

EARLY LEARNING ASSESSMENT (ELA)

Supporting Learning Progressions: Guidance for Formative Assessment in Virtual and In-Person Learning

This resource is designed to provide guidance, tips, reflective questions, and strategies to support the implementation of ELA learning progressions both virtually and in-person. This document focuses on the learning progressions associated with the Social Foundations priority Skills, Knowledge, and Behaviors (SKBs) for students in preschool special education. For each learning progression, you will see sample activities, family engagement strategies, and observable behaviors that support each SKB's developmental level.

This resource should be used as an aide for instructional planning and observations. These activities and resources can be used during virtual learning as well. Assessing skills, knowledge, and behaviors in a virtual environment may seem challenging, but many can be identified through strategic activities.

Tips for Virtual Implementation of the ELA

Planning

Careful planning and preparation is essential to providing an effective virtual learning experience. Planning activities for formative assessment may take longer and require more creativity to ensure you are able to observe what you need. If you have children with disabilities, it is important to review and include accommodations listed on their IEP. Below are a few things to consider when planning.

- **Plan simple activities that focus on a small number of SKB's at a time.** Think about activities that can promote skill development in 1-2 targeted areas. Try not to overwhelm yourself by focusing on trying to meet as many SKB's as possible.
- **Determine how you will document your observations.** Using the record feature on your platform, record a live class session. This will help with conducting your observations. You can focus on implementing the activity and then documenting your observations at a later time. You can also document and save activities you do virtually. If you have children draw or write on the virtual platform's whiteboard (e.g., using a tool like Jamboard or your district platform), you can save the image to allow for documentation and future review.
- **Utilize your support and resources strategically.** If you have additional staff support on certain days/times, this is a great opportunity to create small groups to provide more direct instruction to the children. Having additional support can also help with overall classroom management.
- **Initiate conversations with families to determine a child's interests and IEP accommodations.** Prior to implementing an activity, share a plan or an activity overview with families so they are aware of what their child will be doing. This may help with keeping children engaged and receiving direct assistance when needed from family members. This is also a great way to communicate to families what their child is learning.
- **Plan for alternative activities.** When implementing an activity, be prepared to make adjustments if it is not working out the way you planned. Breakout rooms are great ways to place children in small breakout groups for more individualized instruction and support. If small breakout groups were scheduled but your assistant teacher is not available, think about how the activity will need to be modified for a larger group. It is always helpful to write down a modification for each planned activity.

Planning Reflective Questions

- 1) What type of support and resources do I need?
- 2) Which SKB's are being supported through my activities?
- 3) How will I communicate with families about their child's progress?
- 4) What challenges may arise during the activity implementation?
- 5) What changes can I make for the next activity?

Active Engagement

During virtual learning, it is important to determine what are developmentally appropriate teaching strategies and styles, to ensure you are meeting the needs of all learners. Active engagement can help capture a complete assessment of a child's abilities and skills. Think about how young children learn and how you can support them virtually. Keep in mind, many of the learning activities done in the classroom can be transferred to virtual learning.

- **Music-** Young children engage in music in the classroom during activities and transitions. Keep consistent with classroom activities by using music to engage and teach them routines. At the beginning of the day, play a special welcome or good morning song so children can make the connection with the song to the beginning of the learning experience. Allow the children to engage through singing and dancing while reinforcing the daily routine.
- **Visuals-** Use appealing pictures, text, and graphics to help engage children and keep them visually stimulated. Try using familiar characters and pictures when creating activities.
- **Speaking and Listening-** Include children in reading stories or tasks through speaking and listening. Read familiar stories and encourage children to respond to questions, help finish a part of the story, and create their own narrative.
- **Movement-** Create "wiggle breaks" throughout the day. Play music and give children 1-2 minutes to move around and refocus on the lesson/activity. Young children like to act out stories, so select stories that promote movement.
- **Show and Tell-** Learn children's interests and likes by challenging them to share their favorite item with the group. Encourage children to share why the item they chose is their favorite and what do they like about it.
- **Games-** Think about how tasks can be turned into games. Provide times to continue practicing daily routines. If they are working on an activity that requires materials, sing songs to encourage cleaning up and putting things back in their place as they normally would in the classroom.
- **Home Activities-** Talk to children about doing different activities at home with their families. This can help to promote continuous learning as well as engage family members. Encourage children to do an activity independently to give them a sense of responsibility and independence. For example, challenge children to wash their hands four times after class at home. Children will develop a sense of responsibility while learning daily routines and math skills. You can use completion of the home activities to promote a discussion the following day.
- **Closing Activities-** Develop a routine for ending the learning experience. Whether it is a closing song, group statement, or musical selection, help children feel comfortable in knowing what the next activity in their day is.

