



Missouri Pre-K
Social and Emotional
Development Standards
and Approaches to Learning

Introduction

The standards are broad descriptions of what most children should know and be able to do by the time they enter kindergarten. They are not a curriculum but a framework for communicating a shared set of expectations for preschool children in the field of social and emotional development.

We realize some children will far exceed these standards; others will not enter kindergarten with the knowledge and experiences suggested in this document. Just as we recognize that different people bring different things to our society, we also recognize that variability in children is normal. The standards are not intended to be used to determine whether a child “is ready” to enter kindergarten. The standards are, however, goals for adults to use in supporting the social and emotional development and approaches to learning of preschool children. Available evidence indicates that the standards are appropriate for most children.

The standards were developed by a broad-based group of individuals whose backgrounds are representative of many facets of the early childhood community in Missouri. The standards are intended to be used in a variety of early childhood settings by a variety of people — parents, parent educators, child-care providers, Head Start and public/private school teachers, etc. They are consistent with current research and recommendations from other state and national initiatives.

It is our hope that the ultimate beneficiaries of this work will be our children, resulting in all children entering school ready to succeed.

Missouri Pre-K Guiding Principles

1. All children actively seek to comprehend the world in which they live. Given the opportunity to make choices concerning their activities, they acquire knowledge, skills and the ability to solve problems.
2. Children construct knowledge and values through interactions with peers, parents and other adults and through active exploration of the physical and social environment.
3. Young children’s thinking contains predictable errors.
4. Early learning and areas of development interact and influence each other.
5. Families (parents) are the child’s first and most important teachers.
6. Children exhibit individual differences in their development of competencies.

Missouri Pre-K Social and Emotional Development Standards

Content Component	Process Standards
Knowledge of self	Exhibits self awareness Develops self control Develops personal responsibility
Knowledge of others	Builds relationships of mutual trust and respect with others Works cooperatively with children and adults

Process Standards Competencies in the process of social and emotional development.

Indicators Milestones toward the development of competencies.

Examples Observable behaviors children may exhibit in their social and emotional development.

Guiding Principles Principles of child development that guide Missouri early childhood practices.

Knowledge of self

Exhibits self-awareness.



Indicator	Examples
1. Shows respect for self.	<p>The child</p> <ul style="list-style-type: none">• stands up for his or her own rights and needs.• acknowledges accomplishments (e.g., says, “I can hit the ball.”).• uses self-help skills (e.g., washing hands with soap and water, brushing teeth with assistance, trying new foods).
2. Develops personal preferences.	<p>The child</p> <ul style="list-style-type: none">• makes choices.• expresses likes and dislikes.• chooses a favorite color, food, song, friend, etc.
3. Knows personal information.	<p>The child</p> <ul style="list-style-type: none">• describes self using several basic characteristics (e.g., gender, age, hair color, eye color).• refers to self by first and last name.• knows parents’/guardians’ names.• may know address and telephone number.



Knowledge of self

Develops self-control.

Indicator	Examples
<p>1. Follows simple rules.</p>	<p>The child</p> <ul style="list-style-type: none"> • follows a few clear and consistent home or classroom rules. • follows rules made with adults and/or peers in a game or in play. • follows safety rules.
<p>2. Accepts transitions and follows daily routines.</p>	<p>The child</p> <ul style="list-style-type: none"> • understands and follows schedules and routines at home or school. • manages smooth transitions from one activity to the next (e.g., comes indoors to wash hands for lunch or to listen to a story). • separates from parents easily.
<p>3. Expresses feelings through appropriate gestures, actions and language.</p>	<p>The child</p> <ul style="list-style-type: none"> • identifies emotions (e.g., says, “I’m really mad,” or “The story made me sad.”). • shares happiness or success of another. • offers help to someone who is hurt. • uses pretend play to understand and respond to feelings. • controls an impulse to take an object away from another child (e.g., uses appropriate words instead of hitting).
<p>4. Adapts to different environments.</p>	<p>The child</p> <ul style="list-style-type: none"> • adjusts behavior in different settings (e.g., at the library, church, home, playground or school). • follows rules in different settings.

Knowledge of self

Develops personal responsibility.



