Preschool Through Third Grade (P–3) Learning Progressions

Social and Emotional Development

California Department of Education

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Introduction

The Preschool Through Third Grade (P–3) Learning Progressions in Social and Emotional Development (SED) extend the *California Preschool/Transitional Kindergarten Learning Foundations (PTKLF)* in SED and show how the foundational social and emotional skills continue to develop from preschool through third grade in three key areas of development. Effective social and emotional learning interventions feature explicit instruction of social and emotional competencies integrated into academic content.[1] However, currently, no common set of guidelines in the SED domain exists at the national level or in California for K–12 grades. The *P–3 Learning Progressions in SED* provide guidelines on children's development and how educators can intentionally and explicitly foster children's social and emotional skills from preschool through the early elementary years. The *P–3 Learning Progressions* are intended to complement other resources available for educators in this domain, including, but not limited to, the California Content Standards in History–Social Science and in Health Education, the *California Department of Education Transformative Social and Emotional Learning (T-SEL)* Competencies, and the *Collaborative for Academic, Social, and Emotional Learning (CASEL)* Framework. This resource includes the knowledge and skills children develop over the P–3 continuum and in-practice examples that illustrate how educators can foster children's social and emotional skills through developmentally appropriate, culturally sustaining learning experiences.

What is Social and Emotional Development?

SED consists of the knowledge, skills, and attitudes that children need to develop healthy identities, manage their emotions and behaviors, feel and show empathy for others, and establish and maintain supportive relationships.[2] These skills encompass the social and emotional competencies of self-awareness, self-management, social awareness, and relationship skills. *The P–3 Learning Progressions in SED* describe the progression of the competencies underlying children's development in each of these areas. Self-Awareness includes children's developing identity, both personal and as part of a social group, and sense of confidence in their abilities and competencies. Self-Management includes children's understanding of emotions; managing emotions, behaviors, and stress; and managing transitions and routines. Social Awareness describes the progression of skills underlying children's social awareness in relating to others, including their awareness of similarities and differences between people; understanding of other people's thoughts, behaviors, and experiences; and their ability to show empathy and caring. Relationship Skills describes children's capacity to build and sustain healthy interactions and relationships with adults and peers.

SED is closely related to Approaches to Learning (ATL). ATL and SED include skills that are important for how children approach learning and develop their abilities, how they manage their

behaviors and emotions, and how they interact and build relationships with others.[3] For example, executive functions contribute to children's ability to regulate emotions and behaviors and manage transitions throughout the day. Moreover, ATL skills such as engagement, collaboration, and problem-solving develop through positive interactions and relationships with educators and peers. Supporting children's SED and ATL skills is essential to their effective participation in the context of academic learning, social interactions, and play.

How does children's early social and emotional development inform P–3 teaching and learning?

Social and emotional skills are significant for children's learning and overall mental health and well-being.[4] SED serves as a foundation for children's academic achievement and growth throughout schooling across learning domains.[5] A school climate and community that help children feel safe and supported enables them to build relationships with an understanding of their own and others' emotions, contribute to cooperative interactions with educators and peers, seek support, and problem solve with others. SED contributes to twenty-first century skills, including communication, collaboration, initiative, and leadership, that ready students for college, career, and life.[6]

SED is also the basis for children's understanding and practice of citizenship, equity, and inclusion in their community.[7] When educators engage children in meaningful social and emotional learning, children develop a sense of identity and belonging in their classroom community. Educators also provide children with tools to appreciate diversity when they promote children's social awareness, such as understanding of similarities and differences and awareness of unique perspectives and experiences. In supporting children's interactions and relationships with peers, educators also empower children to discuss issues of equity and fairness and ultimately promote inclusion of others.[8]

Though supporting children in managing behavior is a significant facet of social and emotional skills, behavior management practices have historically negatively and disproportionally impacted Black children, children with disabilities, and children from Native Nations and tribal communities. Expectations and perceptions of classroom behavior are often based on being able-bodied, White, and middle class. This can lead to educators viewing the behavior of children who do not fall under these categories as problematic. In addition, research has shown that the behavior management that educators and school authorities use often takes the form of discipline and surveillance. Their approach tends to adversely affect Black boys, children with disabilities, and children from Native Nations and tribal communities to a greater extent than other children.[9] When supporting children's emotional and behavioral regulation, educators should reflect on how their biases may be influencing their approach to behavior management. Further, educators should engage in restorative and culturally sustaining practices when interacting with children from diverse cultural and ethnic backgrounds and varied abilities to develop their social and emotional skills.

As part of taking a P–3 approach, rather than focusing exclusively on how children must adapt to schools, schools and systems need to create the conditions that best support children's social and emotional health. Fostering a schoolwide and systemwide approach is the most effective way to promote SED in preschool through third-grade settings.[10] School leaders and other personnel play an essential role in fostering schoolwide SED and creating a system of supports for educators. Educators need professional development explicitly focused on their own social and emotional wellness and culturally responsive pedagogy. Educators should have opportunities to participate in professional development, communities of practice or professional learning communities, coaching, and mentorship on children's SED and their own social and emotional wellness. Educators and school personnel must use data to assess the effectiveness of the systemwide approach; schools can take a tiered approach to intervention and implementation of social and emotional supports such as the Pyramid Model or Positive Behavioral Interventions and Supports. When additional supports are needed for children, educators should reach out to trained professionals such as school counselors or psychologists.

The transition to school settings is a major contextual change that increases demands on children's social and emotional skills.[11] See How Changes in the Learning Environment Impact Social and Emotional Skills in this document for descriptions of these changes and demands. In supporting children's transition from preschool and transitional kindergarten (TK) to the K–3 context, it is important to apply a P–3 approach to align experiences and expectations of early learning and care settings with schools. Refer to P–3 Social and Emotional Development Teaching Practices in this document for ways in which educators can facilitate P–3 teaching and learning of social and emotional skills through the early elementary years.

P–3 Social and Emotional Development Teaching Practices

- **Bridge home and school to center on the "whole child" and promote family–school partnerships.** When supporting children's SED, it is important to consider the whole child, which means considering the family, home, school, and community contexts shaping the child.[12] Connecting with children's families and communities helps educators understand children's identities, preferences, and experiences. When educators understand how context informs children's behavior, educators can better affirm and honor the identities of all the children in their classroom and support their transition from home to school.
- **Observe and support SED throughout the day.** Supporting the development of social and emotional skills is an ongoing process. Educators can use their observations of children throughout the day to identify areas of social and emotional skills where children might need additional support or learning experiences. Educators can create opportunities during direct educator–child interactions to model and allow children to practice social and emotional skills. They can also model and then scaffold interactions between peers both in child-directed play and in structured activities in the classroom (for example, center-based activities and group project work). Educators can provide corrective feedback or redirection as part of scaffolding children's learning of social and emotional skills (for example, suggesting an alternative strategy as children experience challenges regulating stronger emotions or encounter novel conflicts with peers).
- **Implement trauma- and healing-informed practices.** Instability and stressful experiences in a child's environment can lead to a stress response and the experience of trauma that include intense emotions and behaviors.[13] Educators can support children in coping with stress and experiences of trauma by implementing trauma- and healing-informed practices, such as being responsive and creating a sense of security for children, practicing movement and breathing exercises, and spending time outdoors. Educators can also actively name and support developmentally appropriate ways for children to learn about systemic injustices and racial and historical trauma that impact marginalized groups (for example, violent colonization of Indigenous people, the Holocaust, slavery, and forced migration and institutionalization). Ultimately, trauma- and healing-informed practices create a safe and supportive environment for children, their peers, and the adults in their lives.

- **Integrate social and emotional learning into academic content.** Social and emotional learning is happening all around us in everything we do. Instead of viewing SED as an additional set of skills and knowledge to teach, it can be integrated into other academic content. For example, reading can be an opportunity to build emotional literacy by highlighting and making connections to characters' emotions in the story, as well as to foster positive interactions through shared book reading. Educators can also empower children to practice a growth mindset, emphasizing how children can build skills and abilities through effort and persistence in learning all academic subjects. Educators also foster a growth mindset by encouraging children's positive views toward their mistakes or challenges in learning.
- **Pause before reacting.** We all hold personal and cultural beliefs and expectations that influence the diverse ways in which we express or react to emotions and behaviors. Children's behavior is influenced by their prior experiences, the cultural value systems of their families, their environment, and educators' reactions to children's behavior. Before reacting to children's emotions or identifying their behaviors as

"inappropriate" or "noncompliant" with expectations, educators will find it helpful to pause and reflect on the extent to which their expectations are inclusive of the diverse ways in which children may express themselves as they learn within their home culture. It is also helpful to seek to understand what children are communicating to us through their behavior. Educators can also check in on the beliefs, previous experiences, or feelings of stress that might be influencing their reaction to a child. They can specifically reflect on their own bias and

responses to the behavior of Black children, children with disabilities, and children from Native Nations and tribal communities, who are disproportionately represented in harsh behavioral management incidents.

- **Support and model expected behavior for children.** When managing the classroom, educators can model and offer supports for expected behaviors to set children up to thrive and help all children feel they are being heard, supported, and recognized for their strengths. Educators can set goals to recognize behaviors that meet expectations rather than correcting behaviors that challenge adults. When responding to challenging behaviors, educators can avoid harsh discipline and tune into context clues about children's behaviors (for example, by asking *What is activating the behavior?*). Educators can also communicate with families to understand if there are changes or transitions happening at home that may inform children's behavior.
- **Encourage equitable social interactions among children and between children and adults.** Equitable social interactions, or children's ability to treat others respectfully and fairly in social interactions, is critical to creating diverse and inclusive educational settings. Therefore, educators can set clear guidance upfront for children to share with each other, appreciate the diversity in everyone's identities, and treat others respectfully, in essence, to invite other children into an interaction rather than excluding them.

How do changes in the learning environment from preschool to third grade impact social and emotional skills?

The classroom context changes from preschool to third grade. As children transition across grades, they experience more structure throughout the day, more complex content and learning activities, and more autonomy. These changes pose increasing demands and opportunities for children to develop their social and emotional skills.