Active Engagement Reflective Questions

- 1) Will these activities be supported in the virtual environment?
- 2) How can I continue these activities in the classroom?
- 3) What additional support or resources will I need?

Engaging Families

In the new learning environment, a high amount of support is needed from families to support content learning and understanding. Parents are dedicating additional time to help their children reach their intended goals. Providing parents and families with ongoing support is essential in assisting in their understanding of what their children are learning. Remember, families are an essential part of the formative assessment process.

- **Work with families to find out how to support their child's learning.** Help families identify their needs to support their child. Some needs may include, time, support, knowledge of the virtual learning platform and access to electronic devices.
- **Help families understand their strengths and how they are already supporting their child in their daily activities.** Parents should be empowered to understand that they serve as the lead in understanding what works for their child, and how they learn/understand concepts.
- **Communicate regularly to help them understand their child's progress.** When parents are actively engaged, they can see how their child is progressing, and how they are contributing to the effectiveness of their child's learning.
- **Consider the variations in family dynamics.** Some children may not be able to learn the same due to varying family support. For example, some children may have parents who are working during the day and are watched by older siblings, other family obligations etc. Having an expectation that parents are available immediately to assist in their child's learning may be unrealistic. Balance the type of assignments/tasks being provided. Provide opportunities for parents to help with independent assignments during times that work for them. This will help parents better understand what their child is learning and where they are developmentally.
- **Ask parents and families to assist in identifying their child's interest to help develop a learning plan.** Support parents in using their child's interests to help them stay engaged. Children have interests at home that are impacted by availability and access. Encourage families to identify these interests and provide them with guidance on how to integrate interests into their learning. A Google form or survey can help parents share information on their child.
- **Provide guidance/support to families about various learning needs and supports.** Parents may not be aware of what types of strategies they can use to help their child engage in learning. Share some of the effective strategies that are being used in the classroom. Young children benefit from having a set schedule and daily routines. Share a sample schedule with families and encourage them to discuss it with their child daily to reinforce the expectations.

Engaging Families Reflective Questions

- 1) How are families aware of the resources and support available to them?
- 2) How are families engaged?
- 3) In what ways have I communicated with families about their child's progress and activities?
- 4) Are there limitations on the family's ability to engage during instruction? How can I reinforce learning outside of instructional time?

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Awareness and Expression of Emotion

Domain: Social Foundations // Strand: Social Emotional // COS #1- Positive SE Skills

Awareness and expression of emotion focuses on a child’s ability to identify and label the emotions of self and others and having the skills to respond with empathy to the emotions and feelings of others. Creating a safe, nurturing, inclusive and welcoming environment helps support children as they develop simple strategies to express and control emotions. Provide children with opportunities to label, talk, understand, and identify emotions through books, activities, dramatic play, and more.

SKB: EMOTION IDENTIFICATION

Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Attends to emotional expressions of others.	Changes responses in relation to emotional expressions of others.	Uses the emotional expressions of others as a guide for how to act in a situation.	Uses simple words or gestures to describe own and others’ feelings (e.g., happy, sad).	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 a trip to the park but is sad that best friend can’t come).

