

## Observing and Documenting for the DRDP Measures by Level: Social Emotional Development (SED)

### SED 1: Identity of Self in Relation to Others

Child shows increasing awareness of self as distinct from and also related to others

Developmental Levels and Descriptors	Building Earlier Expresses simple ideas about self and connection to others	Building Middle Describes self or others based on physical characteristics	Building Later Describes own preferences or feelings; and Describes the feelings or desires of family members, friends, or other familiar people	Integrating Earlier Compares own preferences or feelings to those of others	Integrating Middle Describes and compares self and others using personality characteristics	Integrating Later Identifies and evaluates strengths and weaknesses by comparing self with others
<b>Examples from the DRDP</b>	Communicates, “I’m making cookies— just like Grandma!” while rolling play dough.	Draws a picture of own family, representing traits such as heights and hair colors.	Says, “I don’t want to touch the caterpillar. It scares me.”	Communicates, “I love to swim, but my sister doesn’t.”	Communicates, “I’m shy.”	Communicates, “I think he likes her better than me.”
<b>Could look like this in virtual interaction</b>	Teacher says: “Ms. Z runs fast; my brother runs fast too” <i>and pretends to run</i> Asks children “What can you do?”	Play a guessing game; child describes physical characteristics of the teacher or another child and have the child or teacher says THAT’S ME.	Read a book about families. Ask children about their families and what they like.	During whole group virtual lesson, children share their favorite things to do/eat. As they listen, they find a peer who likes the same activity.	Children put in breakout rooms with similar interests and have discussions about why they like that particular activity. Teacher pops in breakout rooms to listen	Create lists of self-identified strengths. Children talk about a strength they have and a strength they admire in someone else. “I’m good at soccer, but I admire Joe because he can skateboard.”
<b>Support learning and development: Ideas to share with families</b>	Kindergartners begin to compare themselves to others such as hair color, height, favorite foods, same interest in sports, etc. Competitiveness and jealousy are sometimes feelings as they meet many new friends. Listen for and describe your child’s favorites, strengths and interests, “You really love to learn about bugs.” Share your child’s favorites and strengths with the teacher so they can support their growth.					
<b>How to support learning and development at this level: Ideas for teachers</b>	<p>This measure helps teachers and classmates get to know each other. Many kindergartners love to share, and others prefer to listen and share with a familiar adult. Create time for children to talk about themselves, their families, and learn about each other. Teaching the use of breakout rooms to talk about favorites helps them get to know each other virtually. This will also give evidence for SED 2, LLD 1, 3, 4 and LLD 10, if they are drawing and writing about themselves and families (also ELD measures). Use <a href="#">Quick Question 4: Getting to Know You</a> to collect information to support your learners and provide evidence.</p> <p>Read books on feelings and character traits such as <a href="#">A Bad Seed</a> (Jory John), <a href="#">Red</a> (Michael Hall), <a href="#">The Name Jar</a> (Yangsook Choi).</p>					

## SED 2: Social and Emotional Understanding

Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics

Developmental levels and Descriptor	Building Earlier Identifies own or other’s feelings	Building Middle Communicates, with adult assistance, about feelings that caused own behavior or other’s behavior	Building Later Communicates ideas about why one has a feeling or what will happen as a result of that feeling	Integrating Earlier Communicates ideas about how own or another's' personality affects how one thinks, feels, and acts	Integrating Middle Compares people’s personality traits: and Demonstrates consideration for the thoughts and feelings of others	Integrating Later Uses understanding of another’s personality traits to explain and predict their behavior
<b>Examples from DRDP</b>	Communicates that a crying child is sad.	Communicates that the turtle in the story was scared, when the adult asks, “Why did the turtle go into the shell?”	Communicates, “I’m tired. I don’t want to write anymore.”	Communicates that a peer is shy when seeing her hide when an unfamiliar adult approaches.	Describes self as a good friend and identifies other children who are also good friends.	Asks a peer, “Do you want to help me water the flowers? I know you always like to help.”
<b>Could look like this in virtual interaction</b>	Create a routine of asking children to show or tell how they feel at the beginning of the virtual session.	Create a feeling chart and encourage children to identify how they are feeling and share why.	Read stories demonstrating characters experiencing different emotions asking children questions and wondering together about how a character will feel.	Discussions about what makes a good friend: helping others, identifying how friends feel, complimenting them.	Children in breakout rooms can discuss their self-identified personality traits and recall what one friend said in reporting back.	Probe understanding with questions like, “Which of our friends do you think would be brave to hold a frog?” What makes you think that?”
<b>Support learning and development: Ideas to share with families</b>	Children begin to develop more empathy in kindergarten. They are learning to label feelings, figure out why they feel certain ways, then begin to recognize the feelings of others. Parents can help this growth by labeling feelings of themselves, their children and others and why they might feel that way.					
<b>How to support learning and development at this level: Ideas for teachers</b>	Show a video that clearly defines feelings such as <a href="#">The Kids Picture Show-Feelings</a> and read books such as <a href="#">Angry Ninja</a> or <a href="#">Anxious Ninja</a> (Mary Nhin), <a href="#">What Should Danny Do?</a> and <a href="#">What Should Darla Do?</a> (Adir and Ganit Levy). You can also gather evidence for LLD 6 (Comprehension) and LLD 10 if they draw a response to the stories.					