How Changes in the Learning Environment Impact Social and Emotional Skills	
Changing Context from Preschool to Third Grade	**Areas of Growth in Social and Emotional Development**
Longer, more structured days	◆ During longer school days, children manage more time away from home and apart from their family and home context. ◆ With longer content blocks and more formal instruction time during the school day, children learn to anticipate structured classroom routines and manage transitions across content blocks (for example, math and literacy blocks) throughout the daily class schedule. ◆ Children manage emotions and follow behavioral expectations to engage productively in content-specific formal instruction (for example, raising a hand to ask or respond to a question).
Fewer adults in the classroom, more children per adult	◆ Having fewer adults in the classroom makes it even more critical for children to know how to reach out to trusted adults for support. Children develop the ability to maintain positive relationships with educators and other trusted adults in learning settings with less frequent individual and small-group instruction and more frequent large group instruction. ◆ Similarly, with more children per adult and less adult supervision at different times during the day, children spend more time independently with peers. Children increasingly learn to navigate interactions and relationships with peers, issues of treating others with respect and fairness, and conflict resolution.

How Changes in the Learning Environment Impact Social and Emotional Skills	
Changing Context from Preschool to Third Grade	**Areas of Growth in Social and Emotional Development**
More independent work time	◆ Children develop confidence in their abilities and learn to manage emotions (for example, frustration, boredom, confusion, interest, curiosity) during increasing amounts of independent work time to achieve their goals.
Group activities and projects	◆ Children contribute to positive, cooperative, and collaborative relationships with peers in order to carry out more complex group activities and projects with greater independence. ◆ Children manage their emotions and behaviors as they collaborate and problem solve with peers. ◆ While participating in group activities and projects, children become aware of contrasting beliefs and perspectives of their peers.
Deeper, more advanced academic content	◆ As part of engaging in deeper, more advanced academic content, children develop a deeper understanding of self and others and become aware of issues of identity and diversity. ◆ Children demonstrate the growth mindset that they can build skills and abilities through effort and persistence, as they learn new content and apply academic skills to new contexts.

How are the P–3 Learning Progressions in Social and Emotional Development organized?

Key Areas

The *P–3 Learning Progressions in SED* delineate the development of children's social and emotional knowledge and skills from preschool through third grade in three key areas:

- **Key Area 1: Self-Awareness and Self-Management.** Self-Awareness describes children's developing sense of their own identity and abilities. Learning progressions under Self-Awareness include Identity and Confidence in Abilities. Self-Management describes children's developing ability to understand and regulate emotions, behaviors, and stress and their developing ability to manage routines and transitions. Learning progressions under Self-Management include Emotional Knowledge; Regulating Emotions, Behaviors, and Stress; and Managing Routines and Transitions.
- **Key Area 2: Social Awareness.** Social Awareness describes children's developing ability to understand similarities and differences of others as well as others' unique perspectives and experiences. This key area also describes children's developing ability to relate to others with empathy and caring. Learning progressions include Awareness of Similarities and Differences Across People; Understanding Other People's Thoughts, Behaviors, and Experiences; and Empathy and Caring.
- **Key Area 3: Relationship Skills.** Relationship Skills includes Interactions and Relationships with Adults and Interactions and Relationships with Peers. The learning progressions for Interactions and Relationships with Adults describe children's developing capacity to build and sustain healthy interactions and relationships with adults. Interactions and Relationships with Peers describes children's developing capacity to build and sustain healthy interactions and relationships with peers across diverse identities and backgrounds. Learning progressions include Collaborative Interactions with Peers; Conflict Resolution with Peers; Equitable Social Interactions; and Relationships with Peers.

These key areas build on the *PTKLF* in SED and are informed by the CASEL Framework. The CASEL Framework for Social and Emotional Learning (SEL) is widely adopted across K–12 state standards/benchmarks and social and emotional programming and curricula. The CASEL Framework includes four SEL Competency Clusters: Self-Awareness, Self-Management, Social Awareness, and Relationship Skills.[14] In addition to drawing from the CASEL Framework, the *P–3 Learning Progressions in SED* have connections to educational standards for the State of California from kindergarten through high school, such as the California Content Standards in History-Social Science and Health.

Learning Progressions Tables

Instead of showing specific grades across the progression, tables are organized from Early and Later Foundations in preschool and TK to Grades K–1 and Grades 2–3 to help highlight the continuum of SED across the preschool through third grade years. The progression descriptors in Grades K–3 aim to reflect the developmental shift in social and emotional skills as children navigate the changing context and increasing demands of early elementary classrooms. The Grades K–1 and Grades 2–3 progression descriptors draw on the CASEL Framework, as well as a compilation of resources, including standards from other states and benchmarks for SED[15] and the *T-SEL Competencies*. The progression descriptors for Grades K–1 and Grades 2–3 are not standards but are intended as a guide for educators as they support children's learning and development.

In-Practice Examples

After the learning progressions tables in each key area are in-practice examples that illustrate playful, inquiry-based, and culturally sustaining practices that educators can use to support children of diverse abilities and backgrounds in SED across different grades.

A section, Highlights from the in-practice examples, at the end of the in-practice examples in each key area offers a description of how educators in the examples used teaching practices to support learning and embrace the diversity of learners in their classrooms.

For additional resources for implementation of social and emotional instruction and supports, refer to the *California Department of Education SEL Resource Guide*.

Additionally, at the end of the document there are appendices that provide further information to support teaching. Appendix A offers guidance on strategies educators can use to support English language development for multilingual learners. Appendix B includes additional resources on how educators can promote social and emotional skills.

P–3 Learning Progressions in Social and Emotional Development

Key Area 1: Self-Awareness and Self-Management

From preschool to the early elementary years, children progress in their self-awareness, from expressing and describing themselves as individuals to describing themselves as members of social groups. Children also develop a sense of their own abilities, initially expressing confidence in what they know and are capable of doing and expanding to being able to identify areas of growth. From preschool to the early elementary years, children also progress in their self-management skills, from regulating primarily with support from adults to gradually regulating with much less adult support.

Learning Progression 1.1: Self Awareness: Identity

Preschool/Transitional Kindergarten Learning Foundations		K–3 Social and Emotional Skills and Behaviors	
3 to 4 ½ Years Old	**4 to 5 ½ Years Old**	**Kindergarten Through Grade 1**	**Grade 2 Through Grade 3**
PTK.Early.1.1. **Notice and communicate** the characteristics of their physical appearance related to specific identities (for example, gender, race, ethnicity). **Demonstrate emerging preferences** for specific activities (for example, what to play, how to dress).	PTK.Later.1.1. **Express** their personal identity (for example, gender, race, or ethnicity), including a sense of pride in their identity, and **communicate preferences** of their appearance or activities they enjoy (for example, sharing their family's practices or their own preferences).	**Continue to express** their personal identity, including a sense of pride in their identity, and communicate preferences of their appearance or activities they enjoy. **Describe themself** as an individual and as a member of social groups.	Express and **develop their personal identity in a variety of ways**, including a sense of pride in their identity, and communicate preferences of their appearance or activities they enjoy **with increased assertion**. **Express a sense of belonging and recognize** their role in social groups (e.g., national identities). **Communicate about practices and values** of their social group **with adult support** (e.g., folklore traditions of Native nations and tribal communities). **Recognize** the **heritage** and **history** of their own social group with **adult support**.

Learning Progression 1.2: Self Awareness: Confidence in Abilities

Preschool/Transitional Kindergarten Learning Foundations		K–3 Social and Emotional Skills and Behaviors	
3 to 4 ½ Years Old	**4 to 5 ½ Years Old**	**Kindergarten Through Grade 1**	**Grade 2 Through Grade 3**
PTK.Early.1.2. **Describe their abilities positively** and enjoy demonstrating them. **Communicate the desire to be viewed positively** by familiar adults, including educators.	PTK.Later.1.2. **Express confidence** in their abilities and **describe** their **strengths**, including reference to past abilities. Continue to be sensitive to how they are viewed by peers and familiar adults, including educators.	**Demonstrate a positive sense of their abilities** by expressing pride in their achievements or their community's achievements and performance in ways that align with how pride is expressed in their culture. **Identify strengths** and skills they are still learning. **Demonstrate optimism and confidence** in approaching novel experiences **with adult support**.	**Express deeper awareness**, pride, and confidence in their personal strengths and performance **across a range of abilities** (for example, academic subjects) and in ways that align with cultural forms of expression. **Identify mistakes as opportunities** to learn, even when it may be uncomfortable. **Demonstrate patience with challenges**, such as personal limitations or mistakes. Make accurate **self-assessments and appraisals**.

Learning Progression 1.3: Self-Management: Emotional Knowledge

Preschool/Transitional Kindergarten Learning Foundations		K–3 Social and Emotional Skills and Behaviors	
3 to 4 ½ Years Old	**4 to 5 ½ Years Old**	**Kindergarten Through Grade 1**	**Grade 2 Through Grade 3**
PTK.Early.1.3. **Identify basic emotions** (for example, happy, sad, surprised) and **recognize** emotional expressions in self and others.	PTK.Later.1.3. **Identify basic and complex** emotions (for example, embarrassment or pride) and recognize emotional expressions in self and others. **Demonstrate increasing understanding** of different ways of expressing emotions and related behaviors for themselves and others.	**Communicate** about and express their emotions in **a range of ways** that follow expectations of the school setting **with adult support**. **Explain ways** in which their emotions impact their behavior and how their behaviors affect other people's feelings, **with adult support**. **Express** how basic and complex emotions feel in the body with **adult support**.	**Communicate with more precision** (for example, by using advanced vocabulary) about the connections between their emotions and behavior, including facial expressions and body language. **Demonstrate awareness** that people can experience more than one emotion at the same time. **Express the level** of emotions they feel and **describe** how their bodies feel when experiencing specific emotions **with adult support**. **Express** challenging emotions or high levels of emotional arousal (for example, love or loss) **in a way that follows expectations** of the school setting.

Learning Progression 1.4: Self-Management: Regulating Emotions, Behaviors, and Stress

Preschool/Transitional Kindergarten Learning Foundations		K–3 Social and Emotional Skills and Behaviors	
3 to 4 ½ Years Old	**4 to 5 ½ Years Old**	**Kindergarten Through Grade 1**	**Grade 2 Through Grade 3**
PTK.Early.1.4. **Make efforts** to regulate their emotions and behaviors and cope with stress **with adult support**.	PTK.Later.1.4. **Regulate emotions and behaviors** and demonstrate strategies to cope with emotions and behaviors caused by stress with **some adult support**.	**Identify simple strategies** (for example, belly breathing) to regulate their emotions, feelings of activation or emotional arousal, and behaviors **with less adult support**. **Seek help from trusted adults** when they need help regulating their emotions or feel overwhelmed.	Regulate emotions in **more challenging situations** (for example, **during longer periods** of independent work) in alignment with expectations of the school setting. **Identify specific strategies** for self-management and dealing with stress or activating situations (for example, pulling away from the situation).

