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**Course:** EED 261  
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**Observation: Arizona Social and Emotional Standards**

**Social and Emotional Development:**

**Describe your understanding of Social and Emotional development:**



Social and emotional development depend on the age and ability of the child being taken into account by the care giver and the educator. Not all children develop or are ready to undertake certain rules and regulations at the same time. The NAEYC article states that nurturing and responsive caregivers that who offer support in developing a positive sense of self and engaging in relationships with children and adults. Social and emotional maturity and skills include being able to take turns and the understanding and cooperating in the following of simple rules.

Social and emotional development depends on the developing sense of self in a child. They should be able to express feelings, and start regulating self-control over their interactions with others. Only after they are mature enough to realize their own capabilities and boundaries, can they successfully start to interact with others. This occurs around the age of 3 to 5 when children start to actually seek others to engage in play. Age four is when many things come together. This is where many behaviors begin to emerge, both positive and not so positive. Now's the time to watch for the maturity of certain children to see if they are ready to transition to different activities or skill levels, or to see if maybe they need a little extra help and encouragement to attain and sustain the required social and emotional skills for their age group.

**Standard Examples**

*Social/Emotional*

*Strand 3: Responsibility for self and others.*

*Concept 1: Self-Control-following rules and routines in various environments.*

*Indicators b: Understands and follows rules in the learning environment.*



Observation:

For this observation I am going to talk about the four year old in my internship class. Each day children are given a variety of activities to choose from during free time. The rules are they have to be quiet, cooperate and be respectful. For the most part, the children listen, have amazing self control and respect the rules.



*Social/Emotional*

*Strand 4: Approaches to learning.*

*Concept 1: Curiosity – the child is inquisitive about new experiences.*

*Indicators a : Selects an activity when choices are provided.*

*b: Shows interest in learning new things and trying new experiences.*

Observation:



For this observation I will talk about one of our four year olds who likes to help out the adults around the class and on the playground. On this particular day, I was helping to sweep sand off the sidewalk. This young man wanted to sweep too, using a “BIG” broom.

### **Personal Conclusion**

I personally like the way that my mentor and her assistant teacher handle the social/emotional climate in the classroom. I have learned different ways to address different types and kinds of behaviors that happen everyday in our classroom. Most of the time it is the same few children who have a hard time sitting still and focusing on what the teacher is saying. For one boy, the teacher purchase a “special ball” that he is only allowed to play with during our circle time. It helps him to sit more quietly. Some of the other kids who are restless are able to listen with a gentle reminder from the teachers. Sometimes I will sit on the floor with the children to help them. Most of the time, the children will come and lay their heads on my lap, or sit and cuddle with me while my mentor is telling us the lesson.