

## Observing and Documenting for the DRDP Measures by Level: Social Emotional Development (SED)

### SED 1: Identity of Self in Relation to Others

Child shows increasing awareness of self as distinct from and also related to others

Developmental Levels and Descriptors	Responding Earlier Responds in basic ways to others	Responding Later Uses senses to explore self and others	Exploring Earlier Recognizes self and familiar people	Exploring Later Communicates own name and names of familiar people (e.g., “dada,” “mama,” “grandma,” or sibling’s name)	Building Earlier Expresses simple ideas about self and connection to others	Building Middle Describes self or others based on physical characteristics	Building Later Describes own preferences or feelings; and Describes the feelings or desires of family members, friends, or other familiar people	Integrating Earlier Compares own preferences or feelings to those of others
<b>Examples from the DRDP</b>	Attends to a familiar adult during feeding.	Examines own hand or foot by looking at it or mouthing it.	Orients toward a familiar adult when own name is spoken or signed.	Communicates names of immediate family members in a photo.	Acts out roles from own family in pretend play.	Draws a picture of own family, representing traits such as heights and hair colors.	Says, “Ayokong hawakan ang susô. Na tatakot ako,” [“I don’t want to touch the snail. It scares me” in Tagalog].	Communicates, “我喜歡游泳, 但是我姐姐不喜歡,” [“I love to swim, but my sister doesn’t” in Chinese].
<b>Could look like this in virtual interaction</b>	Child looks when he hears his mother.	Adult asks caregiver to provide child with soft object.	Adult asks caregiver to point to child’s picture on the screen.	Child shows picture of family and names the people in the photo.	Teacher says: “Ms. Z runs fast; my brother runs fast too” <i>and pretends to run</i> Asks children “What can you do?”	Play a guessing game; child describes physical characteristics of the teacher or another child and have the child or teacher says THAT’S ME.	Read a book about families. Ask children about their families and what they like.	Read “Pete the Cat: I Love My White Shoes” and ask children how they would feel.
<b>Support learning and development: Ideas to share with families</b>	Invite families to play with sounds by repeating grunts and squeals.	Hold child near and allow child to touch you.	After call ask child to point to self and others in a family photo.	After call ask child to identify individuals in a family photo.	Invite families to participate in children’s pretend-play scripts.	Ask children to draw a picture of their family. As they are drawing ask child about the physical characteristics the are drawing.	During mealtime, ask children what they like about the day.	After call, ask child about something they like that is similar to a another child and/or different.

<b>Developmental Levels and Descriptors</b>	<b>Responding Earlier</b> Responds in basic ways to others	<b>Responding Later</b> Uses senses to explore self and others	<b>Exploring Earlier</b> Recognizes self and familiar people	<b>Exploring Later</b> Communicates own name and names of familiar people (e.g., “dada,” “mama,” “grandma,” or sibling’s name)	<b>Building Earlier</b> Expresses simple ideas about self and connection to others	<b>Building Middle</b> Describes self or others based on physical characteristics	<b>Building Later</b> Describes own preferences or feelings; and Describes the feelings or desires of family members, friends, or other familiar people	<b>Integrating Earlier</b> Compares own preferences or feelings to those of others
<b>How to support learning and development at this level: Ideas for teachers</b>	Respond to children’s cues through actions, words, and facial expressions.	Provide child with different textured objects.	Display family photos at child’s eye level.	Use child’s name and names of their caregiver.	Use language that labels children’s thoughts and feelings: “You are standing back to admire your block tower.”	Read books, tell stories, and display pictures that represent a wide variety of people engaged in activities familiar to children.	Read interactively, asking children questions and wonderings together about how a character will feel, “How do you think they will feel when they discover the bear?”	Use children’s observations about others to begin conversations about the many ways that people are the same and different.