Learning Progression 1.5: Self-Management: Managing Routines and Transitions

Preschool/Transitional Kindergarten Learning Foundations		K–3 Social and Emotional Skills and Behaviors	
3 to 4 ½ Years Old	**4 to 5 ½ Years Old**	**Kindergarten Through Grade 1**	**Grade 2 Through Grade 3**
PTK.Early.1.5. **Manage routines and transitions** between settings (for example, from home to childcare) or activities (for example, from playtime to story time) **with adult support**.	PTK.Later.1.5. **Anticipate routines and manage** transitions between settings (for example, from home to school) or activities (for example, from snack time to small-group activities) **with some adult support**.	Anticipate **structured classroom routines** and manage transitions throughout the school day and between contexts (for example, whole group to small group, recess back to classroom) **with some adult support**. **Manage emotions** and behaviors during classroom routines and transitions **with some adult support**.	**Follow** structured classroom routines and manage transitions throughout the school day and between contexts. Manage emotions and behaviors during **increasing amounts of independent work time** involving various classroom routines and transitions.

Identity Development. Children receive many explicit and implicit messages about identity from their social environment. From preschool through third grade, children work to make sense of these messages and to construct their identities based on their developing understanding of gender, race, ethnicity, and language. Children can be both rigid and flexible at times as they explore different forms of identity expression, including gender expressions that differ from their sex assigned at birth and expectations within their culture. Depending on their cultural values systems, some children prioritize aspects of their identity related to being part of a community over identity as an individual.

Confidence in Abilities. Based on the values and expectations of their cultures, children may or may not be inclined or encouraged to highlight their individual accomplishments or carry out certain abilities independently. When acknowledging children's abilities, in addition to when a child accomplishes something independently, educators can notice and provide positive feedback when children work in groups and support each other to carry out a task.

Emotional Expression. Children express emotional arousal and behavioral responses in varying ways, some more outwardly and others more internally. Their responses are also impacted by the supports and stressors in their environment. Children experiencing stress or trauma, including children in the foster care system, children who have experienced forced displacement, and children who are experiencing homelessness, may demonstrate either heightened or minimal arousal.

When supporting children in understanding and regulating their emotions, educators can select instructional resources such as charts and books that reflect the diversity of emotional expression. Educators can also provide strategies that address an individual's range of emotional expression (for example, naming emotions, going to a quiet space within the classroom, moving their body when feeling intense emotions).[16]

How to Support Self-Awareness and Self-Management

Support development and expression of children's sense of identity. Having pride in all aspects of identity (including, but not limited to, race, ethnicity, gender, culture, ability) is critical to children's well-being and potential to thrive. Educators can support children to have a sense of pride in their identity by ensuring the classroom environment, materials, and activities reflect the diverse identities of the children in the classroom (for example, classroom walls, visual schedules, books, music, or crafts). Educators can actively recognize and honor children's identities in the stories and examples they share in class, making sure that all children's voices and experiences are being centered (including those from marginalized identities). Educators can also identify and invite opportunities that stories and examples provide for children to tell their own stories, learn, and speak in their home languages.

Acknowledge and name emotions. When children have a strong understanding of their own emotions and those of others and feel like they can express their emotions in a supportive space, they are better able to learn and engage in positive and collaborative interactions. Educators can provide opportunities for children to identify their emotions (for example, supporting children in practicing self-talk to describe emotions) and model strategies for children to cope with the emotions they bring into the classroom. For example, educators can engage children in read-alouds that promote naming and talking about emotions. Read-alouds, emotion word lesson plans, and strategies for managing emotions are available as part of social and emotional curricula. At the same time, educators' awareness of children's emotions is related to their capacity for identifying and regulating their own emotions. Educators can directly and indirectly name their own emotions in interactions with children and model how to regulate emotions.[17] Educators can take advantage of existing resources to support their own social and emotional wellness and reduce educator stress and burnout.

Scaffold children's adjustment to school routines and structure. Children need support to thrive in managing routines, transitions, and expectations in new learning environments. Educators can help children adjust by communicating clear expectations and providing opportunities for children to exercise their autonomy within the structure of the classroom. Specific strategies include:

- Varying activities between those that are child initiated and led and those that are educator facilitated.

- Modeling and explicitly providing classroom expectations for behavior (for example, providing visual guides for asking a friend to play or listening to others).
- Providing strategies to help children manage emotions and behaviors during increasing amounts of independent work time (for example, practicing calming exercises at morning meeting to use throughout the day).
- Incorporating opportunities for choice and play so children can act on their interests.
- Gradually increasing the amount of time in group work and independent work.
- Supporting children to anticipate structured classroom routines and manage transitions across content blocks throughout the daily class schedule with visual schedules, timers and time markers, and built-in stretch or movement breaks.

Promote a growth mindset to build children's sense of self-efficacy. Educators can encourage and model a growth mindset—the belief that intellectual ability can be developed—in their practices and classroom culture. Educators can create a culture that reinforces trying new things, making mistakes, and persevering to work toward mastery goals (for example, by providing opportunities for children to correct errors in their work and ask questions to clarify their understanding in one-on-one, small-group, and whole-class settings). However, research also indicates that growth mindset in and of itself may not lead to positive outcomes for children, depending on structural inequities that impact children, including experiences of poverty.[18] An understanding of structural inequities should inform how educators support a mindset of effort and persistence. It is important for educators to support a growth mindset in contexts in which children's basic needs have already been prioritized and met. Educators can also model and scaffold working through challenges, sharing their own stories of working through challenges, and fostering collaborative work in which peers can support each other to work through challenges (for example, mathematics problems).

In-Practice Examples

Learning Progression 1.3: Emotional Knowledge

Developing Emotional Knowledge During Literacy Activities

The following examples show how educators support children in developing their emotional knowledge and emotion regulation strategies during classroom reading and writing activities in kindergarten and second grade. While the in-practice examples below are grade specific, educators in other grades can adapt similar strategies to support children in developing emotional knowledge and emotion regulation strategies.

As you read,

Notice how children of different ages and in different grades:

- Communicate about the emotions of characters in a story and make connections to their own experiences with increasingly more advanced vocabulary and less adult support.
- Identify and use strategies to regulate their emotions with less adult support.

Notice how educators:

- Integrate supports for SED into academic content instruction.
- Acknowledge and name emotions.
- Encourage equitable social interactions, including providing scaffolding for multilingual learners to talk about their emotions in both English and their home languages.
- Make learning activities accessible for all children across differing abilities and ways of learning.
- Use observations and prior knowledge to determine where children are in their SED.
- Bridge the home and school to center on the “whole child” and take a culturally sustaining approach by making connections to children’s home culture and experiences.

Learning Strategies to Manage Emotions During an Interactive Read-Aloud (Kindergarten)

Ms. Contreras engages kindergarten children in an interactive read-aloud of the book *The Color Collector*. This book introduces children to how a child might feel in a new school. The children sit around the educator in a semi-circle, on the circle time rug or in adaptive seating like floor seats or rockers. As Ms. Contreras reads the book, she pauses to invite the children to discuss the meaning of emotion words that support children's understanding of the story. "It looks like Violet is feeling lonely. 'Lonely' is an emotion word. It means feeling alone when you don't want to be. You might feel sad or left out." Ms. Contreras also provides the word in Spanish, the home language of some of the children in the class. "*En español se dice sentirse solo o sola*." (In Spanish we say we're feeling *solo* or *sola* [lonely].) Ms. Contreras then asks children questions to help gauge their understanding of the word. "Think of a time when you felt lonely. What do you think your face would *look* like or your body would *feel* like when you feel lonely?" Elijah demonstrates what their body would do by getting very quiet and pretending to cover their face, and the educator nods saying, "Yes, you might try and hide." Ms. Contreras continues to ask open-ended questions about the text. "How do you think Violet feels about moving to a new place? What do you think she is saying to herself?" Ms. Contreras encourages the children to talk about what they think with a buddy sitting next to them. To support children in expressing their ideas, Ms. Contreras writes sentence starters on a chart and practices saying them with all the children before they share with their peers. "Violet might feel ____

Centering Multilingual Learners in Supporting Social and Emotional Development. Multilingual learners may use a combination of their home language and English to communicate with others and express their emotions. Children bring unique assets from learning and experiencing multiple languages and cultures. Educators can uplift multilingual learners' voices and identities in the classroom through strategies and classroom materials. Educators can support multilingual learners' communication about their needs and interactions with peers and adults using a variety of verbal, nonverbal, and visual prompts and sentence frames and providing words in English and children's home language. Educators can also use literature that includes emotion vocabulary or other social and emotional themes (for example, identity, regulating emotions and behaviors, conflict resolution) in both English and children's home language for explicit instruction of social and emotional skills. When multilingual learners see themselves reflected in the classroom, and have multiple means of learning and communicating, they feel a greater sense of belonging and empowerment when engaging with others. Educators and other children in the classroom also have the opportunity to learn multiple languages, appreciate diversity, and better communicate with multilingual learners.

because ____. Violet might be thinking ____ because ____." She also points to an emotion chart to provide visual cues for different emotions. While moving around the classroom as the children talk, Ms. Contreras notices one child, Andrés, who remains silent during the exercise and appears to be upset by the story. She provides a squishy ball for Andrés to squeeze as she talks with him. Based on conversations with his family and her own observations over the past two weeks, Ms. Contreras is aware that Andrés has recently moved and is still working to feel like he belongs in her classroom. She considers that the story may have brought up strong emotions for Andrés. Ms. Contreras gets down on Andrés's level and asks a question to get more information about his feelings: "How do you feel when you think about moving to a new place?" Andrés shares that he moved and started going to this new school, which makes him feel lonely sometimes. Andrés communicates, "I like being at my *abuelita's* [grandma's, in Spanish] house, but it feels kind of scary here." Ms. Contreras acknowledges Andrés's feeling by saying that leaving home to move to a new place is a big change that can be fun and hard and can make us feel lots of different emotions. She asks, "Is there something you can bring to school from your *abuelita's* home that makes you feel good?" Andrés shares that he likes to dance with his grandmother to her favorite song and names the song. Ms. Contreras suggests that they look together online to find the song, which she will play during free play. Ms. Contreras brings the class back together and connects back to Violet's emotions in the story, stating, "Violet probably feels a lot of emotions about leaving home. Maybe she's scared to be at a new home and excited to meet someone new. Let's see what happens to Violet next." Ms. Contreras continues to read the story aloud to the class.

