

Correlation of GA Early Learning Standards, GA Pre-K Content Standards and Kindergarten Standards with Work Sampling System
Social and Emotional Development/Personal and Social Development

Adapted* by Elise Bellair, Cobb County School District

Pre-K SE 1 Children will develop confidence and positive self-awareness

Infants Indicators • Sample Behaviors	1 Year Olds Indicators • Sample Behaviors	2 Year Olds Indicators • Sample Behaviors	3 Year Olds Indicators • Sample Behaviors	4 Year Olds GA Pre-K Perf. Indicators • Sample Behaviors	Work Sampling System Preschool 4 Component: Indicator	Kdg. GPS
			Relates own identification information P3H4 <ul style="list-style-type: none"> Says first and last name when asked Holds up three fingers when asked how old he is 	Demonstrates knowledge of personal information SE 1 a <ul style="list-style-type: none"> Describes self using several basic characteristics (gender, name, age) Says name when asked or sings name in a song 	Self Concept: Demonstrates self confidence A 1	Kdg. GPS Standards are not yet available for this domain
Shows beginning sense of self S0SA1 <ul style="list-style-type: none"> Cries differently depending on whether hungry, tired, or wants attention Uses body movements to express feelings; waves arms and smiles when something is pleasing and turns head away to signal displeasure Makes sounds to respond when name is called Looks in the mirror, smiles, and points at his image 	Shows awareness of self as an individual S1SA1 <ul style="list-style-type: none"> Expresses food preference through selections Points at self in the mirror and says name Expresses emotions that fit the situation Chooses to play in an area of preference Lets teacher know that she wants something 	Shows behaviors that reflect child's self-concept S2SA1 <ul style="list-style-type: none"> Points to different parts of body and identifies them Shows individuality when he is only one who chooses to paint with a kitchen brush instead of a paintbrush Asserts self by signing "all done" when wants to change to different activity Uses own name by saying, "Say Paco" Says "Watch me!" when sees adult watching her sibling Answers "boy" when visitor asks if he is a boy or a girl 	Shows behaviors that reflect child's self-concept S3SA1 <ul style="list-style-type: none"> Asks mother to get her favorite cereal when she goes grocery shopping Puts a puzzle together and proudly shows it Tells friend that she will be the doctor when they play together Tells adult he wears underwear and sister wears diapers because "I am a big boy." Teaches younger sibling how to play hide and seek Smiles and declares that he is "brave" when he climbs to top of playscape 	Recognizes self as a unique individual and becomes aware of the uniqueness of others SE 1 b <ul style="list-style-type: none"> States, "I have brown eyes, Mary has blue eyes." Says, "My hair is short, and my friend has long hair." 	Self Concept: Demonstrates self confidence A 1	
Shows beginning awareness of own abilities S0SA2 <ul style="list-style-type: none"> Kicks at toys hanging from floor gym and smiles when toys move Touches familiar adult's nose and laughs when he says "honk, honk" Shakes measuring spoons and giggles when they move and jingle When adult says, "Where is ---'s mouth?" child puts finger to mouth and grins Takes her first steps and smiles as adult claps with pride 	Shows awareness of own abilities S1SA2 <ul style="list-style-type: none"> Smiles proudly at accomplishments Takes spoon out of his adult's hand and tries to feed self Tries a task gets excited at success Claps when successful at task Climbs up ladder and proudly looks to see if teacher is watching 	Demonstrates confidence in own abilities S2SA2 <ul style="list-style-type: none"> Pushes child-sized mop across floor to show he can do things like adult Eagerly climbs to top of play structure but then calls for help to get down Puts shoes on independently, but on wrong feet; insists on wearing them that way Proudly shows adult the creation she made with cardboard tubes and paint Excitedly calls adult over to show how he can make the riding toy go 	Demonstrates confidence in own abilities S3SA2 <ul style="list-style-type: none"> Calls teacher over to see the creation she made Says "I can do it!" as he tries to open the milk carton Finishes a puzzle, and then chooses 1 with more pieces Proudly says words that rhyme with name when asked Smiles enthusiastically while her parents listen to her sing a song and do finger play Asks teacher to write "I can ride a big wheel," on chart listing "Things I Do Well" 	Demonstrates confidence in his/her range of abilities and expresses pride in accomplishments SE 1 c <ul style="list-style-type: none"> Says, "Watch me. I can do it by myself." 	Self Concept: Demonstrates self confidence A 1	