SKB: RESPONSE TO DISTRESSED PEER

Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Attends to emotional expressions of others.	Shows or communicates distress in response to another child’s distress.		Shows concern or empathy for a distressed peer but may not communicate feelings directly to 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.

Activities

- Read books that name emotions and give children language to label and talk about feelings. Discuss the actions and feelings of characters in books. Share picture books to build emotional literacy.
- Use pictures of different characters engaging in activities and ask children to identify the emotions. Use familiar characters with different expressions.
- Use puppets to help children understand pain, distress, and what they can do to seek help from adults
- Make a video asking children to show an emotion and show them the correct response.
- Ask children to act out a scenario about feelings and how they would react.
- Have children “sign-in” before your class using a [feelings sign-in chart](#) for them to identify their emotion. Ask children to draw a picture of how they feel on the whiteboard.

Engaging Families

- Share a feelings poster with families for children to help identify their own feelings and the feelings of others. Encourage families to hang the poster throughout the house and have discussions with their child(ren).
- Create copies of an emotion chart with words for families. Ask families to use the chart to help children identify their feelings at home. Also, ask them to share any feelings or words they see or hear their children using.
- Ask families to take a video of their child playing Simon Says. Ask families to share their videos with you.

Observable Behaviors

- Labels and/or identifies own emotions or feelings (Says “I’m happy” or points at a smiling face).
- Labels and/or identifies others emotions or feelings (e.g. When asked to find the girl who is surprised, points to the correct picture. When asked how a crying friend feels, responds by saying “sad.”).
- Verbal and Non-verbal emotions- smiles, throws objects, stops interacting, hugs, uses feelings/words.
- Makes connections between emotions and situations (e.g. happiness when playing a game, anger if someone won’t share).
- Explains why someone feels the way he/she does.
- Explains what happens when someone expresses emotions (Says “friend will get in trouble if she throws a toy.”).
- Compares their own emotions to others in similar situations.
- Shows concern for another child’s emotions/feelings.
- Responds to distress by explaining adult help is needed.
- Takes the peer’s perspective to anticipate what is needed and explains what they should do.
- Explains ways they would adapt their own behavior to help a friend.

Resources

- [Feelings Faces Cards](#)
- [Feeling Faces Wheel](#)
- [Solution Cue Cards](#)
- Solution Kit at Home: [English](#) | [Spanish](#)

Conflict Resolution

Domain: Social Foundations // Strand: Social Emotional

Conflicts are a natural part of growing up, and children learn a variety of strategies to resolve conflicts with peers. Use various techniques such as modeling strategies, reading stories, and more to show the use of words instead of force to reinforce turn taking, sharing, being a good friend, and expressing feelings appropriately.

SKB: CONFLICT RESOLUTION STRATEGIES

Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Shows awareness of other people.	Shows interest in peers and takes objects from them; requires redirection from adult.		Uses simple strategies to get own needs/wants met when interacting with peers, sometimes requiring adult guidance to resolve conflicts.	Uses a few strategies (e.g., trading, sharing) to resolve conflicts with peers, with adult modeling and guidance.	Uses additional strategies (e.g., asking for a timer to be set) to resolve conflicts with peers, with adult guidance.	Verbally identifies conflicting feelings or goals as a strategy to resolve conflicts with peers on own, but will seek adult guidance and support when it is apparent that the conflict has begun to escalate.	Talks about differences in opinion or perspective as the main strategy to resolve conflicts with peers seeking adult support only if needed.	Uses a variety of strategies, including negotiation and compromise, to resolve conflicts with peers in order to come to agreements that are mutually satisfying, before or without seeking adult support.

