

SED 1: Identity of Self in Relation to Others

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
<p>Responds in basic ways to others</p> <p>Possible Examples</p> <ul style="list-style-type: none"> Attends to a familiar adult during feeding. Quiets when hears a familiar adult. Grasps an adult’s finger when palm of child’s hand is touched. 	<p>Uses senses to explore self and others</p> <ul style="list-style-type: none"> Examines own hand or foot by looking at it or mouthing it. Touches others’ hair when it is within reach. Plays with sound by repeating grunts and squeals. 	<p>Recognizes self and familiar people</p> <ul style="list-style-type: none"> Orients toward a familiar adult when own name is spoken or signed. Points to picture of self on the wall. Smiles when a familiar adult enters the room. 	<p>Communicates own name and names of familiar people (e.g., “dada,” “mama,” “grandma,” or sibling’s name)</p> <ul style="list-style-type: none"> Communicates, “Me llamo Luis,” [“My name is Luis,” in Spanish]. Communicates names of immediate family members in a photo. Looks to new baby sister and communicates her name. 	<p>Expresses simple ideas about self and connection to others</p> <ul style="list-style-type: none"> Acts out roles from own family in pretend play. Communicates, “I’m making cookies—just like Grandma!” while rolling play dough. Draws picture of a house and communicates, “This is my house.” 	<p>Describes self or others based on physical characteristics</p> <ul style="list-style-type: none"> Communicates, using communication board, “His hair is red!” Identifies own height, as indicated on a growth chart posted on the wall. Narrates details while drawing a picture of a friend. Draws a picture of own family, representing traits such as heights and hair colors. 	<p>Describes own preferences or feelings; and Describes the feelings or desires of family members, friends, or other familiar people</p> <ul style="list-style-type: none"> Communicates to an adult, “I was mad when it rained because we couldn’t go outside.” Communicates that a friend is happy because he is going to have a birthday party. Says, “Ayokong hawakan ang susó. Na tatakot ako,” [“I don’t want to touch the snail. It scares me,” in Tagalog]. 	<p>Compares own preferences or feelings to those of others</p> <ul style="list-style-type: none"> Selects a pink scarf for a friend whose favorite color is pink, then selects a blue scarf for self. Communicates to a peer that they both like peanut butter and jelly sandwiches. 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].

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence