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	<p>Begins to recognize individual preferences and differences C1SS2</p> <ul style="list-style-type: none"> • Notices that another child is playing with her favorite toy; she goes over to him, says "mine" and takes it back. • Picks favorite "blankie" from among others to take to his mat 	<p>Recognizes obvious individual preferences and differences C2SS2</p> <ul style="list-style-type: none"> • Notices classmate's glasses and says, "Glasses" • Walks next to friend, who is riding in his wheelchair • Is curious to taste a new dish for lunch when she goes to friend's house • Says, "My hair is long; ---'s is short" 	<p>Recognizes individual preferences and differences C3SS2</p> <ul style="list-style-type: none"> • Says, "I'll be the mommy"; tells playmate, "you be the daddy" when playing • Says, "I have black hair like-- -." • Says, "Franklin has brown skin." • Says, "She has an ear like me," when he sees a little girl with hearing aids • Asks what Señor G-- is saying when he speaks Spanish to the teacher • Says he likes to climb on the jungle gym, but his brother doesn't 	<p>Develops personal preferences SE 1 d</p> <ul style="list-style-type: none"> • Makes choices during independent activities • Chooses a favorite color, food, song, etc. 	<p>Self Concept: Shows some self direction A 2</p>	

Pre-K SE 2 Children will develop curiosity, initiative, self-direction and persistence

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<p>Begins to show curiosity by exploring with the senses A0L1</p> <ul style="list-style-type: none"> • Watches a toy as adult moves it in front of her • Turns head toward sound when adult approaches and says her name • Looks at hands and feet as diaper is changed • Looks at toy, holds it, waves it around, and puts it in mouth; uses senses to explore new object • Feels different textures in carpet as crawls around the room • Tries new sensory experiences; reaches for adult's hair, tries to taste it • Explores while playing; crawls to get ball that is out of reach • Experiments with materials; bangs blocks on different surfaces to hear the different sounds 	<p>Begins to show curiosity in the environment A1L1</p> <ul style="list-style-type: none"> • Explores while playing • Tries new sensory experiences • Chooses to engage in unfamiliar activities • Explores with senses • Is curious about the sound heard coming from the sky • Experiments with materials • Shows interest in learning new things 	<p>Shows curiosity in learning new things A2L1</p> <ul style="list-style-type: none"> • Explores new objects • Explores while playing—digs in the soil and discovers rocks, leaves, and insects • Is curious about a sound not heard before—says "What's that?" • Tries new sensory experiences • Chooses to participate in unfamiliar activities • Experiments with materials • Shows interest in learning new things 	<p>Shows curiosity in learning new things A3L1</p> <ul style="list-style-type: none"> • Explores new objects; looks through magnifying glass to observe seeds that have sprouted • Explores while playing; puts an egg beater in a tub of water and churns the water • Tries new sensory experiences; helps knead bread dough and watches bread bake • Chooses to participate in unfamiliar activities • Experiments with materials • Shows interest in learning new things 	<p>Shows interest in learning new concepts and trying new experiences SE 2 a</p> <ul style="list-style-type: none"> • Investigates and experiments with materials • Asks questions about the people in the classroom environment 	<p><u>Approaches to Learning:</u> Shows eagerness and curiosity as a learner C 1</p> <p>Approaches tasks with flexibility and inventiveness C 3</p>	<p>Kdg. GPS Standards are not yet available for this domain</p>
		<p>Begins to develop friendships with other children S2P3</p> <ul style="list-style-type: none"> • Runs up to child when he comes into the room and says "Play!" • Smiles and hugs her friends when they come to play at her house • Pretends to pour self a drink from a pitcher into cup, then pours one for friend <p><i>Additional Indicator/Sample Behaviors for this GA Pre-K Indicator continued below</i></p>	<p>Develops friendships with other children S3P3</p> <ul style="list-style-type: none"> • Two children say they are best friends; they stay together throughout the day • Two children argue over who gets the magnifying glass; later, one invites the other over so they can look through it together • Says "I know the names of all my friends," as names each child in the circle • Asks mother if friend can come over to play <p><i>Additional Indicator/Sample Behaviors for this GA Pre-K Indicator continued below</i></p>	<p>Initiates interaction with others SE 2 b</p> <ul style="list-style-type: none"> • Introduces himself to a new classmate • Invites other children to join play 	<p><u>Interaction with Others:</u> Interacts easily with one or more children D 1</p>	