Sharing Experiences and Strategies to Manage Embarrassment (Second Grade)

Mr. Foster has noticed several occasions when children who are getting to know each other during the first few weeks of school have run into embarrassing situations. For example, a child who mistakenly called a peer by his sister's name, another who started crying after making a mistake while reading aloud, and a third who blushed when his auntie made a show of kissing him in front of his friends at pickup time. Based on his observations, Mr. Foster introduces "embarrassed" as the emotion word for the day. He elicits some ideas from children about the word's meaning. Children share their ideas, and then Mr. Foster provides the following definition: "Feeling embarrassed means you feel like people are laughing at you or even making fun of you. Or you might feel like everyone knows something you didn't want them to know about you." Mr. Foster explains, "We will read a story called *Arthur's Back to School Surprise*, where some things happen to Arthur when he's getting ready to go back to school that make him feel very embarrassed. Then we will take some time to think about and write stories from our own lives." After they read the book as a group, Mr. Foster shares two prompts with the whole group to reflect on before writing. "1) What was a time you or someone you

know felt *embarrassed*? 2) What did you do or say?" Mr. Foster starts by sharing his own experience of embarrassment. "I remember my first day as an educator! I spilled coffee on my pants during the lesson, and I was so embarrassed! My face turned very red! I tried to clean it off at first, but then I just said, 'Oops, I guess I had a spill!'" Mr. Foster then asks if anyone in the group would like to share, using a sentence frame, "I felt embarrassed when …" He writes some of the children's responses on chart paper. At the end of the whole-group session, Mr. Foster allots time for the children to reflect on the prompt independently and write their responses in their journals.

As Mr. Foster moves around the room to offer help with children's independent writing, Luna raises their hand and shares, "I felt embarrassed once when I was at my dance recital and I forgot the steps. I was just standing there on the stage and my cheeks got really hot and I felt really sweaty." Mr. Foster validates Luna's emotions. "Wow, that was a moment of big feelings." And he follows up with the question, "Was there anything that you did or said to yourself after?" Luna replies, "I said 'Awww man!' And I started laughing." Mr. Foster thanks Luna for sharing and explains, "There are times when any one of us might feel embarrassed or like we messed up, and we may feel it in different ways. We might also express it in different ways based on how we learned to express emotions in our families." Mr. Foster points to and describes the pictures in the book of Arthur getting quiet and wanting to disappear when he is embarrassed and the picture of him getting angry at his sister. "It's nice when we can laugh and remember that it might feel really bad in the moment but it won't feel that bad forever."

Skylar contributes, "I felt so embarrassed I cried once." Mr. Foster responds, "Yeah, you might cry or you might get mad or you might need a friend." Mr. Foster then asks the children what they think a friend can do to help when someone is feeling embarrassed. One child suggests, "Maybe you could tell them it's okay." Mr. Foster replies, affirming the child's response, "Yes, sometimes all you need is to say it's okay and listen to them talk about their feelings." Mr. Foster works with the children to help them write out their story of a time they felt embarrassed. At the end of the activity, Mr. Foster recommends the children share the stories they wrote with their families and talk to their families about the feelings that can come up at the beginning of a new year of school. Mr. Foster also posts about the activity in the family newsletter.

Highlights from the in-practice examples

Educators integrate supports for SED into academic content instruction, helping children develop emotional knowledge and strategies to manage emotions through literacy activities. Ms. Contreras encourages kindergarteners to discuss the emotions of characters in the story with peers. In second grade, Mr. Foster asks children to describe an experience of the emotion of the day and strategies they might use in a writing activity.

Here are some other ideas for integrating supports for SED into academic content instruction:

- Engage children in co-constructing knowledge and making meaning through discussion and collaboration across content areas. For instance, when discussing topics in history or social science, invite children to share their own experiences and emotions about issues that impact them and their communities.
- Forecast the social and emotional skills children may need to use during a learning activity (for example, collaboration, perspective taking, problem-solving in a science group project).
- Provide feedback on children's use of social and emotional competencies during learning activities and allow time for them to reflect on their experiences. For example, when engaging in solving mathematics problems, offer children opportunities to reflect on how they managed setbacks or mistakes in their problem-solving process.

Educators use observations and prior knowledge to determine where children are in their SED. Ms. Contreras uses knowledge from her conversations with Andrés's family to provide individualized support to help him make connections to the literacy activity. Mr. Foster uses observations of the children at the beginning of a new school year to inform his choice of emotion word.

Educators acknowledge and name emotions of the characters in the story and of the children in the classroom. Ms. Contreras encourages children to talk about complex emotional experiences of *loneliness*, when sometimes multiple emotions are felt at the same time. Mr. Foster supports children to talk about their bodily emotional responses related to *embarrassment*, as well as what they might need to cope with the challenging emotional experience.

Educators encourage equitable social interactions by providing opportunities for children to learn and communicate about emotions using their home languages. Ms. Contreras encourages children to speak about emotions

in their preferred language, and she provides the emotion word in Spanish and in English. Ms. Contreras's use of sentence starters in English also serves as **scaffolding for multilingual learners to talk about emotions.**

Educators use culturally sustaining approaches to make connections to children's own home culture and experiences. Ms. Contreras brings Andrés's home culture into the classroom to support him in coping with his emotions of loneliness and feeling more adjusted at his new school. When discussing embarrassment, Mr. Foster presents diverse ways of feeling or expressing emotion. At both grade levels, children also gain awareness of the unique experience and culture of the protagonists in the story.

The educators also make learning activities accessible for children with differing abilities and across differing ways of learning. In alignment with Universal Design for Learning (UDL) principles, multiple types of prompts are provided to make the lessons accessible to all children. Ms. Contreras' use of visual cues such as the emotion chart and sentence starters are helpful for all children, including **children with disabilities**, to communicate about their own emotions and understand others' emotions. Also in alignment with UDL, children have a range of modes of responding. One child responds to Ms. Contreras with gestures and acting out the feeling of being *lonely*. Furthermore, Ms. Contreras provides sensory materials such as a squishy ball to help Andrés soothe himself and engage in the discussion, an approach that can be helpful for children who may need extra support regulating their emotions and behaviors.

Mr. Foster bridges the home and school to center on the whole child by sending an activity home with children's families that connects back to the story and posting about it in the family newsletter. Some families may not feel comfortable sharing experiences of embarrassment due to their cultural values around expressing and managing emotions. Therefore, Mr. Foster broadens the activity sent home to the emotions that arise from transitional experiences, such as starting a new grade.

Key Area 2: Social Awareness

From preschool to the early elementary years, children develop an understanding of similarities and differences across people, from an early awareness and interest in diversity to demonstrating awareness of personal biases, racism, and the contributions of cultural groups to society. Children also develop their understanding of others' thoughts, behaviors, and experiences, initially understanding that others have unique thoughts, behaviors, and experiences and expanding to being able to accurately interpret actions and behaviors of others and respond appropriately. Children also develop their ability to demonstrate empathy and caring, from sharing the emotional experiences of others to more consistently attending to others and identifying supports based on what others need.

Learning Progression 2.1: Awareness of Similarities and Differences Across People

Preschool/Transitional Kindergarten Learning Foundations		K–3 Social and Emotional Skills and Behaviors	
3 to 4 ½ Years Old	**4 to 5 ½ Years Old**	**Kindergarten Through Grade 1**	**Grade 2 Through Grade 3**
PTK.Early.1.6. **Demonstrate awareness and interest** in how people are similar and different.	PTK.Later.1.6. **Make comparisons** between themselves and others and **express beliefs** about themselves and others based on perceived similarities and differences.	**Demonstrate respect** for other people's identities and beliefs **with adult support**. **Describe similarities and differences** between people and the groups they belong to (for example, differences in communication, customs, traditions). **Express appreciation** for diversity in the qualities of people and the groups they belong to. **Rely on adults to acknowledge** judgments about people based on bias, **explain** how stereotypes can be hurtful, and **discuss the significance** of diversity. **Rely on adults to learn about racism** and how it impacts others.	**Express respectful curiosity** about the personal history, contributions, and experiences of others and exchange ideas and beliefs **in group activities and projects with adult support**. **Communicate** about similarities and differences in identity between themselves and others **with greater precision**. Express appreciation for diversity in others **in group interactions** (for example, activities and projects). Demonstrate **awareness of personal biases** in considering others' perspectives and backgrounds (for example, understanding that "two parent family" does not

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Learning Progression 2.1: Awareness of Similarities and Differences Across People

Preschool/Transitional Kindergarten Learning Foundations		K–3 Social and Emotional Skills and Behaviors	
3 to 4 ½ Years Old	4 to 5 ½ Years Old	Kindergarten Through Grade 1	Grade 2 Through Grade 3
			automatically mean a mom and dad after a peer shares a story about their two moms) when working with others in group activities and projects **with adult support**. Demonstrate **awareness of racism** (for example, calling out racism), how racism works in the world, and how racism impacts others **with adult support**. **Identify contributions of various cultural** groups to the community and society with adult support.

Learning Progression 2.2: Understanding Other People's Thoughts, Behaviors, and Experiences

Preschool/Transitional Kindergarten Learning Foundations		K–3 Social and Emotional Skills and Behaviors	
3 to 4 ½ Years Old	**4 to 5 ½ Years Old**	**Kindergarten Through Grade 1**	**Grade 2 Through Grade 3**
PTK.Early.1.7. **Develop understanding** that others have unique thoughts, behaviors, and experiences.	PTK.Later.1.7. **Demonstrate emerging understanding** of the mental and psychological reasons people act as they do and how these reasons contribute to differences in how people act or behave.	**Describe** thoughts, perspectives, and recognize the strengths of others. **Demonstrate understanding** that people may behave or react differently in the same situation.	**Interpret** actions and behaviors of others (including verbal and nonverbal social cues) **with accuracy and respond appropriately**. **Demonstrate acceptance** of contrasting beliefs and perspectives as well as awareness of context informing varying perspectives when working with others in group activities and projects **with adult support**.

Learning Progression 2.3: Empathy and Caring

Preschool/Transitional Kindergarten Learning Foundations		K–3 Social and Emotional Skills and Behaviors	
3 to 4 ½ Years Old	**4 to 5 ½ Years Old**	**Kindergarten Through Grade 1**	**Grade 2 Through Grade 3**
PTK.Early.1.8. **Demonstrate empathy** by sharing the emotional experiences of others and showing concern for the needs of others in distress.	PTK.Later.1.8. **Respond** to others' distress and needs with sympathetic caring and assistance by comforting and helping others, although **occasionally require support from an adult to assist**.	Respond to other people's distress and needs with sympathetic caring, comforting, and helping **with less adult support**.	**More consistently** attend to others when they seem hurt or upset by comforting and **identifying supports** based on what others need.

