**Social Foundations: Awareness and Expression of Emotion Learning Progression**

| **Domain: Social Foundations** |
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| **Strand: Social Emotional** |
| **Learning Progression: Awareness and Expression of Emotion** |
| **Operational Definition: Identifies and labels emotions of self and others and responds with empathy to others’ expressions of emotion** |

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|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| **Emotion Identification** | Identifies emotions expressed by self and others (e.g., happiness, sadness, anger, fear). | Identifies common emotion-eliciting situations and the emotions elicited in each. | Identifies and explains the reasons behind and the consequences of the emotions expressed by self and others. | Identifies emotions expressed by others in a given situation, and compares them to own emotions in similar situations. | Identifies and explains own conflicting feelings in a specific situation (e.g., is excited for trip to the park but is sad that best friend can’t come). |
| **Response to Distressed Peer** | Responds with concerned attention to a distressed peer, but needs adult guidance to provide direct assistance. | Responds to a distressed peer by imitating an adult’s response in a similar situation or helping an adult who is responding. | Responds to a distressed peer by offering verbal and physical comfort and seeking adult assistance if needed. | Responds to a distressed peer by taking the peer’s perspective to anticipate what is needed. | Responds to a distressed peer by adapting own behavior in order to provide the assistance needed. |

**Emotion Identification**

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| **Directions** | **Level Descriptors** | | **Evidence Examples** |
| Observe children during the regular daily routine and look for instances when they identify their own and others’ (children or characters in stories) emotions.  For each child, ask clarifying questions to understand his/her emotions, if necessary, such as:   * How do(es) you/he/she feel? * Why do(es) you/he/she feel that way? * What might happen because you/he/she feel(s) that way? * How would you feel if you were [child/character]? * What two feelings might you have if [situation], and why would you have each feeling?     Collect and record evidence for each instance and each child that you observe. Use the evidence to determine and record each child’s level. | **1** | Child identifies emotions expressed by self or others (e.g., happiness, sadness, anger, fear). | **Meredith—**Meredith recognized Billy’s feelings this morning by saying, “Billy sad,” when she saw him crying because his mother had left. |
| **2** | Child identifies common emotion-eliciting situations and the emotions elicited in each. | **Julia—**Julia drew a picture of herself playing with her friend and explained that that is one thing that makes her happy. |
| **3** | Child identifies and explains the reasons behind and the consequences of the emotions expressed by self and others. | **Holly—**Holly said that she gets mad if her little sister marks on her drawing and messes it up. She tells her mother, and her sister is told that she has to play with something other than the crayons. |
| **4** | Child identifies emotions expressed by others in a given situation, and compares them to own emotions in similar situations. | **Frankie—**Frankie said that Nathan was afraid to go on the monkey bars but that he (Frankie) wasn’t because he watched his big brother do it first. |
| **5** | Child identifies and explains own conflicting feelings in a specific situation (e.g., is excited for trip to the park but is sad that best friend can’t come). | **Philip—**Philip said that he was excited about the field trip to the aquarium but he was nervous about seeing sharks. |

**Response to Distressed Peer**

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| **Directions** | **Level Descriptors** | | **Evidence Examples** |
| Observe children during the regular daily routine and look for instances when they respond to peers in distress.  For each child, pay attention to the following details as you observe:   * who is in distress * what the distress is * how the child responds to the peer in distress * what support from you, if any, is sought or required   Collect and record evidence for each instance and each child that you observe. Use the evidence to determine and record each child’s level. | **1** | Child responds with concerned attention to a distressed peer, but needs adult guidance to provide direct assistance. | **Samuel—**When Andre fell and scraped his knee, I asked Samuel to get me a wet cloth, and he did. |
| **2** | Child responds to a distressed peer by imitating an adult’s response in a similar situation or helping an adult who is responding. | **Connor—**When Connor noticed Rachna crying after the handle on her plastic shovel broke, he brought her a new shovel and threw the broken pieces away, similar to what he had seen me do when Susan’s marker ran out of ink. |
| **3** | Child responds to a distressed peer by offering verbal and physical comfort and seeking adult assistance if needed. | **Marie—**When Jenny lost her hair clip on the playground, Marie gave her a hug and said she would help her look for it. |
| **4** | Child responds to a distressed peer by taking the peer’s perspective to anticipate what is needed. | **Juanita—**When Juanita noticed that Kevin was upset because the cup that his seedling was in was ripped, she said that would upset her too, so she got another cup for him to put the seedling in. |
| **5** | Child responds to a distressed peer by adapting own behavior in order to provide the assistance needed. | **Janna—**Janna noticedthatMary Beth was upset because Janna was being silly during their partner dance. Janna said, “I’m sorry,” and concentrated on following the music. |