

Desired Results Developmental Profile (2015) [DRDP (2015)]

Correspondence to California Foundations:

Social and Emotional Development (SED) and the California Infant/Toddler Learning & Development Foundations (I/TLDF)

The Social and Emotional Development (SED) domain of the DRDP (2015) instrument corresponds to the California Infant/Toddler Development & Learning Foundations (I/TLDF) in each of its five measures: identity of self in relation to others, social and emotional understanding, relationships and social interactions with familiar adults, relationships and social interactions with peers, and symbolic and sociodramatic play. These correspondences are consistent with the major achievements of social and emotional growth for this developmental stage: developing basic forms of self-awareness, growing social and emotional understanding (including memory for the characteristics of familiar people), developing social skills for interacting capably with adults and peers, and engaging with other children in simple forms of sociodramatic play.

Correspondence between the DRDP (2015) and the California Infant/Toddler Learning & Development Foundations

DRDP (2015) Measure	California Infant/Toddler Learning & Development Foundations (I/TLDF)			Measure Corresponds with I/TLDF in the Following Ways:
SED 1: Identity of Self in Relation to Others Definition: Child shows increasing awareness of self as distinct from and also related to others	Social-Emotional Development—Identity of Self in Relation to Others: The developing concept that the child is an individual operating within social relationships			Identity of Self in Relation to Others Child develops a sense of self in relation to others.
	<i>8 months</i> At around eight months of age, children show clear awareness of being a separate person and of being connected with other people. Children identify others as both distinct from and connected to themselves. (Fogel 2001, 347)*	<i>18 months</i> At around 18 months of age, children demonstrate awareness of their characteristics and express themselves as distinct persons with thoughts and feelings. Children also demonstrate expectations of others' behaviors, responses, and characteristics on the basis of previous experiences with them.	<i>36 months</i> At around 36 months of age, children identify their feelings, needs, and interests, and identify themselves and others as members of one or more groups by referring to categories. (24–36 mos.; Fogel 2001, 415; 18–30 mos.)	

* The full list of references, which correspond to citations found throughout this document, is available in: California Department of Education. (2009). *California Infant/Toddler Learning & Development Foundations*. Sacramento, CA: Author (pp. 35–41 and 83–86).

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DRDP (2015) Measure	California Infant/Toddler Learning & Development Foundations (I/TLDF)			Measure Corresponds with I/TLDF in the Following Ways:
<p>SED 2: Social and Emotional Understanding</p> <p>Definition: Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics</p>	<p>Social-Emotional Development—Expression of Emotion: The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words</p>			<p>Expression of Emotion Child develops ability to communicate feelings and their causes.</p>
	<p><i>8 months</i></p>	<p><i>18 months</i></p>	<p><i>36 months</i></p>	
	<p>At around eight months of age, children express a variety of primary emotions such as contentment, distress, joy, sadness, interest, surprise, disgust, anger, and fear. (Lamb, Bornstein, and Teti 2002, 341)</p>	<p>At around 18 months of age, children express emotions in a clear and intentional way, and begin to express some complex emotions, such as pride.</p>	<p>At around 36 months of age, children express complex, self-conscious emotions such as pride, embarrassment, shame, and guilt. Children demonstrate awareness of their feelings by using words to describe feelings to others or acting them out in pretend play. (Lewis and others 1989; Lewis 2000b; Lagattuta and Thompson 2007)</p>	

DRDP (2015) Measure	California Infant/Toddler Learning & Development Foundations (I/TLDF)			Measure Corresponds with I/TLDF in the Following Ways:
<p>SED 2: Social and Emotional Understanding (continued)</p> <p>Definition: Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics</p>	<p>Social-Emotional Development—Empathy: The developing ability to share in the emotional experiences of others</p>			<p>Empathy Child develops understanding of and responses to others’ emotions.</p>
	<i>8 months</i>	<i>18 months</i>	<i>36 months</i>	
	<p>At around eight months of age, children demonstrate awareness of others’ feelings by reacting to their emotional expressions.</p>	<p>At around 18 months of age, children change their behavior in response to the feelings of others even though their actions may not always make the other person feel better. Children show an increased understanding of the reason for another’s distress and may become distressed by the other’s distress. (14 mos.; Zahn-Waxler, Robinson, and Emde 1992; Thompson 1987; 24 mos.; Zahn-Waxler and Radke-Yarrow 1982, 1990)</p>	<p>At around 36 months of age, children understand that other people have feelings that are different from their own and can sometimes respond to another’s distress in a way that might make that person feel better. (24–36 mos.; Hoffman 1982; 18 mos.; Thompson 1987, 135).</p>	

