**Social Foundations: Self Control Learning Progression**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Domain: Social Foundations** | | | | |
| **Strand: Approaches to Learning/Executive Functioning** | | | | |
| **Learning Progression: Self Control** | | | | |
| **Operational Definition: Develops strategies to manage the expression of feelings and thoughts by regulating behavior** | | | | |
|  | **A** | **B** | **C** | **D** |
| **Self Control Strategies** | Soothes when comforted by adult. | Uses basic self-soothing behaviors (like thumb/hand sucking, hair twirling) at times, but mostly relies on familiar adult for comfort when distressed. | Seeks proximity to familiar, trusted adults when distressed and organizes behavior in ambiguous situations based on the adults’ emotional responses. | Relies on adult assistance, including redirection if needed, to express feelings and desires appropriately in stressful situations. |

**Observational Rubric:** Self Control Strategies

| **Directions** | **Level** | **Rubric** | **Evidence Examples** |
| --- | --- | --- | --- |
| (Same as Levels 1-5) | **A** | Child soothes when comforted by adult. | **Jacob**—Jacob started crying after his dad left in the morning. I held him close for a couple minutes, he settled down and was ready to start playing. |
| **B** | Child uses basic self-soothing behaviors (like thumb/hand sucking, hair twirling) at times, but mostly relies on familiar adult for comfort when distressed. | **Chris**—Chris was opening and closing a book, and Amanda came over and took it from him. Chris looked upset, started to suck his thumb, and after a few minutes he looked at me with tears in his eyes. I sat down beside him and gently stroked his back to comfort him, and then we looked for another book. |
| **Adaptations: Evidence Examples** | **Social/Interactional Functioning:** | **Hector**—Hector had difficulty with a change in his morning routine today when he was greeted by a new staff member who did not have his transitional ball to offer him. He began making loud humming noises and moving away from the adult. I found his ball and offered it to him and then stood quietly by him until he calmed down and was able to follow his morning routine of putting his jacket in his cubby. |
| **C** | Child seeks proximity to familiar, trusted adults when distressed and organizes behavior in ambiguous situations based on the adults’ emotional responses. | **Isabella**—Yesterday we had a visitor come to the classroom to play guitar and sing with the children. When he arrived, Isabella immediately ran over to me and anxiously grabbed my legs. As she watched me smile and greet the musician, Isabella relaxed. She let go of my legs after a couple of minutes and came with me to sit in the circle for music time. |
| **Adaptations: Evidence Examples** | **Motor:** | **Robert**—Robert, who is generally very outgoing with people he knows, was visited by a new physical therapist today. I noticed that he kept turning his head away from the therapist. I went over to Robert and said that I would help him today with his therapy. Once I took him out of his chair, Robert relaxed his body and allowed the therapist to work with him. |
| **D** | Child relies on adult assistance, including redirection if needed, to express feelings and desires appropriately in stressful situations. | **Landon**—Landon’s favorite toy to play with is the fire truck in our classroom. The other morning he went to look for the fire truck. Allison was playing with it. Landon reached toward the fire truck in Allison’s hands. As he reached toward the truck I said, “I see you reaching for the fire truck, Landon. I know that you really enjoy playing with it. Allison has it. You can ask Allison for a turn.” Landon turned to Allison and said, “I want it.” Allison said, “No” and kept playing. I stayed near Landon, helping him wait for his turn, and after a couple of minutes encouraged him to ask again, this time Allison gave him the fire truck. |
| **Adaptations: Evidence Examples** | **Hearing:** | **Carmen**—Carmen was playing with her favorite toy frog when Ricky took it. Carmen began to cry and looked at me. I signed to Carmen that she should use her signs, so she signed to Ricky “my frog” and I interpreted her signs to him. Ricky gave the frog back and found another toy. |