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<p><i>Continued from previous page</i></p> <p>Shows attachment toward significant adults S0A1</p> <ul style="list-style-type: none"> • Coos and smiles • Looks at mother's face and turns to her voice • Reaches for familiar adult • Kicks legs with excitement when familiar adult plays with him • Looks to familiar adult for help • Crawls toward familiar adult 	<p><i>Continued from previous page</i></p> <p>Begins to build relationships with adults S1A1</p> <ul style="list-style-type: none"> • Walks over, tugs on familiar adult to let her know she wants to sit in lap • Seeks out familiar adult and plays in close proximity • Brings book to adult and looks on excitedly as adult reads it • Looks over at adult to see if it is all right to climb up on chair • Smiles and runs to familiar adult • Smiles at teacher as he slides down the slide 	<p><i>Continued from previous page</i></p> <p>Build relationships with adults S2A1</p> <ul style="list-style-type: none"> • Looks through photo album and finds the one with her own parents and self • Takes adult by the hand and walks over to book area, so they can read together • Goes over and pats adult affectionately when adult burns self on oven • Calls adult over to see the block creation he made • Gets adult to play with her and play mate • Gets adult's help when needs to use bathroom 	<p><i>Continued from previous page</i></p> <p>Builds relationships with adults S3A1</p> <ul style="list-style-type: none"> • Asks mother's permission before trying to pour milk for the first time • Offers to help teacher hang his painting on the wall • Tells teacher about a game he played with his brother • Looks up at adults when they speak to him (note: culture specific) • Refers to teacher by name • Enjoys playing simple board games 	<p><i>Repeated from previous page</i></p> <p>Initiates interaction with others SE 2 b <i>Refer to Sample Behaviors above</i></p>	<p><i>Repeated from previous page</i></p> <p>Interaction with Others: Interacts easily with one or more children D 1</p>	
	<p>Regulates emotions and behaviors with adult support S1SC1</p> <ul style="list-style-type: none"> • Stops what she is doing and looks up when name is called • Sits for a short period and looks at a book with adult • Gets angry/shrieks because age mate is playing with desired toy; calms down when adult shows another one to use • Climbs down off step stool when sees adult's disapproving look • Stops before touching the oven when adult says "Hot!" 	<p>Begins to regulate own emotions and behaviors independently S2SC1</p> <ul style="list-style-type: none"> • Moves smoothly from one activity to another when has a predictable routine; becomes upset when can't play outside at the usual time, because it is raining • Plays in a small group of children • Looks at adult when asked to stop climbing on table, but continues until adult redirects • With adult's help, stops struggling with another child over whose turn it is to ride the riding toy • Is starting to show some impulse control • Stops an activity and helps put toys away at clean up time 	<p>Regulates own emotions and behaviors most of the time S3SC1</p> <ul style="list-style-type: none"> • Calls for grandmother when her cousin tears the drawing she just finished • Can wait for some things; chooses another activity instead • With adult's guidance, goes to the Quiet Area to listen to music when upset • Uses his words and says, "Give it back" when his sister takes away his horn • Waits her turn 	<p>Demonstrates self-direction in use of materials SE 2 c</p> <ul style="list-style-type: none"> • Chooses learning activities • Chooses to use the writing center to make a card for a friend • Becomes involved with classroom materials without teacher prompting 	<p>Self Concept: Shows some self direction A 2</p>	