## SED 2: Social and Emotional Understanding

Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics

<b>Developmental levels and Descriptor</b>	<b>Responding Earlier</b> Responds to faces, voices, or actions of other people	<b>Responding Later</b> Shows awareness of what to expect from familiar people by responding to or anticipating their actions	<b>Exploring Earlier</b> Adjusts behavior in response to emotional expressions of familiar people, especially in novel or uncertain situations	<b>Exploring Later</b> Adjusts behavior in response to emotional expressions of people who are less familiar	<b>Building Earlier</b> Identifies own or others’ feelings	<b>Building Middle</b> Communicates, with adult assistance, about feelings that caused own behavior or others’ behavior	<b>Building Later</b> Communicates ideas about why one has a feeling or what will happen as a result of a feeling	<b>Integrating Earlier</b> Communicates ideas about how own or another’s personality affects how one thinks, feels, and acts
<b>Examples from DRDP</b>	Looks at faces.	Smiles when an adult continues after pausing during a game of pattycake.	Pays attention to a familiar adult’s facial expressions when an unfamiliar person enters the room.	Moves or looks toward a familiar adult when a less familiar adult enters the room.	Communicates that a crying child is sad.	Communicates, “Cô bé nhớ mẹ của mình,” [“She misses her mommy,” in Vietnamese] when an adult asks, “What happened?”	Communicates, “I’m bored. I’m going to play with the blocks now.”	Communicates that another child is shy when seeing her hide as an unfamiliar adult approaches.
<b>Could look like this in virtual interaction</b>	Fingerplays	Social distancing greeting and/or goodbye (e.g., high five, air hug)	Adult laughs while telling a funny story.	Observe for child looking to parent or adult during the virtual interaction.	Create a routine of asking children to show or tell how they feel at the beginning of the virtual session.	Create a feeling chart and encourage children to identify how they are feeling and share why.	Read stories demonstrating characters experiencing different emotions asking children questions and wondering together about how a character will feel.	Routine of “Who is here today?” Ask the children why is __ not here today?”
<b>Support learning and development: Ideas to share with families</b>	Talk to child during feedings.	Play Peek-a-Boo with your child while hiding behind the furniture.	Play Peek-a-Boo with child using different facial expressions.	Encourage families to go on family outings.	Make time regularly to talk about feelings. Check in with child throughout the day and ask, “How are you feeling now?”	During family activities when a child cries, encourage them to describe their feelings and what happened.	When watching a show or reading a story, point out feelings of characters and ask what the child thinks will happen next.	Record child telling a story about themselves then listen to the story together.

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<b>How to support learning and development at this level: Ideas for teachers</b>	Make surprised and happy faces at child and laugh with child.	Create routines (e.g., morning meetings, goodbye song) .	During story reading, change facial expression to match characters feelings.	Label the emotions of others and communicate with children about what may be provoking those feelings.	Label the emotions children express.	Label the emotions children express and communicate with children about what may be provoking these feelings.	Acknowledge and express appreciation for children's empathic responses (e.g., "When your sister is sad, giving a hug can help."	

### SED 3: Relationships and Social Interactions with Familiar Adults

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

<b>Developmental levels and descriptors</b>	<b>Responding Earlier</b> Responds to faces, voices, or actions of familiar people	<b>Responding Later</b> Shows a preference for familiar adults and tries to interact with them	<b>Exploring Earlier</b> Interacts in simple ways with familiar adults and tries to maintain the interactions	<b>Exploring Later</b> Initiates activities with familiar adults; and seeks out assistance or support from familiar adults	<b>Building Earlier</b> Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems)	<b>Building Middle</b> Seeks a familiar adult’s ideas or explanations about events or experiences that are interesting to the child	<b>Building Later</b> Takes initiative in creating cooperative activities with a familiar adult	<b>Integrating Earlier</b> Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems
<b>Examples from the DRDP</b>	Widens eyes or brightens face at the face of a familiar adult.	Reaches for a familiar adult when being held by another adult.	Places toy on a familiar adult’s lap, goes to get another toy, and then places that toy on the adult’s lap.	Grasps a familiar adult’s hand to gain attention, and then gestures to begin a finger-play game.	Completes a simple puzzle with a familiar adult, taking turns to fit pieces.	Asks a familiar adult for a suggestion about how to build the tower to keep it from falling down.	Gives pretend food to a familiar adult and communicates, “I made some hamburgers for you. You tell me what you want to drink.”	Plans a gardening activity with a familiar adult, communicating by signing the materials needed.
<b>Could look like this in virtual interaction</b>	Respond to children’s cues through actions, words, and facial expressions.	Make up song using child’s name.	Play a virtual Peek-a-Boo game.	Adult responds to child when sought out for assistance.	Play Pictionary!	Take a virtual tour of a zoo or museum. Invite children to ask questions during the virtual fieldtrip.	Have a virtual tea party.	Work together to plan a virtual indoor camping experience.
<b>Support learning and development: Ideas to share with families</b>	Respond to child’s sounds.	Sing and talk to child throughout the day.	When possible be near children during their play.	When possible be near children during their play.	Invite families to engage in child’s preferred activity indoors and outdoors (e.g., blocks, art, riding bikes).	Work together with child to make a fort with items in the home (chairs, blankets, pillows).	Invite families to have a family game night. Provide children with the opportunity to select the games.	Include children in household work like folding laundry, washing the car, taking out the recycling, loading the dishwasher, or feeding the dog.

