Understanding Early Childhood Developmental Stages at Home and School

All children go through developmental stages from birth until age 25. Just as their physical characteristics change so does their emotional, social, and language development change and grow.

Social Emotional Development is how children learn to understand their own and others feelings, express emotions appropriately, build relationships and interact in groups.

Language and Literacy Development is a primary tool for communicating with other people. As they enter the primary grades they use language to describe, challenge, defend and negotiate.

Teaching Strategies Gold, 2015

Resources

When parents are involved with their child’s education it increases successful educational outcomes.

The Collaborative for Academic, Social and Emotional Learning
www.casel.org

Easy-to-use information, with a section on how parents can support their children’s social and emotional learning at home.

Parent Tool Kit for Social-Emotional Learning and Health
http://www.parenttoolkit.com/index.cfm?objectid=4C2E89B0-32E7-11E4-AB0A005069A5318

Age-related tips, fact sheets, blogs, and articles on your child’s social-emotional development, behavior, learning, and health

Educar con inteligencia emocional

Parenting Kindle edition, in Spanish, of Emotionally Intelligent Parenting, a guide to building your child’s SEL skills

Center on the Social and Emotional Foundations For Early Learning:
http://csefel.vanderbilt.edu/

New Brunswick Public Schools will help students become life-long learners and responsible citizens and establish a safe, secure, and nurturing environment for social-emotional and academic growth in partnership with families and the community.

Grades K-2
**Kindergarten**

**Regulates own emotions and behaviors**
- Is able to delay gratification; can wait or return to an activity
- Controls strong emotions in appropriate manner most of the time;
- Manages Classroom rules, routines and transitions with occasional reminders
- Takes responsibility for own wellbeing; completes tasks, waits turn, takes care of personal belongings

**Establishes and sustains positive relationships**
- Engages with trusted adults over mutual interests
- Can sustain a friendship for several months around a shared interest
- Identifies basic emotional actions of others and why
- Recognizes others may feel differently about a situation then they do
- Interacts with a group of 5 or more children; takes turns or invites multiple peers to play
- Able to work with 5 or more children to accomplish a goal or play a game with rules

**Participates cooperatively and constructively in group situations**
- Initiates sharing material and ideas; asks to borrow materials
- Suggests solutions to social problems through negotiation and compromise

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**First Grade**

**Regulates own emotions and behaviors**
- Controls strong emotions in appropriate manner most of the time;
- Understands and explains reasons for rules
- Practices skills to reach goals; learning to ride a bike, reties shoes, practices writing

**Establishes and sustains positive relationships**
- Engages with trusted adults over mutual interests
- Recognizes others may feel differently about a situation then they do
- Recognizes that a person can feel multiple emotions; sad and mad/ happy and anxious
- Interacts with a group of 5 or more children; takes turns or invites multiple peers to play
- Able to work with 5 or more children to accomplish a goal or play a game with rules
- Forms friendships based on personal qualities

**Participates cooperatively and constructively in group situations**
- Cooperating and sharing material and ideas; asks to borrow materials or leaves room for another child
- Suggests solutions to social problems through negotiation and compromise
- Seeks conflict resolution based on wanting to maintain relationship

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**Second Grade**

**Regulates own emotions and behaviors**
- Manages strong emotions using known strategies; talks to a friend or adult or finds a quiet place
- Understands and explains reasons for rules
- Practices skills to reach goals; learning to ride a bike, reties shoes, practices writing

**Establishes and sustains positive relationships**
- Respectfully engages adult with a different viewpoint; considers adult’s alternative ideas when engaged in discussion
- Recognizes that a person can feel multiple emotions; sad and mad/ happy and anxious
- Able to work with 5 or more children to accomplish a goal or play a game with rules
- Forms friendships based on personal qualities

**Participates cooperatively and constructively in group situations**
- Forms friendships based on mutual trust and assistance; understands that friendship can still exist when disagreements occur
- Completes cooperative projects with other children; such as working with a partner or sharing the work