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	Helps with routine tasks P1S4 <ul style="list-style-type: none"> Beginning to clean up toys 	Helps with routine tasks P2S4 <ul style="list-style-type: none"> Helps get table ready for lunch by putting napkins on table Helps pick up toys before bedtime by putting some in a basket 	Attends to routine tasks P3S4 <ul style="list-style-type: none"> Throws away paper cup and napkin after snack Turns off simple electronic devices when finished using them Puts the toys away during cleanup time, but may need reminders Wheels himself to different activities in his classroom using his wheelchair 	Develops independence during activities, routines, play SE 2 d <ul style="list-style-type: none"> Selects additional materials to complete a project Hangs up book bag/jacket upon arrival to school 	Self Concept: Shows some self direction A 2	
Repeats actions A0L2 <ul style="list-style-type: none"> Keeps shaking rattle to hear the sound it makes Repeatedly hits hanging toy hanging to keep it moving. Repeatedly kicks dangling toys to keep them moving Entertains self for short periods by playing with containers and lids 	Begins to focus on activities of interest A1L2 <ul style="list-style-type: none"> Sustains attention in an independent activity for a short period of time Works toward completing a task Sustains attention in an activity with an adult Is developing the ability to follow through on a task Stays engaged in some activities for an extended period of time 	Shows persistence in activities of interest A2L2 <ul style="list-style-type: none"> Sustains attention in an activity independently Works toward completing a task Sustains attention in an activity Is developing the ability to follow through on a task Stays engaged in some activities for an extended period of time Ignores distractions when interested in an activity Focuses attention on some activities 	Begins to show persistence in a variety of tasks A3L2 <ul style="list-style-type: none"> Sustains attention in an activity independently Works toward completing a task Sustains attention in an activity initiated by an adult Follows through on a task Stays engaged in some activities for an extended period of time Tries difficult tasks Ignores distractions when interested in an activity Focuses attention on activities found interesting 	Sustains attention to a task or activity appropriate for age SE 2 e <ul style="list-style-type: none"> Builds an extensive block structure Completes a challenging puzzle 	<u>Approaches to Learning:</u> Attends to tasks and seeks help when encountering a problem C 2	

Pre-K SE 3 Children will increase the capacity for self-control

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	Follows simple routines and rules in a group setting with adult support S1SC2 <ul style="list-style-type: none"> • Sits in familiar adult's lap as short story using props is read at library • Follows teacher outside when it's time to go to playground • Chooses to sit on rug as teacher begins to tell story with puppet; in a few minutes gets up and goes to play 	Begins to follow simple routines and a few rules in a group setting independently S2SC2 <ul style="list-style-type: none"> • Participates with other children during music and movement activities • Sits with group of children for a short period of time • Tells classmate "Shhh" when they are sitting together in the quiet book area • With teacher's guidance, takes turns in some activities such as being the one who leads class around room walking, marching, or hopping • Follows class routine and washes hands after using the toilet 	Follows routines and social rules in a group setting most of the time S3SC2 <ul style="list-style-type: none"> • Can say some of the rules, but sometimes forgets to follow them • Follows the rule to ride the tricycle in the safe area on the playground • Recognizes that different places have different rules • Remembers that it is important to wash hands before lunch • Follows the class routine and tells classmate when it is her turn 	Helps to establish classroom rules and routines SE 3 a <ul style="list-style-type: none"> • Provides ideas to make the classroom run smoothly • Discusses rules for being safe outdoors 	<u>Self Control:</u> Follows simple classroom rules and routines B 1 <u>Citizenship and Government:</u> Demonstrates awareness of rules C 1 from Social Studies Domain	Kdg. GPS Standards are not yet available for this domain
	Follows simple routines and rules in a group setting with adult support S1SC2 <i>Refer to Sample Behaviors above</i>	Begins to follow simple routines and a few rules in a group setting independently S2SC2 <i>Refer to Sample Behaviors above</i>	Follows routines and social rules in a group setting most of the time S3SC2 <i>Refer to Sample Behaviors above</i>	Follows rules and routines within the learning environment SE 3 b <ul style="list-style-type: none"> • Remembers to follow simple rules such as walking in the hallways • Participates in simple noncompetitive games 	<u>Self Control:</u> Follows simple classroom rules and routines B 1 <u>Citizenship and Government:</u> Demonstrates awareness of rules C 1 from Social Studies Domain	
	Follows simple routines and rules in a group setting with adult support S1SC2 <i>Refer to Sample Behaviors above</i>	Begins to follow simple routines and a few rules in a group setting independently S2SC2 <i>Refer to Sample Behaviors above</i>	Follows routines and social rules in a group setting most of the time S3SC2 <i>Refer to Sample Behaviors above</i>	Uses classroom materials purposefully and respectfully SE 3 c <ul style="list-style-type: none"> • Uses materials and equipment without breaking or destroying the items • Puts materials back into the assigned spaces 	<u>Self Control:</u> Uses classroom materials carefully B 2	