Indicator	Examples
1. Cares for personal and group possessions.	<p>The child</p> <ul style="list-style-type: none">• carefully handles books and other objects.• takes care of toys.• puts away belongings and materials (e.g., clothing, toys, art supplies).
2. Begins to accept the consequences of his or her own actions.	<p>The child</p> <ul style="list-style-type: none">• brings a damaged object to parent or teacher for repair after breaking it.• admits wrongdoing (e.g., says, “I hit her because she took my toy.”).



Knowledge of others

Builds relationships of mutual trust and respect with others.

Indicator	Examples
<p>1. Respects the rights of others.</p>	<p>The child</p> <ul style="list-style-type: none"> • listens while others are speaking. • takes turns and follows rules. • respects the personal space of others (e.g., keeps hands to self).
<p>2. Respects adult leadership.</p>	<p>The child</p> <ul style="list-style-type: none"> • uses an adult as a resource (e.g., seeks information, assistance or advice). • follows adults' guidelines for safety in the home or classroom. • follows adults' rules for appropriate behavior in different environments. • shows interest in community workers (e.g., firefighters, police officers, dentists, doctors) and understands their roles in the community.
<p>3. Seeks comfort and security from significant adults.</p>	<p>The child</p> <ul style="list-style-type: none"> • shows an attachment or bond to an adult. • goes to an adult if he or she has a problem. • feels safe with significant adults.
<p>4. Develops friendships.</p>	<p>The child</p> <ul style="list-style-type: none"> • offers help and resources to others. • has a special friendship with one or two peers (e.g., misses them if they are apart or frequently chooses them in play). • is named as a friend or play partner by others.
<p>5. Uses courteous words and actions.</p>	<p>The child</p> <ul style="list-style-type: none"> • says "please," "thank you," "hello" and "goodbye" at appropriate times. • shares toys; passes items at mealtime. • waits for a turn during conversation.
<p>6. Respects similarities and differences among people.</p>	<p>The child</p> <ul style="list-style-type: none"> • notices the similarities and differences in others. • includes children with differences (e.g., gender, race, special needs, culture and language) in play. • explores real-life situations through pretend play. • recognizes that different individuals have different kinds of skills and information.

Knowledge of others

**Works cooperatively
with children and adults.**



Indicator	Examples
<p>1. Participates successfully as a member of a group.</p>	<p>The child</p> <ul style="list-style-type: none"> • allows others to join play and activities. • participates cooperatively in large and small group activities (e.g., is sometimes a leader and sometimes a follower). • plays cooperatively with others (e.g., takes turns when playing a game). • identifies self as a member of a group (e.g., refers to our family, our school, our team).
<p>2. Shares experiences and ideas with others.</p>	<p>The child</p> <ul style="list-style-type: none"> • engages in conversations to express his or her own ideas. • expresses self through pretend play, art, music, dance, written work and spoken language. • shares personal information.
<p>3. Begins to examine a situation from another person's perspective.</p>	<p>The child</p> <ul style="list-style-type: none"> • adopts various roles during pretend play. • expresses empathy (e.g., consoles the child who lost a game or a child who is unhappy). • adjusts plans in consideration of others' wants and needs (e.g., asks a friend if he or she would like to go first).
<p>4. Resolves conflicts with others.</p>	<p>The child</p> <ul style="list-style-type: none"> • shows an interest in fairness and established rules. • attempts to make amends (e.g., says, "I'm sorry" or offers a toy). • participates in resolving conflict with adult assistance. • attempts to solve problems without adult help (e.g., negotiates or compromises).

Missouri Pre-K Approaches to Learning

Content Component	Process Standards
Approaches to learning	<ul style="list-style-type: none"> Shows curiosity Takes initiative Exhibits creativity Shows confidence Displays persistence Uses problem-solving skills

Process Standards Competencies in the process of approaches to learning.

Indicators Milestones toward the development of competencies.

Examples Observable behaviors children may exhibit in their approaches to learning.

Guiding Principles Principles of child development that guide Missouri early childhood practices.

Approaches to Learning

Shows curiosity.



Indicator	Examples
1. Expresses interest in people.	<p>The child</p> <ul style="list-style-type: none">• asks about people in his or her environment.• takes interest in others' activities.• asks others for personal information (e.g., asks, "What's your name?" or "Why do you have a Band-Aid?").
2. Shows interest in learning new things and trying new experiences.	<p>The child</p> <ul style="list-style-type: none">• explores on his or her own.• develops personal interest (e.g., likes trains, dinosaurs, dolls).• investigates and experiments with materials.• shows interest in how others do things.
3. Asks questions.	<p>The child</p> <ul style="list-style-type: none">• uses questions to find answers.• wonders why something is the way it is.



