

## **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](http://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-AB0A0050569A5318>

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

### **Educar con inteligencia emocional**

<http://www.amazon.com/inteligencia-emocional-Emotionally-Intelligent-Parenting/dp/8497598644>

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/>

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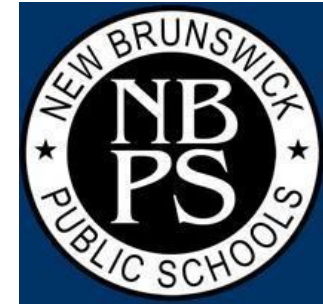
### **New Brunswick Public Schools**

268 Baldwin Street

New Brunswick, NJ 08901

<http://www.nbpschools.net>

## **Social-Emotional Learning (SEL)**



The 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

Suggests solutions to social problems through negotiation and compromise

### **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

## 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

## 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