers 2.1</b>).</p> <p>Child develops skills in pretend play (<b>Interactions with Peers 2.2</b>).</p>

### Foundations not addressed by DRDP-K (2015) SED domain

- Attachments to Parents
  - 1.1 Take greater initiative in seeking support from their primary family attachment figures.
  - 1.3 After experience with out of home care, comfortably depart from primary family attachment figures. Also maintain well-being while apart from primary family attachment figures during the day.
- Close Relationships with Teachers and Caregivers
  - 2.1 Take greater initiative in seeking the support of their primary teachers and caregivers.

Young children, of course, experience and develop their first relationships in the context of their families. This is recognized in the PLF but not in the DRDP-K, in part because there are few opportunities to observe and assess the quality of children’s interactions with adult family members in the classroom setting. Young children also derive a sense of support and security from the classroom teachers with whom they have primary relationships. This is also recognized in the PLF but not explicitly in the DRDP-K. Even so, the DRDP-K focuses on other important aspects of the teacher-child relationship.