How to Support Children's Social Awareness

Create a classroom community that promotes respectful communication. When norms are clearly defined for engaging respectfully as a member of a classroom community, children feel a greater sense of support and belonging as contributing members. As children transition to engaging in more group activities and projects and having time with less direct adult supervision, educators can engage children in setting clear community norms for respectful communication about children's diverse identities and differing perspectives. Respectful communication norms should include language for what respectful disagreement might look like (for example, asking follow-up questions). Educators can start with a morning meeting to review norms as a community using visual aids, classroom literature, and role-play to model norms and behavior. It is important to engage the class group to define community norms early in the school year to ensure that everyone builds a sense of ownership over norms. Just as important, educators can also provide opportunities for children to practice respectful communication, for example, by using sentence starters to better understand a differing perspective.[19]

Support children in developing awareness of race, ethnicity, and culture. Children need to develop an awareness of racism, how it works in the world, and how it impacts others, in developmentally appropriate ways. They also need a trusted adult to make sense of the bias and discrimination they either directly experience or witness around them. Educators can introduce historical content, literature, and role-play activities to help children learn about racial and cultural discrimination. Additionally, educators can facilitate conversations using discussion guides or protocols in which children talk about issues of racial and cultural bias and discrimination and can share their reactions and feelings about injustices.[20] When children have opportunities to acknowledge historical and present-day experiences of racism, they build an understanding of how racial and cultural biases work and continue to have an impact. Educators can help children to practice empathy and promote equity by calling out unfair treatment and supporting others to be treated fairly. In order for educators to support children in developing awareness of race, ethnicity, and culture, educators must build capacity to use these strategies through professional development in culturally responsive and justice-oriented pedagogy.

Support children's awareness of differing abilities and ways of learning. Children also need to develop an awareness of differing abilities and ways of learning. Educators can help children learn about different disabilities, as well as how the classroom environment can present physical challenges to others in the classroom community. Educators can inform children that some members of the classroom community use assistive technologies to help them hear and communicate or optical magnifiers to help them see. Children's different ways of learning and processing information and emotions can often be invisible aspects of their identity. When children become aware of the experiences of children with differing abilities and ways of learning as well as ways to support them, they can become strong allies.

Build empathy as part of everyday learning experiences. Having the opportunity to learn about a range of diverse backgrounds and experiences helps children feel more connected with the other children in their classroom community and understand and care for each other's needs.[21] Educators can provide opportunities for children with diverse abilities and backgrounds to play and learn together throughout the school day[22] so children can build empathic connections with each other and practice caring for each other's needs. Educators can provide materials that reflect children's diverse experiences and needs, such as books, learning materials, and posters, in order for children to develop awareness of other people's backgrounds and needs and respond to everyone with empathy and care.

In-Practice Examples

Learning Progression 2.1: Discussing Similarities and Differences Across People

Countering Bias and Calling Out Racial Discrimination in History and Present Day

The following examples show how educators support children to discuss similarities and differences between people as they learn about the history and experiences of others in preschool and first grade. Educators help preschoolers learn to counter bias while noticing differences in their lunches and help first graders call out racial discrimination and its impact on the experience of a Black female historical figure. While the in-practice examples below are grade specific, educators in other grades can adapt similar strategies to support children in discussing similarities and differences across people.

As you read,

Notice how children of different ages and in different grades:

- Learn how to communicate about similarities and differences between people with greater appreciation of diversity and how to counter bias and racial discrimination.

Notice how educators:

- Create a classroom community that promotes respectful communication about diverse cultural practices and centers on identities of Black children in the classroom.
- Integrate supports for development of social awareness into academic content instruction.
- Encourage multilingual learners to use their home languages in interactions with other children.
- Support children with disabilities to fully participate in learning experiences.
- Support children's understanding, empathy, and respect across races, ethnicities, and cultures.

Appreciation for Different Foods (Preschool)

As the preschool children (ages three and four) are grabbing their snacks from their cubbies, Brock points at Lin's snack and asks, "Why does your food smell weird?" Lin's face drops and she comments, "That's not nice to say." Teacher Vivian overhears the question and reflects on several occasions when misunderstandings and hurt feelings have occurred based on differences between children. She checks in with Lin, asking, "It looks like your feelings were hurt when Brock said your food was *weird*. Is that how you feel, Lin?" Lin nods in agreement. "Sometimes we might say something is *weird* when we really mean it's just something we haven't tried before and is different from what we are used to."

Looking over at Lin's lunch and recognizing the food, Teacher Vivian communicates to Brock, "I think Lin has dumplings for her snack." Lin nods. Teacher Vivian points to a dumpling, says the word for dumpling in English and then in Mandarin. The three of them practice saying the word for dumpling in English and Mandarin. Teacher Vivian asks Brock, "Have you ever tried dumplings?" Brock responds, "No, what are they?" Teacher Vivian replies, "Dumplings are like doughy pillows that can be stuffed with yummy veggies, spices, and meat. Many different people eat food like dumplings. Lin, did someone in your family make the dumplings for you?" Lin responds, "Yes, Daddy makes them on Sundays!" Teacher Vivian encourages Lin to share more about dumplings with Brock, prompting Lin, "Nice! I bet you watch your dad make them sometimes. Could you share with Brock your

Culturally Sustaining Approach to Social and Emotional Development. Children's cultural experiences inform their identities, how they express their emotions, and how they interact with adults and peers in the classroom. When educators create inclusive communities that embrace diversity and celebrate all children's identities, children flourish in their SED and develop a strong sense of belonging. In order to support children's SED in a way that affirms their cultural identities, educators can build relationships with children's families to learn about children's home culture and family practices and bring those practices into the classroom. Educators can integrate children's culture into the classroom by providing culturally sustaining strategies and supports for addressing emotions and behaviors (for example, allowing children to have different choices for seating in the classroom, or opportunities to take movement breaks if that is what they tend to do at home). Educators can build children's social awareness by highlighting voices from diverse experiences and backgrounds and cocreate clear expectations and community norms for children to treat each other with respect and fairness. Educators can also ensure the classroom environment, materials, and activities (for example, classroom walls, visual schedules, books, music, or crafts) represent children across identities, including race/ethnicity and gender.

favorite part of making dumplings?" Lin perks up and makes a pinching motion, sharing, "I like the pinching part to close them!" Teacher Vivian affirms Lin, sharing, "That is so cool, Lin! The dough for dumplings makes me think of the dough my family makes for acorn bread." Teacher Vivian shows Lin and Brock a picture of acorn bread dough. Brock quickly replies, "I love dough!" Teacher Vivian responds, "Brock, I see that you have pasta noodles for lunch. Did you know that pasta is also made from dough? It's so much fun working with dough in your hands. You might like dumplings too!"

Spotlighting a Black Historical Figure (First Grade)

As part of the History Hero of the Week spotlight, Mr. Kerns presents Katherine Johnson, a Black woman who was one of NASA's first mathematicians. Her math calculations helped launch astronauts to the moon. Mr. Kerns describes Johnson's early aptitude for math and tells the class that when Johnson was 10, her family had to move to a different town so she could continue going to school. Mr. Kerns pauses to check children's understanding. "Does anyone have any questions about Katherine Johnson?" Briana raises her hand and asks, "Why couldn't she keep going to school? Why did they have to move?" Mr. Kerns responds by explaining racial discrimination against Black people. "When Ms. Johnson was young—almost 100 years ago, before your grandparents were even born—there were strict rules that did not allow Black people to attend the local high school. Because of the rules in her town, Black people couldn't go to school past eighth grade. The nearest high school where Black people could attend was far away. Going to school in a different town was the only way Katherine Johnson could keep studying mathematics." Some children open their mouths or raise their eyebrows in surprise.

Seeing the concerned looks on his students' faces, Mr. Kerns goes on. "Ms. Johnson was very smart, and making sure that she got an education was very important to her family. How do you think she felt when she had to leave her friends and go to another school, just because she was Black?" Dakari uses a communication device to communicate, "Sad." Mr. Kerns affirms this and expands on it by explaining the experience of racial discrimination. "I'm sure she was very sad. She was forced to leave her friends because the people in charge made unfair rules that intentionally harmed Black people and made their lives very difficult. That is called racial discrimination." Olivia comments, "I think it made her angry because it's not fair!" Mr. Kerns nods in agreement and explains, "As much as I'd like to say things have changed and everyone is treated kindly and fairly now, that isn't the case. Discrimination is still something Black people deal with

every day. There are still many brave people working to change how Black people are treated."

"We won't have to move when we're 10, will we?" Briana asks hesitantly.

"No. The rules now say that you can go to school wherever you are, no matter who you are," Mr. Kerns responds. "It's important that we continue learning about what happened in the past, what people are doing now to continue to make changes, and what might happen in the future. As we learn more, each of us can think of ways to contribute to a society that treats everyone fairly and with respect."

Highlights from the in-practice examples

Educators create a classroom community that promotes respectful communication. In preschool, Teacher Vivian **promotes respectful communication about diverse cultural practices** around food (specifically, children's lunches). Teacher Vivian supports children to acknowledge judgements about other individuals' food based on bias and explains how biased comments (for example, calling Lin's lunch "weird") can be hurtful. Teacher Vivian also helps children to celebrate the diversity of the foods we like to prepare and eat. In first grade, Mr. Kerns **implements culturally sustaining practices** by sharing about a historical figure to uplift Black voices, challenging stereotypes by telling the story of a Black woman who is a mathematician, inviting children to reflect on experiences of racism and discrimination, and representing the identities of the children in the classroom.

Here are some other ideas for supporting children to communicate about similarities and differences:

- Promote respect for differences by talking about how children have different interests and tastes, using examples such as snacks some children enjoy and some find unpleasant.
- During a morning or class meeting, ask children what kind of classroom community they want for children to feel safe and valued. Creating a sense of community in the classroom in which children feel connected and trusting and relying on each other to get things done is an important foundation for children to recognize and call out racial bias or injustices.
- Offer opportunities for team building where children can express, respect, and sometimes resolve differences in opinion or perspective (for example, creating a book of everyone's favorite animal where each child shares about their favorite animal).

Mr. Kerns integrates supports for development of social awareness into academic content instruction in an ongoing social studies activity about the History Hero of the Week.

Teacher Vivian encourages multilingual learners to use their home languages in interactions with other children when she shares the picture and the word for the dumpling with Lin and Brock in English and Mandarin and has them practice labeling the dumpling together in both languages.

Mr. Kerns provides various modes of communication for children with disabilities. While having a meaningful conversation about a Black historical figure, Dakari uses a communication device to contribute to the discussion.

Mr. Kerns builds the foundation for children to develop understanding, empathy, and respect across races, ethnicities, and cultures by supporting children's understanding of how racial discrimination impacts Black people's experience through the lens of Katherine Johnson's early life.