Approaches to Learning

Takes initiative.

Indicator	Examples
<p>1. Initiates interaction with others.</p>	<p>The child</p> <ul style="list-style-type: none"> • asks a friend to join in play. • joins a play activity already in progress. • participates in group activities. • suggests play activities.
<p>2. Makes decisions independently.</p>	<p>The child</p> <ul style="list-style-type: none"> • selects materials for a project. • offers to help others. • does the correct thing when others do not.
<p>3. Develops independence during activities, routines and play.</p>	<p>The child</p> <ul style="list-style-type: none"> • hangs up his or her coat when coming indoors. • enjoys playing alone at times. • completes a task.

Approaches to Learning

Exhibits creativity.



Indicator	Examples
1. Tries new ways of doing things.	<p>The child</p> <ul style="list-style-type: none">• completes projects differently than others (e.g., uses a novel approach in block structures, paintings, clay structures).• uses materials in a new way (e.g., blanket becomes a tent).• invents new activities or game or suggests new rules for a familiar game.
2. Uses imagination to generate a variety of ideas.	<p>The child</p> <ul style="list-style-type: none">• makes up words, songs or stories.• engages in pretend play.• makes changes to a familiar story by adding actions or characters.• expresses ideas through art, construction, movement or music.
3. Exhibits a sense of humor.	<p>The child</p> <ul style="list-style-type: none">• laughs when someone tells a funny story.• exaggerates a movement or statement to be funny.• makes up silly words; plays with sounds.• makes up jokes (e.g., tells simple jokes over and over).

Approaches to Learning

Shows confidence.



Indicator	Examples
1. Expresses his or her own ideas and opinions.	The child <ul style="list-style-type: none">• communicates likes and dislikes.• suggests a solution for a conflict or problem.• shares ideas in a group situation (e.g., shares with family or peers or in a classroom).
2. Views self as competent and has a positive self-image.	The child <ul style="list-style-type: none">• expresses mastery of a skill (e.g., says, “Now I can swing myself.”).• asks others to view his or her creation (e.g., says, “Look at my picture.”).• contributes to family/classroom discussions.• takes pride in accomplishments.

Approaches to Learning

Displays persistence.



Indicator	Examples
1. Sustains attention to a task or activity appropriate for his age.	<p>The child</p> <ul style="list-style-type: none">• remains engaged in an activity (e.g., builds an extensive block structure or completes playing a game).• attends to a task regardless of distractions.• works on a task over a period of time, leaving and returning to complete it (e.g., Lego structure, picture).
2. Pursues challenges.	<p>The child</p> <ul style="list-style-type: none">• makes plans for an activity.• completes a project.• continues to try a difficult task (e.g., builds a complex block structure).
3. Copes with frustration.	<p>The child</p> <ul style="list-style-type: none">• shows understanding when a peer accidentally knocks down his or her block structure.• can lose a game without getting upset.• persists in trying to complete a task after many attempts have failed (e.g., tie shoes, ride a bike).



Approaches to Learning

Uses problem-solving skills.

Indicator	Examples
<p>1. Recognizes problems.</p>	<p>The child</p> <ul style="list-style-type: none"> • states a personal problem (e.g., says, “I can’t get my jacket zipped,” or “I can’t find the purple marker.”). • anticipates potential for problems (e.g., says, “If I climb too high, I won’t be able to get down.”). • recalls a previous problem (e.g., says, “I remember the last time we built the house, we had to put another block in here to hold it up.”).
<p>2. Tries to solve problems.</p>	<p>The child</p> <ul style="list-style-type: none"> • modifies actions based on new information and experiences (e.g., changes block structure when the tower continues to fall or moves during story time to see the book or puts on a sweater when cold). • changes behavior in response to another child or adult (e.g., comforts another child who is crying). • asks for help from another child or an adult.
<p>3. Works with others to solve problems.</p>	<p>The child</p> <ul style="list-style-type: none"> • cooperates in making decisions with another child (e.g., plans with a peer to build a castle out of blocks or plans with a peer what game to play or how to share materials such as toys or markers). • offers solutions to conflict with another child. • takes turns (e.g., says, “Let’s decide who goes first, second ...”).

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