**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** |

|  | **A** | **B** | **C** | **D** |
| --- | --- | --- | --- | --- |
| **Separation from Familiar Adults** | Shows recognition of familiar caregivers. | Shows distress when separated from primary caregivers and shows awareness of their absence. | Plays and explores environment by self and with other children, periodically checking with familiar caregiver from a distance, but seeks physical contact if distressed. | Initiates some interactions with unfamiliar adults (however, often is still wary of unfamiliar adults, and demonstrates preference for familiar adults). |
| **Seeking Emotional Support** | Cries to signal needs and relies upon caregiver’s assistance to settle down. |  | Monitors caregiver’s presence while exploring environment and seeks physical contact with caregiver or follows caregiver’s guidance if distressed. |  |

**Observational Rubric:** Separation from Familiar Adults

| **Directions** | **Level** | **Rubric** | **Evidence Examples** |
| --- | --- | --- | --- |
| (Same as Levels 1-5) | **A** | Child shows recognition of familiar caregivers. | **Gabby**—When Gabby’s mom comes to the room at the end of the day, Gabby will smile as soon as she sees her. |
| **Adaptations: Evidence Examples** | **Vision:** | **Antoinette**—When Antoinette’s mom came to the room at the end of the day, Antoinette smiled as soon as she heard her mother say, “Where’s my girl?” |
| **B** | Child shows distress when separated from primary caregivers and shows awareness of their absence. | **Cody**—Cody has been having a hard time when his dad drops him off in the morning. Cody will cry when his dad communicates that he is ready to leave. Cody will look toward the door his father left through, trying to see him out the small window in the door. |
| **Adaptations: Evidence Examples** | **Vision:** | **Jaxson**—Jaxson’s mom told him she was leaving and gently touched his arm saying, “I’m going now, see you later.” As she walked away, he reached with his arms to try and touch his mom and when he realized she was not there, he began to cry. |
| **C** | Child plays and explores environment by self and with other children, periodically checking with familiar caregiver from a distance, but seeks physical contact if distressed. | **Rory**—Rory was playing in the sandbox outside with her peers. When a car started up loudly, Rory was startled, began crying, and immediately walked over to where I was standing. She then extended her arms, gesturing to be held close. |
| **Adaptations: Evidence Examples** | **Motor:** | **Sabrina**—Sabrina uses her wheel chair to explore when we are outside. Every once in a while she will call my name and I will let her know that I see her. Today she moved farther away than usual, and apparently I did not hear her call my name. When I did hear her calling me, I could tell that she was a bit anxious. |
| **D** | Child initiates some interactions with unfamiliar adults (however, often is still wary of unfamiliar adults, and demonstrates preference for familiar adults). | **Karinna**—The other day my co-teacher was out sick so we had a new substitute teacher in the room. Karinna smiled and greeted the new teacher. But whenever Karinna needed help, she would come to me and not the substitute teacher. |
| **Adaptations: Evidence Examples** | **Vision:** | **Marion**— At first, Marion would not communicate with the substitute co-teacher in the room today. She was hesitant to interact with her at all. After I explained that Ms. Jones was sick today and would be back tomorrow, Marion was more willing to interact. |

**Observational Rubric:** Seeking Emotional Support

| **Directions** | **Level** | **Rubric** | **Evidence Examples** |
| --- | --- | --- | --- |
| (Same as Levels 1-5) | **A** | Child cries to signal needs and relies upon caregiver’s assistance to settle down. | **Tristan**—When Tristan woke up from his nap, he cried. He settled down after I came near him and held him close. |
| **C** | Child monitors caregiver’s presence while exploring environment and seeks physical contact with caregiver or follows caregiver’s guidance if distressed. | **Cory**—Cory was playing with a ball and rolling it down a ramp. Occasionally she looked up in my direction when the ball reached the bottom of the ramp. Another child came over to the bottom of the ramp and took the ball. Cory walked quickly toward me with tears in her eyes, but smiled when I pointed out another ball she could play with. |
| **Adaptations: Evidence Examples** | **Vision:** | **Brian**—Brian walked from place to place around the classroom during center time today, occasionally calling out to me to make sure I was nearby. |