Here are some other ideas for supporting children to counter bias and call out discrimination or injustices:

- Provide examples of individuals in history and the present day who are taking action against racial and cultural discrimination to promote social justice. Examples include the Freedom Riders in the Civil Rights Movement, the leaders of the American Indian Movement, and Dolores Huerta fighting for the rights of immigrant farm workers.
- Provide positive feedback when children demonstrate behavior countering unfair treatment or exclusion in the classroom. For example, if a child points out the need to share when an item is not being shared, the educator can verbally affirm the behavior. In later grades, educators can acknowledge children's behavior when checking in as a class on how children are honoring community norms.

Key Area 3: Relationship Skills

From preschool through the early elementary years, children learn to participate in more complex and sustained exchanges with adults and build relationships with trusted adults where they can seek support in a range of situations. They increasingly engage in positive, cooperative, and collaborative interactions with peers, more independently making efforts to resolve conflict, repair harms, and pursue deeper friendships in their growing social networks. Children also identify bullying behaviors and confront bullying, seeking support from a trusted adult when needed.

Learning Progression 3.1: Interactions and Relationships with Adults

Preschool/Transitional Kindergarten Learning Foundations		K–3 Social and Emotional Skills and Behaviors	
3 to 4 ½ Years Old	**4 to 5 ½ Years Old**	**Kindergarten Through Grade 1**	**Grade 2 Through Grade 3**
PTK.Early.2.1. **Engage in positive interactions** with familiar adults, especially in familiar settings. **Demonstrate an emerging ability** to initiate social interaction with familiar adults. PTK.Early.2.2. **Seek security and support** (for example, help or comfort) from their attachment figures (adults in children's lives who are caregivers, which may include educators) to address their needs, especially in difficult situations.	PTK.Later.2.1. **Take greater initiative** and participate in more reciprocal interactions with familiar adults (for example, initiate a conversation, suggest a shared activity, or ask for assistance). PTK.Later.2.2. **Anticipate** when they need support and **take greater initiative in seeking support** (for example, help or comfort) from their attachment figures (adults in children's lives who are caregivers, which may include educators) to address their needs, especially in difficult situations.	**Participate in reciprocal interactions** with adults during activities initiated by the child or adult (such as interacting with an adult during centers or group reading). **Contribute to positive mutual relationships** with adults by communicating clearly about their feelings, needs, and interests. **Express interest** in adult's feelings, preferences, or well-being. Continue to seek support as needed to contribute to their overall safety and well-being, especially in difficult situations.	Participate in reciprocal interactions with adults for a **longer time**, engaging in **more complex** small-group or whole-group shared activities and discussions. Continue to develop positive mutual relationships with adults by communicating clearly about feelings, needs, and interests. Express interest in adult's feelings, preferences, or well-being. Seek support from **trusted adults** for a **range of needs** related to their academic learning, well-being, and safety, including sensitive situations such as bullying.

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Learning Progression 3.1: Interactions and Relationships with Adults

Preschool/Transitional Kindergarten Learning Foundations		K–3 Social and Emotional Skills and Behaviors	
3 to 4 ½ Years Old	**4 to 5 ½ Years Old**	**Kindergarten Through Grade 1**	**Grade 2 Through Grade 3**
PTK.Early.2.4. **Contribute to maintaining positive relationships** with attachment figures (adults in children's lives who are caregivers, which may include educators) and familiar adults. **Show emerging awareness** of the adults' feelings, preferences, and well-being.	PTK.Later.2.4. Contribute to **positive mutual relationships and cooperation** with attachment figures (adults in children's lives who are caregivers, which may include educators) and familiar adults. **Show interest** in the adults' feelings, preferences, and well-being.	.	

Learning Progression 3.2: Interactions and Relationships with Peers: Collaborative Interactions with Peers

Preschool/Transitional Kindergarten Learning Foundations		K–3 Social and Emotional Skills and Behaviors	
3 to 4 ½ Years Old	**4 to 5 ½ Years Old**	**Kindergarten Through Grade 1**	**Grade 2 Through Grade 3**
PTK.Early.3.1. **Interact with peers** in shared activities and occasionally participate in cooperative efforts with peers, **with adult support**.	PTK.Later.3.1. **More actively and intentionally** interact and cooperate with peers in daily learning and play activities.	**Consistently contribute** to making interactions with peers positive, cooperative, and collaborative (for example, ask to play with others, share and take turns in small and larger groups as part of classroom activities) **with some adult support in groups**. **Describe positive qualities in peers and celebrate** accomplishments of their peers.	Contribute to making interactions with peers positive, cooperative, and collaborative in a **greater variety of interactions** with peers, such as one-on-one, small-group, and educator-led activities and projects. **Use active listening skills and turn taking** in conversations with peers to make them feel seen and heard.

Learning Progression 3.3: Interactions and Relationships with Peers: Conflict Resolution with Peers

Preschool/Transitional Kindergarten Learning Foundations		K–3 Social and Emotional Skills and Behaviors	
3 to 4 ½ Years Old	**4 to 5 ½ Years Old**	**Kindergarten Through Grade 1**	**Grade 2 Through Grade 3**
PTK.Early.3.2. **Seek adult assistance to resolve** peer conflicts or disagreements.	PTK.Later.3.2. **Negotiate** with peers and **more often communicate** to respond to conflict. **Seek adult assistance to understand** peers' needs or to resolve a conflict.	**Make greater efforts** to resolve conflict with peers **using simple strategies** of apologizing, sharing, taking turns, and negotiating to address both parties' needs **with adult support**.	**Resolve conflicts** with peers **in more complex contexts** (for example, not getting along with a peer while working in a shared space, a peer being left out of a birthday celebration). **Demonstrate ability to resolve a problem** by explaining their feelings, negotiating, and compromising with peers with encouragement and **support from adults**. **Ask others to explain viewpoints** and use a **range of strategies** to constructively identify a shared solution.

Learning Progression 3.4: Interactions and Relationships with Peers: Equitable Social Interactions

Preschool/Transitional Kindergarten Learning Foundations		K–3 Social and Emotional Skills and Behaviors	
3 to 4 ½ Years Old	**4 to 5 ½ Years Old**	**Kindergarten Through Grade 1**	**Grade 2 Through Grade 3**
PTK.Early.3.3. **Demonstrate understanding** of sharing and treating those who may be similar to or different from them with fairness, although **require some adult prompting** to share.	PTK.Later.3.3. **More consistently** share with others and treat others with fairness and respect **with less adult prompting**, including calling out unfairness in play and daily activities.	**Engage in respectful and healthy relationships** with children from similar and different backgrounds. **Practice** sharing, waiting, and taking turns with others, **but may need support from adults**. **Utilize strategies** to set up and **practice boundaries** for their own safety and well-being. **Identity and respond** to hurtful behavior **with adult support**.	**Collaborate** and work with diverse individuals in a **range of situations**, including group activities and projects. **Recognize the rights of others** to engage respectfully with all people. **Identify bullying** behaviors and **confront bullying** by standing up for themselves and others (for example, calling out hurtful behavior); **request support from a trusted adult** to address bullying when needed.

Learning Progression 3.5: Interactions and Relationships with Peers: Relationships with Peers

Preschool/Transitional Kindergarten Learning Foundations		K–3 Social and Emotional Skills and Behaviors	
3 to 4 ½ Years Old	**4 to 5 ½ Years Old**	**Kindergarten Through Grade 1**	**Grade 2 Through Grade 3**
PTK.Early.3.4. **Choose to play** with one or two special peers they identify as friends. **Share more complex play** with friends than with other children.	PTK.Later.3.4. **Develop friendships** that are more reciprocal, exclusive, and enduring. **Engage in enhanced** cooperation and problem-solving efforts.	Develop and **maintain intimate friendships** by demonstrating greater attentive listening and conversational skills with friends, engaging in more time and activities with friends, and **providing emotional support** for friends.	-**Identify and demonstrate strategies** for sustaining close and constructive relationships with peers (for example, acting based on shared interests and experiences, expressing caring for friends' feelings, interests, and well-being). **Understand, name, and discuss their social status** in peer groups (such as acceptance and regard of peers in their peer group and the size of their peer social network).

How to Support Positive Interactions and Caring Adult–Child Relationships

Build relationships with families. Educators can better support children and understand their needs by forming relationships with families. Educators can connect with families through regular communication and when families participate at school and share about their culture. Educators can also learn about children, their families, and communities by conducting culturally respectful home and neighborhood visits that are driven by relationship building with families. Educators can also be intentional in incorporating aspects of home culture and language into the classroom. Additionally, educators can send activities home with children that align with school activities but also include home materials as well as family knowledge and practices (for example, storytelling). Educators can take advantage of online communication platforms available at the school, like email, newsletters, photos, and messages through online applications, to provide consistent updates on children's activities and progress.

Implement trauma- and healing-informed practices in adult–child relationships. Forming a caring relationship with children provides a buffer against the impact of trauma.[23] Educators can create a sense of responsiveness and security in their relationships with children by observing and learning from children's behavior (for example, play, interactions with peers) to identify their needs, by working with families and other staff to understand what might activate children's stress responses, and by providing consistency in responding to children's needs.

Proactively form emotional connections. As children grow older, there are fewer adults in the classroom and more children per adult, so making sure every child has an emotionally supportive educator–child relationship requires increasing attention. Educators can be intentional about establishing an emotional connection with each child. Educators can foster emotional connections through designated one-on-one time with a child when possible, such as during lunch, snack, or outdoor play time. Educators can also do emotional check-ins. Morning meetings or sharing circles can be a great opportunity to start with a nonacademic topic and find out about children's emotions, experiences, and interests.

How to Support Collaborative Interactions and Relationships with Peers

Encourage equitable social interactions among children. Educators can promote diversity, equity, and inclusion by encouraging children to treat others with respect and fairness in social interactions. Thus, educators can set clear expectations upfront for children to share with each other, appreciate the diversity of everyone's identities, and treat others respectfully, inviting peers to participate in activities rather than leaving them out. Educators can also intentionally structure opportunities for children from diverse backgrounds to collaborate, play, and learn together, by providing predictable routines (for example, think-pair-share), accessible materials, and activities that affirm and honor children's identities and cultures and by encouraging children's use of their home languages.

Foster collaborative group activities. To promote a sense of responsibility in group work, educators can ensure that the role of each child in the group is clearly defined. To prepare children for group work, educators can provide participation protocols, model and scaffold constructive problem-solving strategies, and provide positive reinforcement when children use problem-solving strategies.

