**Social Foundations: Relationships with Adults Learning Progression**

| **Domain: Social Foundations** |
| --- |
| **Strand: Social Emotional** |
| **Learning Progression: Relationships with Adults** |
| **Operational Definition: Seeks emotional support and guidance from familiar adults** |

|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| --- | --- | --- | --- | --- | --- |
| **Separation from Familiar Adults** | Separates from familiar adults in familiar settings with minimal distress. |  |  |  | Separates from familiar adults in familiar settings with no distress. |
| **Seeking Emotional Support** | Seeks emotional support, security, and guidance from familiar adults by staying in close physical proximity to them. |  | Seeks emotional support, security, and guidance from familiar adults when encountering challenging situations. |  | Seeks emotional support, security, and guidance from familiar adults after attempting to deal with challenging situations on own. |

**Separation from Familiar Adults**

| **Directions** | **Level Descriptors** | | **Evidence Examples** |
| --- | --- | --- | --- |
| Observe children during the regular daily routine, particularly at arrival times, and look for instances when they are separating from familiar adults.  For each child, pay attention to the following details as you observe:   * who the child is separating from * if the child seems distressed * how long it takes the child to separate and get engaged in another task * 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 separates from familiar adults in familiar settings with minimal distress. | **Simone—**Simone would not let her father leave until I came to the door and took her hand, helped her say goodbye, and led her into the classroom. She seemed sad for about five minutes but then began to settle into the morning routine. |
| **5** | Child separates from familiar adults in familiar settings with no distress. | **Tye—**When Tye’s grandmother brought him to school this morning, he hugged her, said goodbye, and went to join the group at his table. He began to engage in the table activity right away. |

**Seeking Emotional Support**

| **Directions** | **Level Descriptors** | | **Evidence Examples** |
| --- | --- | --- | --- |
| Observe children during the regular daily routine and look for instances when they are seeking emotional support, security, and/or guidance from familiar adults.  For each child, pay attention to the following details as you observe:   * from whom the child seeks support * the situation in which the child seeks support * whether the child attempts to deal with the situation on own before seeking support   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 seeks emotional support, security, and guidance from familiar adults by staying in close physical proximity to them. | **Elena—**Elena selected a book from the book corner. Then she came over to where I was helping some children put puzzles together, pulled up a chair next to me, and sat down. She proceeded to look through her book independently. |
| **3** | Child seeks emotional support, security, and guidance from familiar adults when encountering challenging situations. | **Taku—**Taku came over to stand by me when two children in the blocks area got angry and started shouting at each other, even though he wasn’t near the block area at the time of the incident. |
| **5** | Child seeks emotional support, security, and guidance from familiar adults after attempting to deal with challenging situations on own. | **Brandon—**Brandon became frustrated trying to replace the tape in the tape dispenser, so he brought it over to me, continued working on it while telling me about the problem, and eventually figured it out without any help from me. |