

**Desired Results Developmental Profile (2015) [DRDP (2015)]**  
**Correspondence to California Foundations:**  
**Social and Emotional Development (SED) and the California Preschool Learning Foundations (PLF)**

The Social and Emotional Development (SED) domain of the DRDP (2015) instrument corresponds to the California Preschool Learning Foundations (PLF) 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 self-awareness, growing social and emotional understanding (including developing care for others), developing social skills for interacting competently and cooperatively with adults and peers, and engaging with other children in pretend play.

**Correspondence between the DRDP (2015) and  
the California Preschool Learning Foundations**

<b>DRDP (2015) 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><b><u>Social-Emotional Development</u></b></p> <p><b>Self-Awareness</b></p> <p><i>At around 48 months</i> 1.1 Describe their physical characteristics, behavior, and abilities positively.</p> <p><i>At around 60 months</i> 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 awareness of his or her physical characteristics and behavior (<b>Self-Awareness 1.1</b>).</p>

DRDP (2015) 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><b><u>History–Social Science</u></b></p> <p><b>Fairness and Respect for Other People</b></p> <p><i>At around 48 months</i> 3.1 Respond to the feelings and needs of others with simple forms of assistance, sharing, and turn-taking. Understand the importance of rules that protect fairness and maintain order.</p> <p><i>At around 60 months</i> 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><u>Social-Emotional Development</u></b></p> <p><b>Social and Emotional Understanding</b></p> <p><i>At around 48 months</i> 3.1 Seek to understand people’s feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different.</p> <p><i>At around 60 months</i> 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>Child develops awareness of others’ feelings and needs (<b>Fairness and Respect for Other People 3.1</b>).</p> <p>Child develops understanding of other people’s feelings and behavior (<b>Social and Emotional Understanding 3.1</b>).</p>

DRDP (2015) Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
<p><b>SED 2: Social and Emotional Understanding (continued)</b></p> <p><b>Definition:</b> Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics</p>	<p><b>Empathy and Caring</b></p> <p><i>At around 48 months</i></p> <p>4.1 Demonstrate concern for the needs of others and people in distress.</p> <p><i>At around 60 months</i></p> <p>4.1 Respond to another’s distress and needs with sympathetic caring and are more likely to assist.</p> <p><b><u>History–Social Science</u></b></p> <p><b>Fairness and Respect for Other People</b></p> <p><i>At around 48 months</i></p> <p>3.1 Respond to the feelings and needs of others with simple forms of assistance, sharing, and turn-taking. Understand the importance of rules that protect fairness and maintain order.</p> <p><i>At around 60 months</i></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 awareness of the causes of another’s feelings (<b>Empathy and Caring 4.1</b>).</p> <p>Child develops an awareness of others’ feelings and needs (<b>Fairness and Respect for Other People 3.1</b>).</p>

DRDP (2015) Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
<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><b><u>History–Social Science</u></b></p> <p><b>Relationships</b></p> <p><i>At around 48 months</i> 2.1 Interact comfortably with many peers and adults; actively contribute to creating and maintaining relationships with a few significant adults and peers.</p> <p><i>At around 60 months</i> 2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.</p> <p><b>Skills for Democratic Participation</b></p> <p><i>At around 48 months</i> 1.1 Identify as members of a group, participate willingly in group activities, and begin to understand and accept responsibility as group members, although assistance is required in coordinating personal interests with those of others.</p> <p><i>At around 60 months</i> 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 understands mutuality and initiative in relationships with familiar adults <b>(Relationships 2.1)</b>.</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>

DRDP (2015) Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
<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>Responsible Conduct</b></p> <p><i>At around 48 months</i></p> <p>2.1 Strive to cooperate with group expectations to maintain adult approval and get along with others. Self-control is inconsistent, however, especially when children are frustrated or upset.</p> <p><i>At around 60 months</i></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</b></p> <p><i>At around 48 months</i></p> <p>3.1 Respond to the feelings and needs of others with simple forms of assistance, sharing, and turn-taking. Understand the importance of rules that protect fairness and maintain order.</p> <p><i>At around 60 months</i></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 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>

DRDP (2015) Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
<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><u>Social-Emotional Development</u></b></p> <p><b>Social and Emotional Understanding</b>  <i>At around 48 months</i>            3.1 Seek to understand people’s feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different.</p> <p><i>At around 60 months</i>            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>Interactions with Familiar Adults</b>  <i>At around 48 months</i>            1.1 Interact with familiar adults comfortably and competently, especially in familiar settings.</p> <p><i>At around 60 months</i>            1.1 Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.</p> <p><b>Group Participation</b>  <i>At around 48 months</i>            3.1 Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles.</p> <p><i>At around 60 months</i>            3.1 Participate positively and cooperatively as group members.</p>	<p>Child develops an awareness of 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 develops initiative in cooperating with adults (<b>Group Participation 3.1</b>).</p>