Foster a healthy classroom community. Restorative practice focuses on repairing interpersonal relationships as part of fostering a healthy community.[24] Educators can engage children in defining and setting community norms and expectations that support children's interactions and conflict resolution with less adult supervision and support. Community norms may focus on active listening, calling out bullying behavior, and repairing harm when needed and can be supplemented with visual guides and educator modeling of community norms (for example, demonstrating active listening). In order to foster a healthy classroom community for children across grade levels, it is important for educators to have professional development opportunities to build their own capacity for implementing restorative practice and learn developmentally appropriate strategies for the classroom setting.

How to Address Bullying in the Classroom

In some cases, educators may need to work with children to prevent and respond to instances of bullying. Here are some strategies for educators to support children in preventing and responding to bullying:

Be mindful of marginalized identities and groups who may be impacted by bullying. Bullying is defined as "a repetitious, intentionally aggressive pattern of behavior involving a power imbalance. It may inflict physical, psychological, social, or educational harm."[25] When addressing bullying, educators can build their awareness of children with marginalized individual or family identities who may be targeted by bullying, such as children with disabilities or children with same-sex parents.[26] With awareness, educators may more readily identify bullying when it happens and know how to support children to address it.

Set classroom expectations and community norms around acceptable behavior. Educators should consider the principles of Restorative Justice—understanding bullying as a harm done to the victim, which results in an obligation to repair the harm—as part of both setting classroom expectations and addressing bullying behavior. Educators can focus on prevention of bullying while also providing strategies for bullying intervention,[27] which may include setting classroom expectations and community norms around bullying. Educators can develop a shared classroom understanding of bullying behaviors, including verbal and physical bullying behaviors, such as teasing or pushing. Ideally, time can be dedicated to the topic of bullying at the start of the year during a morning or class meeting. The class can also cocreate norms for practicing bullying intervention, which can look like calling out bullying behavior directly or asking for help when witnessing or experiencing bullying. When developing ways of addressing bullying, educators can provide children with a variety of strategies to show sensitivity to children's individual differences (for example, temperament tendencies, anxiety).[28]

Repair harm caused by bullying. Educators can support children to repair the harm caused by bullying, acknowledge hurt feelings, and brainstorm ideas on what can be done to make things right. As an additional step, educators can provide opportunities for children to reflect on honoring community norms around repairing harm from bullying. As they reflect, educators can celebrate efforts to honor community norms and discuss with the children whether the norms are working to foster a healthy classroom community.

Help children to practice empathy. Educators can encourage children to practice empathy, for both the feelings of the victim of bullying and the feelings that might lead to bullying behavior.

Provide behavioral supports. By tuning into contextual cues, educators can identify the needs that children may be communicating when they show behavior that causes harm to other children. For example, a child may be seeking attention or externally expressing feelings of frustration or dysregulation. They may need space as well as additional support to identify their underlying emotions. If a child needs additional support, the need should be discussed by an intervention team to determine next steps. The educator can continue to observe the child's behavior and communicate with the child's family to best address the child's needs. To address the needs of the victim of bullying, the educator can have an initial emotional check-in where the educator establishes themself as a trusted adult and acknowledges the child's experience, and the child identifies how they were impacted by the bullying. The educator can make it clear that they are taking action to address the bullying and continue follow-up emotional check-ins with the child. For children who have additional behavioral supports to manage impulsive behavior, strong emotions, and stress during the school day specified as part of their Individualized Education Program (IEP), Individual Family Service Plan (IFSP), or 504 plan, educators can implement strategies such as going to a sensory area or other strategy aligned with their IEP, IFSP, or 504 plan.

In-Practice Examples

Learning Progression 3.3: Conflict Resolution with Peers

Resolving Conflict with Peers at School

In the following in-practice examples, educators support children to engage in conflict resolution with peers using multiple strategies in TK and third grade. While the in-practice examples below are grade specific, educators in other grades can adapt similar strategies to support children in resolving conflicts with peers.

As you read,

Notice how children of different ages and in different grades:

- Practice strategies to resolve conflict with peers during increasingly complex interactions.

Notice how educators:

- Foster a healthy classroom community and support conflict resolution and problem-solving.
- Encourage children to share cultural practices and interests with others to promote equitable social interactions.
- Use observations and prior knowledge to determine where children are in their SED and support them in using problem-solving and conflict resolution skills they have previously learned.
- Implement trauma- and healing-informed practices in adult–child relationships and proactively form emotional connections with children.
- Provide multiple modes of expression for children to learn and practice communicating about problem-solving.
- Support children, including those with disabilities, in identifying and managing their emotions and behaviors.

Problem-Solving During Play (Later Preschool/TK)*

During outdoor play time for Teacher Aditi's TK class, Mischa initiates "the wolf game" with a group of friends. Mischa first explains the rules of the game. "The wolf turns around and closes their eyes, and we all try to move forward to get closer to them! If the wolf turns around and sees you moving, you're out!" Mischa starts out playing the wolf. Teacher Aditi observes the game and cheers everyone on. One of Mischa's friends, Gigi, disrupts the game, turns around, and tries to take over the role of the wolf. Mischa tries to continue as the wolf, but Gigi just speaks louder and louder so that the other children cannot hear Mischa. Mischa appears startled by Gigi taking over and initially responds by getting quiet and looking around with confusion. Teacher Aditi sees what is happening and approaches in case the children need support resolving the conflict. Mischa starts crying and sobs to Teacher Aditi: "She … took … over … again!"

Teacher Aditi encourages Mischa to step away from the game for a moment and take some belly breaths to help her feel calm. As Mischa's breathing slows, Teacher Aditi acknowledges Mischa's emotions by observing, "It seems like you feel pretty upset by what happened, and that's okay. When you're ready, would you like to talk with Gigi to see if we can solve the problem?" After a minute, Mischa agrees, and they walk over to where Gigi is now playing by herself in the sand box.

"Gigi, Mischa would like you to work with her to solve the problem that came up during the wolf game. Can you join us to talk about it, please?" Teacher Aditi asks. She guides both children to a bench in a covered area of the playground that has been designated as the "peace bench."

"From what I saw, it looked like you both wanted to be the wolf in the game. Is that right?" Teacher Aditi asks gently. Mischa and Gigi nod. "Mischa, can you tell us how you felt when that happened? Remember yesterday we talked about using I-statements. You can say, 'I felt this way when this happened.'"

"I felt mad when Gigi took over my game without asking," Mischa says quietly. The class has practiced naming their emotions and using I-statements before, so Mischa quickly picks up on Teacher Aditi's prompt. "The next thing we need to do is make sure Mischa is okay. Gigi, can you ask Mischa how you can help her feel better?" Teacher Aditi prompts, touching Mischa's arm reassuringly.

"Mischa, how can I help you feel better?" Gigi mumbles reluctantly. Mischa looks to Teacher Aditi for support. Teacher Aditi points to a nearby poster that illustrates several strategies the class has agreed on to help solve problems—take turns, share, offer an apology, fix something broken.

* This TK in-practice example can also apply to preschool programs serving four- and five-year-old children.

"You can take turns!" Mischa says, a smile returning to her face. "I go first, then you go! Can we use the timer, Teacher?" "Of course. What a great idea!" Teacher Aditi says, reaching for the large visual timer and handing it to the girls. They run off to gather the other children and start the game over.

During circle time later in the morning, Teacher Aditi describes the problem Mischa and Gigi encountered and the way they worked together to help solve it. She points out that Mischa's feelings were acknowledged and validated and that Gigi took responsibility for offering to help her friend feel better. She reminds the children of some of the problem-solving strategies they know and takes the opportunity to have them share ways they can help people feel better.

Repairing Hurt Feelings at School (Third Grade)

At the beginning of the year, Ms. Joon works with the children to figure out what they value as important expectations for how they should treat each other in their classroom community. Part of the community agreement the class forms is to treat both the classroom space and the people in it with respect. They also agree to do what they can to help everyone feel included. One day, as the class is transitioning from a math activity to silent reading, Ms. Joon notices Natalie has left her table and is sitting in the quiet corner rocking her body and stroking a stuffed animal. Ms. Joon knows Natalie has an anxiety disorder, so she goes over to her. Natalie initially gestures for her to give her some space.

After a few minutes, Ms. Joon checks in on Natalie and asks her to show where she is on the feelings thermometer. Natalie points to a color that indicates heightened anxiety and shares with Ms. Joon that she's upset with Alana. Ms. Joon suggests that Natalie draw out her feelings in the cozy corner for a few minutes. When Natalie is ready, Ms. Joon asks Alana to join them.

Ms. Joon reminds the girls of the conflict-resolution process the class has learned, including using I-statements, avoiding blame or name calling, identifying their feelings, and asking for what they need to feel better. Natalie starts off by sharing, "Okay. Well, I feel sad when you talk with Kaylee about things I don't know about—like videos I haven't seen from your dance class. It hurts my feelings when you don't include me." Ms. Joon encourages Alana to think about empathy and how she would feel if she was in Natalie's position by asking, "What would help you feel better if you were left out?" Alana offers an apology. "I'm sorry for leaving you out of our conversations." Natalie replies, "Yeah, it makes me feel like we aren't best friends anymore." Alana reassures Natalie, "Natalie, you've been my best friend since kindergarten!"

Integrating Social and Emotional Supports for Children with Disabilities. To support the SED of children with disabilities, educators can provide individualized supports and accessible materials to help children communicate, express themselves, play, and fully participate in learning experiences. Children with autism, as well as children who are at the early stages of managing their emotions and behaviors, may require additional supports when entering preschool and in early elementary years as they transition into longer school days and more frequent group activities with peers. Thus, children with disabilities may benefit from sensory materials to manage emotions, behaviors, or stress, as well as visual charts and schedules to communicate strategies or expectations for behavior. Children with behavior difficulties may require assistance with executive functioning.

Educators can ensure that classroom materials (for example, visuals, toys) represent children with disabilities so that they can feel their identities are honored and feel a greater sense of belonging in their learning settings. Educators can consult with specialists to provide specific supports to meet the needs of children with disabilities in accordance with their IFSP, IEP, or 504 plan. Children who exhibit behaviors that impact their education may also have a Behavior Intervention Plan that outlines specific supports and adaptive equipment.

Ms. Joon affirms Alana's apology and suggests they try to find a compromise. "Nice job acknowledging Natalie's feelings—that's being a good friend! Do you think you can find a solution so Natalie doesn't feel left out?" Alana takes a moment to think and then suggests, "How about we take turns teaching each other about the things we like? I think the drawings on your notebook are really cool, so maybe you could teach me about them?" Natalie responds, "That's a great idea! I could show you one of my anime books!" Alana responds, "Wow, anime sounds so cool! It's Japanese, right?" Ms. Joon suggests, "It's almost time for recess, that would be a great opportunity for you to teach your friends about anime. And then they can show you some of their Bhangra dance moves!" Natalie and Alana cheerfully agree. They return to their table to grab Natalie's book and then head outside with Kaylee.

