**Social Foundations: Cooperation with Peers Learning Progression**

| **Domain: Social Foundations** |
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| **Strand: Approaches to Learning/Executive Functioning** |
| **Learning Progression: Cooperation with Peers** |
| **Operational Definition: Uses cooperative behavior in interactions with peers** |

|  | **Level 1**  | **Level 2**  | **Level 3**  | **Level 4**  | **Level 5** |
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| **Play/Work with Peers** | Engages with peers in associative play and work that involves common materials and some interaction. |  | Engages with peers in cooperative play and work that involves coordination of roles and a planned event or events. |  | Engages with peers in complex cooperative play and work that involves negotiating roles, planning with a group, and organizing the setting or environment. |
| **Social Behaviors** | Demonstrates social behaviors with peers (e.g., helping, sharing, taking turns), with adult modeling and support. | Demonstrates social behaviors with peers, with some adult reminders. | Demonstrates social behaviors with peers on own. | Recognizes peers’ feelings, perspectives, preferences, and interests, but requires adult support to use this information to maintain positive social interactions. | Adapts own behavior to peers’ preferences or interests in order to maintain positive social interactions. |

**Play/Work with Peers**

| **Directions** | **Level Descriptors** | **Evidence Examples** |
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| Observe children during the regular daily routine and look for instances when they are engaged with one another in play and work. For each child, pay attention to the following details as you observe:* the context in which the child is engaging with peers in play and work (e.g., the setting, activity)
* what the child says and/or does while the child is engaged with peers in this context

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 engages with peers in associative play and work that involves common materials and some interaction. | **Jacob—**Jacob and Kyle were playing alongside each other, each making his own dinosaurs with clay. At one point, Jacob talked about how his dinosaurs fly, but there was no other interaction as they played. |
| **3** | Child engages with peers in cooperative play and work that involves coordination of roles and a planned event or events. | **Emma—**Emma and Terrance were playing in the house area together. Emma took the lead in coordinating and planning what they would do when she said, “I’ll be the mom and you be the dad. We can make hamburgers for the kids.” |
| **5** | Child engages with peers in complex cooperative play and work that involves negotiating roles, planning with a group, and organizing the setting or environment. | **Theodore—**Theodore and a group of children asked for permission to paint a banner to welcome Matthew back to school after a long absence. He led the group in negotiating where they would work, what they would paint on the banner, and where they would hang the banner when it was done.  |

**Social Behaviors**

| **Directions** | **Level Descriptors** | **Evidence Examples** |
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| Observe children during the regular daily routine and look for instances when they are demonstrating social behaviors with peers, such as helping, sharing, taking turns, being inclusive, being empathetic, etc. For each child, pay attention to the following details as you observe:* the social behavior being demonstrated
* what the child says or does that demonstrates the social behavior

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 demonstrates social behaviors with peers (e.g., helping, sharing, taking turns), with adult modeling and support. | **Valerie—**Valerie gave some of her feathers to Kathryn after Kathryn said she needed more for her craft and Valerie had just seen the classroom volunteer give Kathryn some of her feathers. |
| **2** | Child demonstrates social behaviors with peers, with some adult reminders. | **Zoe—**When I reminded Zoe to take turns at the sink, she stepped back and waited to wash her hands until Maria washed her hands. |
| **3** | Child demonstrates social behaviors with peers on own. | **Peter—**Peter helped Steven put away his mini blocks after he finished putting away his own. |
| **4** | Child recognizes peers’ feelings, perspectives, preferences, and interests, but requires adult support to use this information to maintain positive social interactions. | **David—**David said it looked like Jeremy was disappointed not to be included in the game that some other children were playing, so I suggested that David ask Jeremy to join his group, and he did. |
| **5** | Child adapts own behavior to peers’ preferences or interests in order to maintain positive social interactions. | **Carla—**Carla decided to skip what would have been her third turn to sort the leaves so that Penelope could join her science group and have a turn. |