### SED 3: Relationships and Social Interactions with Familiar Adults

Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults

<b>Developmental levels and descriptors</b>	<b>Building Earlier</b> Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems)	<b>Building Middle</b> Seeks a familiar adult’s ideas or explanations about events or experiences that are interesting to the child	<b>Building Later</b> Takes initiative in creating cooperative activities with a familiar adult	<b>Integrating Earlier</b> Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems	<b>Integrating Middle</b> Seeks to be cooperative or to promote cooperation by showing understanding of familiar adults’ goals through words or actions	<b>Integrating Later</b> Shows interest in how familiar adults’ experiences, feelings and thoughts affect their behavior
<b>Examples from the DRDP</b>	Uses an electronic tablet to play a game with a familiar adult.	Asks a familiar adult for a suggestion about how to fold the paper to make a paper airplane fly.	Gives pretend food to a familiar adult and communicates, “I made some hamburgers for you. You tell me what you want to drink.”	Works together with a familiar adult to complete a puzzle over several days, organizing pieces in different ways.	Opens door for a familiar adult who is carrying an armful of books.	Laughs and communicates, “That was funny!” while watching as a familiar adult tells a joke and laughs.
<b>Could look like this in virtual interaction</b>	Play Pictionary!	Take a virtual tour of a zoo or museum. Invite children to ask questions during the virtual fieldtrip.	Have a virtual tea party.	Student and their adult work on an asynchronous project of making an animal from a story read online.	Holds up the quiet signal when teacher online says “Time to listen to the story.”	Use <a href="#">Quick Question 5</a> to seek information about child and familiar adults at home.
<b>Support learning and development: Ideas to share with families</b>	The familiar adults in a child’s world build their first experience with close relationships. Share a text about a time your child initiates a game or play with you or if they begin to notice, comment, or act on YOUR interests or feelings.					
<b>How to support learning and development at this level: Ideas for teachers</b>	Watch how the child interacts with their parent or caregivers during virtual classroom meetings. Does the child seek help when needed? Does the child ask their adult for explanations and also share their ideas? Build in some game time during synchronous class, putting each child and adult in their own breakout room to play. Drop in on focus children each day. This could also create evidence for ATL-REG 3 and 4, LLD 1, 3, 4, COG: MATH if the games involve numbers/counting and LLD 8, LLD 9, if the games include letters, phonemic awareness, and words. <a href="#">Use Quick Question 5: Working with familiar adults</a> to learn how the child works and plays with their adults.					

## SED 4: Relationships and Social Interactions with Others

Child becomes increasingly competent and cooperative in interactions with others and develops friendships with several others

<b>Developmental levels and descriptor</b>	<b>Building Earlier</b> Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays	<b>Building Middle</b> Participates in extended episodes of cooperative play (including pretend play) with one or two friends	<b>Building Later</b> Initiates sustained episodes of cooperative play (including pretend play), particularly with friends	<b>Integrating Earlier</b> Organizes or participates in planning cooperative play activities with several peers, particularly with friends	<b>Integrating Middle</b> Demonstrates understanding of feelings and thoughts of other children (e.g., shows concern for another's feelings or negotiates conflicts in a fair and balanced way)	<b>Integrating Later</b> Explains own feelings, thoughts, and opinions to other children
<b>Examples from DRDP</b>	Plays cars with a peer for a short while.	Plays a game of telephone that involves having a conversation with a friend about going on a shopping trip together.	Plays a game of telephone that involves having a conversation with a friend about going on a shopping trip together.	Acts out a familiar story with peers, planning different characters and scenarios.	Suggests taking turns when they both want to play on the swings.	Communicates to another child, "I was scared when the door slammed shut. I thought it was a stranger."
<b>Could look like this in virtual interaction</b>	Invite children to draw picture for a friend.	Have a costume dress up day and provide time for others to talk with one another.	Pretend play with children.	Parents send in videos of the children at play. Look for the planning stage with several children.	Parents send in videos. Look for child's flexibility in participating in consideration of the peers' feelings	Parent sends in video or explanation. Look for child communicating how they feel, their ideas or opinions.
<b>Support learning and development: Ideas to share with families</b>	Think about when your child plays cooperatively with siblings, cousins, neighborhood friends. What type of play do they do together? How long does it last? Do they spend time organizing a pretend play activity like doctor's office, birthday party, camping, or with action figures? Take a video or photo to share with the teacher so they can provide ideas to stretch their play. Check out this 4 minute video on <a href="#">It's Playtime! How to play with your child to help their development.</a>					
<b>How to support learning and development at this level: Ideas for teachers</b>	SED 4 and 5 are interrelated and evidence of pretend play can be used for both. Make a simple video tape of children in a play scenario to share with parents: birthday party, camping, ice cream truck, airport, doctor's office with materials typically found in the home. Have kids replicate an idea at home and parents send a picture with explanations or a short video. YouTube has some dramatic play videos: <a href="#">Airport</a> or <a href="#">Grocery Store</a> .					