At the end of the recess, Ms. Joon checks in with Natalie using the feelings thermometer. Natalie indicates that she is feeling more calm, and Ms. Joon reminds her of the strategies she can use if she experiences strong feelings again. One morning later that week, the educator checks in with the class: "This morning, I wanted to start by seeing how we are respecting our community norms. Would anyone like to share something they appreciate about others?" Alana shares how she appreciated Natalie talking about her feelings and how they were both able to use a problem-solving strategy. Natalie responds, "Thank you. It felt good!" Ms. Joon responds, "Yes, you practiced having empathy to understand how Natalie was feeling, and then you found a solution that kept Natalie from feeling left out. That is a fantastic way of honoring our community norms."

Highlights from the in-practice examples

Educators foster a healthy classroom community and support conflict resolution and problem-solving by implementing Restorative Justice practices. The educators refer to prior teaching on conflict resolution and problem-solving, support children instead of taking charge, put children in control of the situation in developmentally appropriate ways, and offer support as needed. The educators focus on the victims' needs and the perpetrators' responsibility in repairing the harm. The educators provide immediate positive reinforcement on children's use of conflict resolution and problem-solving strategies, and the situations are resolved in developmentally appropriate ways. The educators also foster a healthy classroom community by working with the group to establish community norms for engaging respectfully with others and repairing harm when harm occurs, including communicating the importance of taking responsibility for harm done. In Teacher Aditi's class, Mischa and Gigi are able to reach a solution that they are both happy with, while in Ms. Joon's class, Natalie and Alana arrive at a compromise where they both feel heard and valued. After peer conflict resolution, as in the case of Natalie and Alana, it may be important for educators to follow up and check in with both children impacted by the conflict even after the conflict is resolved.

Educators implement trauma- and healing-informed practices through adult–child relationships that are secure and responsive. Teacher Aditi and Ms. Joon have established themselves as trusted adults to provide support in sensitive situations of resolving conflict with peers. Educators **proactively form emotional connections** with children by making themselves available and checking in on children's emotions. In transitional kindergarten, Mischa is able to name her emotions with support and feels comfortable asking Teacher Aditi for help. Teacher Aditi supports Mischa in using a calming technique to cope with her overwhelming feelings.

Educators use observations and prior knowledge to determine where children are in their SED and support them in using problem-solving and conflict resolution skills they have previously learned. Teacher Aditi observes the children playing the game and stands nearby to support them if needed. Ms. Joon uses her knowledge of Natalie's anxiety disorder and her observations of Natalie's behavior to provide support for Natalie in managing her emotions. Both educators help children recall strategies and skills they have previously learned in the classroom to resolve conflicts.

Ms. Joon supports children to share cultural practices and interests with others by inviting children to find a solution to their disagreement, which encourages Natalie to teach her

friends about anime and her friends to teach Natalie about Bhangra dance. Exchanging aspects of their culture and interests also helps strengthen their relationship.

Teacher Aditi provides multiple modes of expression for children to learn and practice communicating about problem-solving, including spoken and visual cues using the poster on the wall. Having multiple modes for learning is also helpful for multilingual learners to practice problem-solving language.

Ms. Joon supports children with disabilities to identify and manage their emotions and behaviors by helping Natalie communicate about her anxiety using the feelings thermometer. Ms. Joon provides Natalie with a tool to monitor her own emotions and behaviors. The classroom environment is also adapted to support children's unique needs for self-regulation. First, Ms. Joon provides the opportunity for Natalie to be in the quiet area and then suggests she draw to help calm her emotional arousal before addressing the conflict. Then Ms. Joon provides a scaffold to help Natalie share her feelings by using I-statements. Teacher Aditi also suggests belly breathing to help Mischa regulate her big feelings.

Here are some other ideas for supporting children to regulate their emotions:

- Provide adaptive tools such as
  - Squeeze balls
  - Tactile objects such as self-closing fabric, velvet, satin, sandpaper (very fine), a yoga mat cut into pieces, a small sealed bag filled with rice, gravel, or beans
  - Different types of chairs such as bean bag chairs, yoga ball chairs, or chairs that allow movement or rocking
  - A backpack full of books or papers for children to carry across the room
- Provide environmental supports such as
  - A quiet space in the room with very limited or no visuals
  - Lower lights or provide the child with sunglasses (different color lenses may work better for some students, for example, pink or blue)

Appendix A

Supporting English Language Development Across the P–3 Continuum

Multilingual children in California schools and early education programs are developing proficiency in both English and one or more other languages. Supporting multilingual learners' language development involves promoting the continued development of the home language and English. Regardless of the language or languages used during instruction, linguistically sustaining educators are aware that multilingual children's home languages are valuable personal, intellectual, and community resources.* They recognize that children are at risk of losing their home language competence as they develop their English language skills. Linguistically sustaining educators also acknowledge the importance of supporting the development of the heritage language for children from Native nations and tribal communities that are engaged in language revitalization efforts. Children's home language development is foundational to learning additional languages. Educators can create classroom environments that invite children's use of home languages and heritage languages throughout the day. Educators can also encourage families to maintain and continue to develop the home languages and heritage languages in their communities as children add English to their linguistic repertoires. Overall, children's multilingualism should be valued as an asset.

For many multilingual learners, the P–3 school environment is the primary context for learning English. English language development (ELD) instruction provides equitable access to, and meaningful participation in, learning activities conducted in English and supports children's steady progress toward full proficiency in the English language. In preschool and TK programs, educators integrate ELD throughout daily routines and classroom activities. In K–12, educators take a comprehensive approach to ELD instruction, which includes both integrated ELD (instruction that occurs throughout the day in all content areas) and designated ELD (dedicated ELD instructional time).**

Teaching Strategies to Support English Language Development

Educators use engaging and interactive teaching strategies to support ELD using a culturally and linguistically sustaining approach. While particularly helpful when supporting English learners, the following strategies can benefit all children's learning:

- **Hands-on learning:** Engage children in experiential learning

* Chapter 3 in *Improving Education for Multilingual and English Learner Students* provides an overview of language acquisition program models and pedagogical approaches.

** Integrated and designated ELD are explained in chapter 2 in the English Language Arts/English Language Development Framework (CA ELA/ELD Framework). Content referencing TK should be used alongside the *Preschool/Transitional Kindergarten Learning Foundations*.

activities where they interact with the content actively and in collaboration with peers. For example, children engage in a science investigation in which they use three-dimensional models to share what they have observed or use art to create a visual representation of what they learned about a topic. These opportunities deepen understanding of content and provide authentic opportunities for children to practice their English.

- **Props and concrete objects:** Use concrete objects and materials, including props, visual representations, and costumes, to help children learn new vocabulary in English and make meaning about new topics. For example, invite children to reenact a story or invent a new story using props. Using these materials helps children deepen their understanding of content presented in English. It also presents an opportunity to practice using content-related language they are learning in English, including vivid vocabulary and dialogue.
- **Protocols and discussion norms:** Provide protocols and discussion norms with clear roles and steps or norms for participating in discussions in English. Providing protocols or norms helps children engage meaningfully in productive discussions, reinforces their discussion skills such as turn taking, and strengthens their English language proficiency as speakers and listeners.
- **Language frames:** Provide and model the use of language frames in English (for example, "I think ____, because ____."). Language frames should be developmentally and linguistically appropriate and over time can contain increasingly complex grammatical structures or reference word banks for specific parts of speech (for example, "I think the character was behaving ____ + *adverb* because ____." *Adverb word bank: selflessly, recklessly, selfishly, angrily*). Language frames introduce language patterns and academic terms that children can then use, unprompted, in spoken and written English. This helps them to express themselves effectively and expands their grammatical knowledge.
- **Think-pair-share:** Provide children opportunities to discuss an idea or solution to a problem with a partner in English after they have had a chance to think about it independently. This peer-to-peer discussion strengthens children's use of English and expands their conceptual understanding. Think-pair-share also supports children in rehearsing the language they might later use in a whole-group setting. It is important to structure the think-pair-share with a protocol that sets expectations for listening, speaking, and using conversation norms.
- **Vocabulary instruction:** Use explicit instructional routines to help children learn new academic vocabulary in English and model appropriate use of vocabulary. Encourage them to use the words over time in various activities, such as in the context of hands-on learning activities or free play with peers. This instruction helps children learn the words deeply so they can use them intentionally in speaking and writing.
- **Songs, chants, and gestures:** Use songs or chants in English about a novel concept or topic, using new vocabulary and gestures. This use reinforces children's conceptual understandings and strengthens their ability to use new vocabulary in English.

- **Wide reading:** Provide high-quality children's literature from different genres and informational texts on diverse topics to help build children's knowledge about language and content in English. To ensure children see themselves reflected and represented in texts, choose texts that are relevant to children's families and communities and are written by authors from those communities. Support children through educator read-alouds, independent reading, and shared reading experiences with other children (for example, engaging in small-group discussions about a text). These practices enhance children's literacy skills, vocabulary expansion, and content knowledge.
- **Graphic organizers and visual supports:** Incorporate graphic organizers with language supports and visuals as scaffolds during learning activities conducted in English. Educators might provide graphic organizers that contain visuals or descriptions of key vocabulary in a text or language frames to support children's discussions or written responses to the text. These materials support children's comprehension of English texts and productive spoken and written language in English.
- **Translanguaging:** Offer opportunities for children to leverage all their linguistic resources, including the home language or other languages the child uses, whether instruction is provided in English, their home language, or another language the child uses. Translanguaging, when children combine and integrate languages they know when communicating, is a natural part of being multilingual that helps with learning. For example, educators can pair children who share the same home language in a think-pair-share activity to discuss an idea before sharing it in a small group.

Appendix B

Additional Resources

General Resources on Instruction of Social and Emotional Skills and Behavior

Social and Emotional Learning

The California Department of Education guidance and resources for supporting social and emotional learning.

Universal Design for Learning

Universal Design for Learning is a framework to improve and optimize teaching and learning for all people.

The Pyramid Model for Promoting Social–Emotional Competence in Infants and Young Children

The Pyramid Model is a tiered-intervention framework for promoting the social, emotional, and behavioral development of young children.

Restorative Practices and School Discipline

The California Department of Education guidance on the use of Restorative Justice practices in schools.

Endnotes

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