DRDP (2015) Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
<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>Cooperation and Responsibility</b>  <i>At around 48 months</i>            4.1 Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.</p> <p><i>At around 60 months</i>            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>Attachments to Parents</b>  <i>At around 48 months</i>            1.2 Contribute to maintaining positive relationships with their primary family attachment figures.</p> <p><i>At around 60 months</i>            1.2 Contribute to positive mutual cooperation with their primary family attachment figures.</p> <p><b>Close Relationships with Teachers and Caregivers</b>  <i>At around 48 months</i>            2.2 Contribute to maintaining positive relationships with primary teachers and caregivers.</p> <p><i>At around 60 months</i>            2.2 Contribute to positive mutual cooperation with primary teachers and caregivers.</p>	<p>Child develops skills in cooperating with familiar adults (<b>Cooperation and Responsibility 4.1, Attachments to Parents 1.2, Close Relationships with Teachers and Caregivers 2.2</b>).</p>

DRDP (2015) Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
<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>Relationships</b></p> <p><i>At around 48 months</i> 2.1 Interact comfortably with many peers and adults; actively contribute to creating and maintaining relationships with a few significant adults and peers.</p> <p><i>At around 60 months</i> 2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.</p> <p><b>Skills for Democratic Participation</b></p> <p><i>At around 48 months</i> 1.1 Identify as members of a group, participate willingly in group activities, and begin to understand and accept responsibility as group members, although assistance is required in coordinating personal interests with those of others.</p> <p><i>At around 60 months</i> 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>



DRDP (2015) Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
<p><b>SED 4: Relationships and Social 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>Responsible Conduct</b></p> <p><i>At around 48 months</i></p> <p>2.1 Strive to cooperate with group expectations to maintain adult approval and get along with others. Self-control is inconsistent, however, especially when children are frustrated or upset.</p> <p><i>At around 60 months</i></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</b></p> <p><i>At around 48 months</i></p> <p>3.1 Respond to the feelings and needs of others with simple forms of assistance, sharing, and turn-taking. Understand the importance of rules that protect fairness and maintain order.</p> <p><i>At around 60 months</i></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 responsible and 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>

DRDP (2015) Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
<p><b>SED 4: Relationships and Social 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>Conflict Resolution</b></p> <p><i>At around 48 months</i></p> <p>4.1 Can use simple bargaining strategies and seek adult assistance when in conflict with other children or adults, although frustration, distress, or aggression also occurs.</p> <p><i>At around 60 months</i></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>Social and Emotional Understanding</b></p> <p><i>At around 48 months</i></p> <p>3.1 Seek to understand people’s feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different.</p> <p><i>At around 60 months</i></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>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>

DRDP (2015) Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
<p><b>SED 4: Relationships and Social 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>Empathy and Caring</b>  <i>At around 48 months</i>            4.1 Demonstrate concern for the needs of others and people in distress.</p> <p><i>At around 60 months</i>            4.1 Respond to another’s distress and needs with sympathetic caring and are more likely to assist.</p> <p><b>Interactions with Peers</b>  <i>At around 48 months</i>            2.1 Interact easily with peers in shared activities that occasionally become cooperative efforts.            2.2 Participate in simple sequences of pretend play.            2.3 Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.</p> <p><i>At around 60 months</i>            2.1 More actively and intentionally cooperate with each other.            2.2 Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.            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>Child shows concern for another’s feelings (<b>Empathy and Caring 4.1</b>).</p> <p>Child develops cooperative skills in interactions with peers (<b>Interactions with Peers 2.1</b>).</p> <p>Child develops social skills in cooperative pretend 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>

DRDP (2015) Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
<p><b>SED 4: Relationships and Social 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>Group Participation</b></p> <p><i>At around 48 months</i> 3.1 Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles.</p> <p><i>At around 60 months</i> 3.1 Participate positively and cooperatively as group members.</p> <p><b>Cooperation and Responsibility</b></p> <p><i>At around 48 months</i> 4.1 Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.</p> <p><i>At around 60 months</i> 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>Friendships</b></p> <p><i>At around 48 months</i> 3.1 Choose to play with one or two special peers whom they identify as friends.</p> <p><i>At around 60 months</i> 3.1 Friendships are more reciprocal, exclusive, and enduring.</p>	<p>Child develops skills in cooperative play with peers (<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 skills in cooperative play with friends (<b>Friendships 3.1</b>).</p>

DRDP (2015) Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
<p><b>SED 5: Symbolic and 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><u>Social-Emotional Development</u></b></p> <p><b>Interactions with Peers</b></p> <p><i>At around 48 months</i></p> <p>2.1 Interact easily with peers in shared activities that occasionally become cooperative efforts.</p> <p>2.2 Participate in simple sequences of pretend play.</p> <p><i>At around 60 months</i></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>Child develops skills in 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 (2015) SED domain

- Attachments to Parents
  - At around 48 months: 1.1 Seek security and support from their primary family attachment figures.
  - At around 60 months: 1.1 Take greater initiative in seeking support from their primary family attachment figures.
  - At around 48 months: 1.3 After experience with out-of-home care, manage departures and separations from primary family attachment figures with the teacher's assistance.
  - At around 60 months: 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
  - At around 48 months: 2.1 Seek security and support from their primary teachers and caregivers.
  - At around 60 months: 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, in part because a group care setting offers few opportunities to observe and assess the quality of children's interactions with adult family members. Young children also derive a sense of support and security from the teachers with whom they have primary relationships. This is also recognized in the PLF but not explicitly in the DRDP. Even so, the DRDP focuses on other important aspects of the teacher-child relationship.