SKB: SELF CONTROL STRATEGIES

Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
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.	Usually requires immediate adult modeling and guidance to manage the expression of feelings and thoughts by regulating behavior (e.g., with adult guidance: refrains from hitting when angry; takes care of materials; waits for a turn) in socially appropriate ways.	Uses some simple strategies (e.g., leaves an emotionally arousing situation; waits for a turn) to manage the expression of feelings and thoughts by regulating behavior in socially appropriate ways on own, but requires immediate adult guidance to use more complex strategies (e.g., with adult guidance, sits on hands so as not to touch other children during story time).	Uses simple strategies on own to manage expression of feelings and thoughts by regulating behavior in socially appropriate ways but requires some adult guidance to use more complex strategies (e.g., verbal reminders to self; compromise).	Uses a variety of simple and complex strategies (e.g., communicates feelings and desires; finds alternative activity while waiting) to manage expression of feelings and thoughts by regulating behavior in socially appropriate ways with minimal adult guidance, but often needs adult reminders.	Uses a variety of simple and complex strategies to manage the expression of feelings and thoughts by regulating behavior in socially appropriate ways, rarely needing adult reminders.

Activities

- Help children learn how to verbalize their thoughts and feelings in positive ways. Use puppets to model using words instead of force to reinforce ideas such as turn taking, sharing, and being a good friend.
- Create a rules chart with the children. Post pictures of children engaging in activities on the screen and ask the children to identify their class rules. The rule chart can be a collection of the pictures the children chose.
- Model using vocabulary that helps children resolve conflicts. Begin the class with a positive statement. Ask children to say a word that would make their friend happy if they are feeling sad.
- Self-Regulation Skills Relaxation Thermometer: [English](#) | [Spanish](#)
- Turtle Technique: [English](#) | [Spanish](#)

Engaging Families

- Ask families to create a quiet area where children can visit when they need a calming space.
- Talk with family members and/or other caregivers about ways the child is able to resolve conflicts, maintain self-control, and demonstrate responsible behavior.
- Provide families with [positive reinforcement strategies](#) and encourage them to use it at home.

Observable Behaviors

- Apologizes
- Asks for a turn
- Compromises
- Explains why rules are important
- Finds something else to do
- Helps others solve problems
- Identifies rules
- Listens to others
- Offers a solution
- Recognizes another person's point of view
- Removes self from situation
- Seeks adult help
- Shares or trades
- Stops and thinks before acting
- Waits patiently

Persistence

Domain: Social Foundations // Strand: Approaches to Learning/Executive Functioning

Young children develop the ability to persist or continue with a task, especially when difficulties, distractions, or interruptions occur. By modeling perseverance and help, children see that they can overcome obstacles and achieve success. Encourage persistence and support children as they try new or more challenging tasks.

SKB: PERSISTING WITH TASKS

Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Attends briefly to new objects and people.	Explores objects in different ways, such as holding, turning, shaking them, often quickly shifting attention from one object to another.	Explores objects for several minutes on own or with adult support.	Engages in goal-oriented tasks or activities for brief periods of time, but requires adult assistance, especially when difficulties, distractions, or interruptions occur.	Engages in simple multi-step tasks or activities for brief periods of time, but requires adult assistance, especially when difficulties, distractions, or interruptions occur.	Engages in increasingly difficult or challenging tasks or activities for longer periods of time but needs adult support when distractions or interruptions occur.	Engages in tasks or activities for extended periods of time, easily managing minor distractions or interruptions and requesting adult support for more significant challenges.	Engages in activities and projects, trying different strategies on own when difficulties, distractions, or interruptions occur, but may need some adult prompting in order to complete the activities or projects.	Engages in and completes activities and projects, independently making the necessary adjustments when difficulties, distractions, or interruptions occur.

Activities

- Encourage diversity through reading and sharing a variety of books and materials.
- Ask children to “bring to class” their favorite item they like to play with. Have them share their object with the class and choose one object they would like to learn more about. Encourage children to describe what their item does and how they play with it.
- Create a chart with positive words children should use when trying to complete a task. Use a whiteboard or make a picture collage that children can see with positive actions and words.
- Create several activities that have three-step sequences and encourage children to try them.
- When children complete an activity, ask them to click on the virtual hand to show they are done.