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	Regulates emotions and behaviors with adult support S1SC1 <i>Refer to Sample Behaviors above</i>	Begins to regulate own emotions and behaviors independently S2SC1 <i>Refer to Sample Behaviors above</i>	Regulates own emotions and behaviors most of the time S3SC1 <i>Refer to Sample Behaviors above</i>	Manages transitions and adapts to changes in routine SE 3 d • Moves smoothly from one routine to another • Understands and follows daily schedule	Self Control: Follows simple classroom rules and routines B 1 Manages Transitions B 3	
Reacts differently toward familiar and unfamiliar adults S0A2 • Stops crying when his teacher picks him up • Cries when handed over to an unfamiliar relative • Clings to familiar adult when sees a stranger • Snuggles into familiar adult's shoulder when an unfamiliar person reaches out to pick her up • Looks around to find familiar adult and when he sees her smiling nearby, continues to play contentedly	Shows feelings of security with familiar adults S1A2 • Holds arms up for a hug when familiar adult enters his home • Calms down when father picks her up after she fell down • Stays very close to caregiver when unfamiliar person enters • Runs to her mother when unfamiliar approaches • Eagerly runs and hugs teacher when he enters the classroom	Shows feelings of security and trust S2A2 • Takes adult's hand as they enter playground • Cries when dropped off with caregiver; calms as becomes involved with an activity • While drawing in art area, glances to be sure she knows where teacher is • Walks back and forth from adult's side to group of children, deciding whether to join the children at play • Shows new shoes to her mother's friend	Shows feelings of security and trust S3A2 • Calms down when teacher comes over to see if she is hurt after falling • Hugs mother goodbye without much discomfort • Is comfortable exploring leaves while adult watches from a distance • Is comfortable playing with toys in bedroom while adult remains in another room • Plays with blocks while adult is in another area	Expresses feelings through appropriate gestures, actions and language SE 3 e • Identifies common emotions such as: • "I am happy," or "That made me sad." • Uses words to express frustration rather than hitting another child	Social Problem-Solving: Seeks adult help when needed to resolve conflicts E 1	

Pre-K SE 4 Children will develop interpersonal and social skills for relating with other members of the learning community