DRDP (2015) Measure	California Infant/Toddler Learning & Development Foundations (I/TLDF)			Measure Corresponds with I/TLDF in the Following Ways:
<p>SED 2: Social and Emotional Understanding (continued)</p> <p>Definition: Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics</p>	<p>Social-Emotional Development—Social Understanding: The developing understanding of the responses, communication, emotional expressions, and actions of other people</p>			<p>Social Understanding Child develops understanding of others’ feelings and behavior.</p>
	<i>8 months</i>	<i>18 months</i>	<i>36 months</i>	
	<p>At around eight months of age, children have learned what to expect from familiar people, understand what to do to get another’s attention, engage in back-and-forth interactions with others, and imitate the simple actions or facial expressions of others.</p>	<p>At around 18 months of age, children know how to get the infant care teacher to respond in a specific way through gestures, vocalizations, and shared attention; use another’s emotional expressions to guide their own responses to unfamiliar events; and learn more complex behavior through imitation. Children also engage in more complex social interactions and have developed expectations for a greater number of familiar people.</p>	<p>At around 36 months of age, children can talk about their own wants and feelings and those of other people, describe familiar routines, participate in coordinated episodes of pretend play with peers, and interact with adults in more complex ways.</p>	

DRDP (2015) Measure	California Infant/Toddler Learning & Development Foundations (I/TLDF)			Measure Corresponds with I/TLDF in the Following Ways:
<p>SED 3: Relationships and Social Interactions with Familiar Adults</p> <p>Definition: 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>Social-Emotional Development—Interactions with Adults: The developing ability to respond to and engage with adults</p>			<p>Interactions with Adults Child interacts with familiar adults.</p>
	<i>8 months</i>	<i>18 months</i>	<i>36 months</i>	
	<p>At around eight months of age, children purposefully engage in reciprocal interactions and try to influence the behavior of others. Children may be both interested in and cautious of unfamiliar adults. (7 mos.; Lamb, Bornstein, and Teti 2002, 340) (8 mos.; Meisels and others 2003, 16)</p>	<p>At around 18 months of age, children may participate in routines and games that involve complex back-and-forth interaction and may follow the gaze of the infant care teacher to an object or person. Children may also check with a familiar infant care teacher when uncertain about something or someone. (18 mos.; Meisels and others 2003, 33)</p>	<p>At around 36 months of age, children interact with adults to solve problems or communicate about experiences or ideas. (California Department of Education 2005, 6; Marvin and Britner 1999, 60)</p>	

DRDP (2015) Measure	California Infant/Toddler Learning & Development Foundations (I/TLDF)			Measure Corresponds with I/TLDF in the Following Ways:
<p>SED 3: Relationships and Social Interactions with Familiar Adults (continued)</p> <p>Definition: 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>Social-Emotional Development—Relationships with Adults: The development of close relationships with certain adults who provide consistent nurturance</p>			<p>Relationships with Adults Child develops relationships with certain adults.</p>
	<i>8 months</i>	<i>18 months</i>	<i>36 months</i>	
	<p>At around eight months of age, children seek a special relationship with one (or a few) familiar adult(s) by initiating interactions and seeking proximity, especially when distressed. (6–9 mos.; Marvin and Britner 1999, 52)</p>	<p>At around 18 months of age, children feel secure exploring the environment in the presence of important adults with whom they have developed a relationship over an extended period of time. When distressed, children seek to be physically close to these adults. (6–18 mos.; Marvin and Britner 1999, 52; Bowlby 1983)</p>	<p>At around 36 months of age, when exploring the environment, from time to time children reconnect, in a variety of ways, with the adult(s) with whom they have developed a special relationship: through eye contact; facial expressions; shared feelings; or conversations about feelings, shared activities, or plans. When distressed, children may still seek to be physically close to these adults. (By 36 mos.; Marvin and Britner 1999, 57)</p>	

DRDP (2015) Measure	California Infant/Toddler Learning & Development Foundations (I/TLDF)			Measure Corresponds with I/TLDF in the Following Ways:
<p>SED 3: Relationships and Social Interactions with Familiar Adults (continued)</p> <p>Definition: 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>Social-Emotional Development—Social Understanding: The developing understanding of the responses, communication, emotional expressions, and actions of other people</p>			<p>Social Understanding Child develops social behaviors with familiar adults.</p>
	<i>8 months</i>	<i>18 months</i>	<i>36 months</i>	
	<p>At around eight months of age, children have learned what to expect from familiar people, understand what to do to get another’s attention, engage in back-and-forth interactions with others, and imitate the simple actions or facial expressions of others.</p>	<p>At around 18 months of age, children know how to get the infant care teacher to respond in a specific way through gestures, vocalizations, and shared attention; use another’s emotional expressions to guide their own responses to unfamiliar events; and learn more complex behavior through imitation. Children also engage in more complex social interactions and have developed expectations for a greater number of familiar people.</p>	<p>At around 36 months of age, children can talk about their own wants and feelings and those of other people, describe familiar routines, participate in coordinated episodes of pretend play with peers, and interact with adults in more complex ways.</p>	