Engaging Families

- Ask families to share examples of their child sticking with a task. Ask parents to take a video of their child doing an activity at home.
- Share the positive words and actions chart with families and encourage them to use it at home.

Observable Behaviors

- Completes tasks using simple or multiple steps
- Length of time spent working on a task
- Completes tasks
- Identifies strategies to overcome challenges
- Distractions/interruptions impact task completion
- Requires adult support/assistance
- Initiates an activity (how/when)
- Independently begins and completes a task

Working Memory

Domain: Social Foundations // Strand: Approaches to Learning/Executive Functioning

Young children develop the ability to use prior knowledge and experiences to inform their current actions and plan for future events and experiences. It is important to scaffold children's learning as they begin to follow multi-step directions. Encourage development through play activities, and crafts. Stories and discussions can be used as opportunities for children to make connections between past experiences to new learning.

SKB: FOLLOWING DIRECTIONS

Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Responds to communication of others.	Mimics simple actions or sounds during interactions.	Mimics actions or sounds in different situations at a later time.	Imitates a simple novel* action to accomplish a goal or follows familiar one-step directions.	Follows two-step directions that are given sequentially and in context.		Follows three-step directions that are given sequentially and in context.		Follows four-step directions that are given sequentially** and in context.

SKB: INFORMATION RECALL AND CONNECTION

Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Repeats simple actions that produce specific outcomes.	Searches for objects immediately after they are hidden and retrieves them.	Locates and retrieves objects after a brief delay.	Carries out some steps of a familiar routine or activity.	Recalls the sequences of familiar daily routines and demonstrates how to do them in correct order (e.g., handwashing routine).	Recalls and relates the sequence* of events in a recent past experience but shifts attention to a favorite detail at some point (e.g., stops telling about the morning's events and begins singing a song that was sung).	Recalls and uses the sequence of events in a past experience to solve a present problem (e.g., remembers an adult using a sweater to carry a collection of leaves back to the classroom, so decides to use a blanket to carry several trucks to the sandbox).	Spontaneously connects a past event to a present event to contribute to a class discussion (e.g., remembers and tells about a trip to the circus after hearing a story about clowns).	Recalls information about past experiences and applies the information to make a plan for a similar experience in the future (e.g., remembers planting a class garden and uses that information to plan a science project about plants).

Activities

- Show and discuss the schedule of the day. Use pictures and songs during transitions to prepare them for the next activity.
- Model talking about things that happened in the past, present and will happen in the future. Ask children to close their eyes if they think something happened in the past, raise their hand if it happened in the present, and jump up if it will happen in the future.
- Read books that include the context of time.
- Play games such as Memory, Simon Says, I Spy and Follow the Leader.
- Ask the children to talk about what happened yesterday and what will happen today. Create a poll using words and pictures and ask children to match the words and pictures with the time of the event.
- Talk about daily routine/schedule. Take pictures of examples of the actions, ask children to talk about the order when each event happens, and what they need to do during that time.
- Provide children with multi-step directions to draw a picture of a face.

Engaging Families

- Ask families to record their child playing Follow the Leader or Simon Says.
- Encourage families to play games like Simon Says, I Spy, etc. to reinforce concepts at home.
- Have children keep a notebook of things that happened to write with their families at home. Encourage children to include pictures, words, sentences and child-generated scribbles.
- Provide families with positive reinforcement word cards to use at home when children are on the right track.

Observable Behaviors

- Recalls events and information in order
- Adds specific details
- Uses information to solve problems
- Makes connections
- Applies recalled information to make new plans
- Uses vocabulary related to time (i.e. first, next, last, today, tomorrow, then, finally, yesterday)
- Matches
- Imitates patterns

Initiative

Domain: Social Foundations // Strand: Approaches to Learning/Executive Functioning

As young children grow and develop, they learn to seek and gather new information to plan for projects, activities, and tasks. Consistent interactions with children helps to teach and develop children’s interests. Try planning purposeful activities and select materials carefully to create opportunities in which children can explore, discover, and share new interests.