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<b>How to support learning and development at this level: Ideas for teachers</b>	Carry, hug, smile, talk to, and sing songs to child often.	Let child grab your fingers and say, “My, you are strong.”	Sit on the floor with child to do a fingerplay.	Play with child each day!	When children face a problem encourage children to try solutions rather than telling them a solution.	Provide children specific feedback during their play.	Create and use a job chart providing children opportunity to select their own job.	Prompt children to create their own rules for a board game.

## SED 4: Relationships and Social Interactions with Others

Child becomes increasingly competent and cooperative in interactions with others and develops friendships with several others

<b>Developmental levels and descriptor</b>	<b>Responding Earlier</b> Shows awareness of other people, including children	<b>Responding Later</b> Shows interest in other children	<b>Exploring Earlier</b> Plays alongside other children, rarely interacting with them	<b>Exploring Later</b> Interacts in simple ways with familiar others as they play side by side	<b>Building Earlier</b> Participates in brief episodes of cooperative play with one or two others, especially those with whom child regularly plays	<b>Building Middle</b> Participates in extended episodes of cooperative play (including pretend play) with one or two friends	<b>Building Later</b> Initiates sustained episodes of cooperative play (including pretend play), particularly with friends	<b>Integrating Earlier</b> Organizes or participates in planning cooperative play activities with several others, particularly with friends
<b>Examples from DRDP</b>	Cries when hearing the sound of another child crying.	Moves excitedly when another child comes near.	Selects a truck when other children nearby are playing with trucks.	Hands a bucket to a familiar child sitting next to the child in the sandbox.	Plays cars with another child for a short while.	Builds a train track with two friends, taking turns connecting the track pieces.	Invites friends to continue playing family from the day before.	Plays superheroes with others, planning different characters and scenarios.
<b>Could look like this in virtual interaction</b>	Provide opportunities for children to hear each other's voices.	Display children's photos.	Invite caregiver to play alongside child.	Invite caregiver to interact with child during play.	Invite children to draw picture for a friend.	Have a costume dress up day and provide time for others to talk with one another.	Pretend play with children.	Plan and act out a favorite story with others.
<b>Support learning and development: Ideas to share with families</b>	Responds to child's cues, through actions, words, and facial expressions.	Show book with pictures of children.	Invite caregiver to play alongside child.	Invite caregiver to interact with child during play.	Celebrate the day and have a picnic indoors or outdoors with siblings and/or stuffed animals.	Invite families to create an obstacle course indoors or outdoors. Encourage families to virtually interact with others to create an obstacle course together.	Encourage families to invite children to pretend play with materials at home (e.g., dollhouse, costumes, puppets).	Encourage families to engage in virtual playdates with family members and/or others.
<b>How to support learning and development at this level: Ideas for teachers</b>	Observe how child responds to others.	Provide virtual social experiences with other children.	Make child's preferred activities/toys available.	Play side by side with child.	Use puppets and/or stuffed animals to model effective and respectful interaction.		Follow children's lead during pretend play.	Provide children ample time and materials for pretend play.