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Shows awareness of other children S0P1 <ul style="list-style-type: none"> When familiar child comes up to him smiling and laughing, smiles and laughs too Watches sibling playing on the floor and reaches toward him Looks toward another child in his class who is playing nearby Kicks her feet enthusiastically when sees other babies Touches another's nose and hair with his hands Sits on the floor playing with toy while other children play nearby 	Begins to relate to other children S1P1 <ul style="list-style-type: none"> Joins other children in an activity Makes silly faces when sees the other children making them Plays with blocks when sibling sits down to play with them too Plays with stacking toys next to other children playing with their own sets Takes a toy away from another child and says "mine" Tries to hop like a rabbit when he sees another child doing it Smiles and hugs a familiar child when she enters 	Demonstrates beginning social skills with other children S2P1 <ul style="list-style-type: none"> Builds a structure beside the other children who are building in the block area Says "It's mine!" when another child tries to take toy away Holds the bowl steady while another child stirs With adult's guidance, takes turns looking at pictures Joins a small group of children who are singing and dancing in a circle Sees child roll play dough into ball; imitates him and says "I made a ball, too!" 	Demonstrates social skills with other children S3P1 <ul style="list-style-type: none"> Joins other children jumping in the plastic ball pit Plays in sandbox with others With teacher's guidance, agrees to take turns riding the tricycle With help, agrees to share the snack with the other children Takes turns using the same box of crayons Mack friend know when he is finished playing with toy Works together with a few other children 	Interacts appropriately with peers and familiar adults SE 4 a <ul style="list-style-type: none"> Follows suggestions given by a friend concerning their play Greets the teacher or other adults when arriving at school 	<u>Interaction with Others:</u> Interacts easily with one or more children D 1 Interacts easily with familiar adults D 2	Kdg GPS Standards are not yet available for this domain.
Shows awareness of feelings displayed by other children S0P2 <ul style="list-style-type: none"> Cries when sees sibling crying Cries when sees familiar child fall down and start to cry Starts laughing when sees another baby laughing as they look at each other in mirror 	Shows awareness of feelings displayed by other children S1P2 <ul style="list-style-type: none"> Stops playing and watches when classmate starts to cry Cuddles stuffed toy for comfort when sees classmate is upset and crying Laughs and claps when sees friend laughing and clapping 	Shows sensitivity to other children's feelings S2P2 <ul style="list-style-type: none"> With adult's help, "uses her words" instead of hitting Looks upset and asks why another child is crying Puts arm around another child when he falls down 	Shows sensitivity to the feelings of other children S3P2 <ul style="list-style-type: none"> Tells teacher that friend is sad, because her parakeet died last night Tells friend that he looks funny with clown wig on Sits beside friend and puts arm around his shoulder to make him feel better Pats her little brother on the back and kisses his cheek when he cries Smiles, claps, and jumps up and down when sister hits the ball at her T-ball game Signs "Stop it!" instead of hitting when classmate tries to take away paint brush Sees a picture of child crying in a book and asks why the child is crying 	Begins to recognize the needs and rights of others SE 4 b <ul style="list-style-type: none"> Gives assistance to peers who are trying to solve a problem such as zipping coats or tying shoes Responds appropriately to a friend when he/she says, "No" Respects personal space and belongings of others 	<u>Interaction with Others:</u> Shows empathy and caring for others D 4	

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Shows awareness of feelings displayed by other children S0P2 <i>Refer to Sample Behaviors above</i>	Shows awareness of feelings displayed by other children S1P2 <i>Refer to Sample Behaviors above</i>	Shows sensitivity to other children's feelings S2P2 <i>Refer to Sample Behaviors above</i>	Shows sensitivity to the feelings of other children S3P2 <i>Refer to Sample Behaviors above</i>	Shows empathy and understanding to others SE 4 c <ul style="list-style-type: none"> • Is concerned and wants to help when a classmate falls • Helps a classmate pick up spilled toys • Carries something for a child who is unable to do so 	Interaction with Others: Participates in the group life of the class D 3 Shows empathy and caring for others D 4	
Shows awareness of other children S0P1 <i>Refer to Sample Behaviors above</i>	Begins to relate to other children S1P1 <i>Refer to Sample Behaviors above</i>	Demonstrates beginning social skills with other children S2P1 <i>Refer to Sample Behaviors above</i>	Demonstrates social skills with other children S3P1 <i>Refer to Sample Behaviors above</i>	Participates successfully as a member of a group SE 4 d <ul style="list-style-type: none"> • Cooperates with other children during dramatic play or in building block structures • Works with other children to complete a project • Develops friendships with peers 	Interaction with Others: Participates in the group life of the class D 3	
Shows awareness of other children S0P1 <i>Refer to Sample Behaviors above</i>	Begins to relate to other children S1P1 <i>Refer to Sample Behaviors above</i>	Demonstrates beginning social skills with other children S2P1 <i>Refer to Sample Behaviors above</i>	Demonstrates social skills with other children S3P1 <i>Refer to Sample Behaviors above</i>	Participates in resolving conflicts and disagreements with others SE 4 e <ul style="list-style-type: none"> • Settles a dispute with another child through negotiation • Takes turns without pushing or other conflict • Seeks help from a teacher when needed 	Social Problem-Solving: Seeks adult help when needed to resolve conflicts E 1	