SKB: INTEREST

Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Attends to people, objects, and events.	Explores features of objects.	Imitates an adult’s action with a new object in order to produce the same effect.	Seeks assistance from an adult to use an object in goal- oriented way.	Shows interest in an object/ activity by repeatedly returning to the object/ activity.	Shows interest in an object/ activity by bringing the object/ activity of interest to the attention of adults and peers.	Shows interest in an object/ activity by incorporating the object/activity into play with peers.	Shows interest in a particular topic by seeking information about the topic through questions and discussions with adults and peers.	Shows interest in a particular topic by gathering information from peers, adults, and other sources, such as books, videos, the Internet, and community resources.

SKB: PLANNING

Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
						Plans and initiates an activity around a topic of interest, with adult assistance.	Plans and initiates an activity or project around a topic of interest, with minimal adult assistance.	Independently plans and initiates a project around a topic of interest.

Activities

- Have children create a book of things they like to do. Encourage children to draw, cut out pictures, and use words to create their book.
- Have children participate in small groups/breakout rooms and ask one child to “teach” their friends about their favorite activity.
- Share with children two objects and ask them to share how they would create an activity using those objects. Encourage children to work together to think of different ideas.
- Identify an activity and ask children to draw a picture of what they will use to complete the activity.

Engaging Families

- Create an interest checklist for families to select activities and things their child enjoys doing.

Observable Behaviors

- Plans and imitates projects and tasks

Cooperation with Peers

Domain: Social Foundations // Strand: Approaches to Learning/Executive Functioning // COS #1- Positive SE Skills

As children develop, they use cooperative behavior in their social interactions with peers. While working with children, provide multiple opportunities for children to model and support cooperation and positive social behavior such as helping, sharing, and taking turns. It is important to guide and support children as they learn to apply social behaviors in their own interactions.

SKB: PLAY/WORK WITH PEERS

Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Attends to other people.	Shows interest in peers by playing alongside of a peer or attempting to do the same thing as a peer.	Shows interest in peers through actions such as looking, touching, and vocalizing.	Engages in simple shared activities with a peer.	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.

SKB: SOCIAL BEHAVIORS

Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Attends to people and responds to their emotional expressions.	Shows interest in peers through actions such as looking, touching, and vocalizing.	Shows interest in peers by attempting to do the same thing that a peer is doing.	Imitates a peer's simple social behaviors while playing together.	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.

Activities

- Encourage children to introduce themselves to new friends. Create a "Question of the Day," and have children take turns asking each other and waiting for a response.
- Read character stories that include cooperation. Ask children to talk about what happened and the results.
- Create a class story. Begin the story with one or two sentences and ask each child to add their own sentence. Children with limited vocabulary can use props or act out their sentence. Use the white board to write out the story.
- Share a short video that involves a conflict and discuss the character's feelings and the conflict. Ask children how they feel and would respond to the situation.
- Have children participate in a "compliment circle." Each child will take turns to give a compliment to a friend.

Engaging Families

- Ask families about opportunities their child has to play with other children and what they notice during the various engagements. Encourage families to videotape different times of their child engaging in play.
- Share with families a positive feedback statement chart. Encourage them to use the phrases provided when they acknowledge their child's positive social behavior.
- Encourage families to ask about the question of the day.
- Encourage families to have a compliment circle at home and then discuss with the child how it makes them feel.

Observable Behaviors

- Differentiates perspectives of others
- Shows empathy
- Engages in associative play
- Engages in cooperative play
- Takes turns
- Shares and exchanges materials
- Helps peers in need/distress
- Greets peers
- Joins peers in an activity or at a location
- Remains with a group
- Maintains positive interactions with peers
- Initiates preferred activities
- Manages feelings
- Adapts to others' preferences or interests
- Balances needs and rights of self and others
- Solves social problems with peers

References

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