DRDP (2015) Measure	California Infant/Toddler Learning & Development Foundations (I/TLDF)			Measure Corresponds with I/TLDF in the Following Ways:
<p>SED 4: Relationships and Social Interactions with Peers</p> <p>Definition: Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers</p>	Social-Emotional Development—Interactions with Peers: The developing ability to respond to and engage with other children			<p>Interactions with Peers Child interacts with peers.</p>
	<i>8 months</i>	<i>18 months</i>	<i>36 months</i>	
	At around eight months of age, children show interest in familiar and unfamiliar peers. Children may stare at another child, explore another child’s face and body, and respond to siblings and older peers. (8 mos.; Meisels and others 2003)	At around 18 months of age, children engage in simple back-and-forth interactions with peers for short periods of time. (Meisels and others 2003, 35)	At around 36 months of age, children engage in simple cooperative play with peers. (36 mos.; Meisels and others 2003 70)	
	Social-Emotional Development—Relationships with Peers: The development of relationships with certain peers through interactions over time			<p>Relationships with Peers Child develops friendships with several peers.</p>
<i>8 months</i>	<i>18 months</i>	<i>36 months</i>		
At around eight months of age, children show interest in familiar and unfamiliar children. (8 mos.; Meisels and others 2003, 17)	At around 18 months of age, children prefer to interact with one or two familiar children in the group and usually engage in the same kind of back-and forth play when interacting with those children. (12–18 mos.; Mueller and Lucas 1975)	At around 36 months of age, children have developed friendships with a small number of children in the group and engage in more complex play with those friends than with other peers.		

DRDP (2015) Measure	California Infant/Toddler Learning & Development Foundations (I/TLDF)			Measure Corresponds with I/TLDF in the Following Ways:
<p>SED 4: Relationships and Social Interactions with Peers (continued)</p> <p>Definition: Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers</p>	<p>Social-Emotional Development—Social Understanding: The developing understanding of the responses, communication, emotional expressions, and actions of other people</p>			<p>Social Understanding Child develops social interactions with peers.</p>
	<i>8 months</i>	<i>18 months</i>	<i>36 months</i>	
	<p>At around eight months of age, children have learned what to expect from familiar people, understand what to do to get another’s attention, engage in back-and-forth interactions with others, and imitate the simple actions or facial expressions of others.</p>	<p>At around 18 months of age, children know how to get the infant care teacher to respond in a specific way through gestures, vocalizations, and shared attention; use another’s emotional expressions to guide their own responses to unfamiliar events; and learn more complex behavior through imitation. Children also engage in more complex social interactions and have developed expectations for a greater number of familiar people.</p>	<p>At around 36 months of age, children can talk about their own wants and feelings and those of other people, describe familiar routines, participate in coordinated episodes of pretend play with peers, and interact with adults in more complex ways.</p>	

DRDP (2015) Measure	California Infant/Toddler Learning & Development Foundations (I/TLDF)			Measure Corresponds with I/TLDF in the Following Ways:
<p>SED 5: Symbolic and Sociodramatic Play</p> <p>Definition: Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others</p>	<p>Cognitive Development—Symbolic Play: The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas</p>			<p>Symbolic Play Child develops ability to engage in symbolic play.</p>
	<i>8 months</i>	<i>18 months</i>	<i>36 months</i>	
	<p>At around 8 months of age, children become familiar with objects and actions through active exploration. Children also build knowledge of people, action, objects, and ideas through observation. (Fenson and others 1976; Rogoff and others 2003)</p>	<p>At around 18 months of age, children use one object to represent another object and engage in one or two simple actions of pretend play.</p>	<p>At around 36 months of age, children engage in make-believe play involving several sequenced steps, assigned roles, and an overall plan and sometimes pretend by imagining an object without needing the concrete object present. (30–36 mos.; Parks 2004, 29)</p>	

Foundations in Social-Emotional Development not addressed by DRDP (2015) SED domain

- Recognition of Ability
 - The developing understanding that the child can take action to influence the environment.
- Emotion Regulation
 - The developing ability to manage emotional responses, with assistance from others and independently.
- Impulse Control
 - The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules.

Recognition of ability is an aspect of developing self-understanding that complements developing identity of self in relation to others. Emotion regulation and impulse control reflect emerging elements of self-control that are partially captured in the DRDP SED measures that focus on developing interactions and relationships with adults and peers, and are also captured in the DRDP ATL-REG measures for self-comforting and self-control of feelings and behavior.