

Ohio Early Learning and Development Standard (Birth to 5): Implementation Guide

Domain: Social and Emotional Development

Introduction:

The standards for Social and Emotional development involve behaviors that reflect children’s emotional growth and their growing ability to successfully navigate their social worlds through interactions with teachers and peers. These Standards include a focus on children’s developing abilities to regulate attention, emotions, and behavior, and to establish positive relationships with familiar adults and with peers. Research indicates that early skills of social competence and self-regulation are foundational to children’s long-term academic and social success (National Research Council, 2008). The Social and Emotional Development domain consists of the following strands: Self and Relationships.

The strategies in this guidance document are not designed to be specific activities or “storytime plans.” Rather, they represent broad approaches to implementation in each strand that may help storytime providers become more intentional to support the early learning domains in fun, creative, and meaningful ways. These strategies are not comprehensive. You may think of other ways that you support the strands.

Strand	Standard Statement	Storytime Provider Strategies
<i>Topic</i>	The child will	The storytime provider may
Self <i>Awareness and Expression of Emotion</i>	<u>Infants</u> Express a variety of emotions (contentment, distress, happiness, sadness, surprise, dislike, anger and fear) through facial expressions, gestures, movement and sounds	<ul style="list-style-type: none"> • Facilitate games like <i>Peek-a-Boo</i> between parents/caregivers and infants, emphasizing facial expressions. • Take time before, during, and after storytime to respond to individual infants’ expressions of emotion. • Facilitate singing and saying of songs, chants, rhymes, poems, and fingerplays between adults and infants that point out emotions. • Encourage parents/caregivers to talk with their infants about their feelings. • Use books with photos of facial expressions to talk about feelings. • Be sensitive to the responses of infants to activities, adjusting pacing and volume as needed. • Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.
Self <i>Awareness and Expression of Emotion</i>	<u>Young Toddlers</u> Communicate emotions purposefully and intentionally, including complex emotions such as happiness, sadness, surprise, dislike, anger and fear, nonverbally and possibly with a few familiar words	<ul style="list-style-type: none"> • Verbally identify children’s emotions when they are expressed. • Talk about feelings; validate the children’s feelings; give words to children describing their feelings. • Play interactive games like <i>Peek-a-Boo</i> and <i>This Little Piggy</i>, emphasizing facial expressions. • Take opportunities to point out emotions as you sing and say songs, chants, rhymes, poems and fingerplays. • Use feeling words with photos, pictures, flannel board, and mirrors to label emotions that children experience. • Read and talk about feelings in children’s books, not limited to “books about feelings.” • Talk about feelings of characters depicted in books and stories even if feelings are not noted in text. • Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.

Strand <i>Topic</i>	Standard Statement The child will	Storytime Provider Strategies The storyline provider may
Self <i>Awareness and Expression of Emotion</i>	<u>Older Toddlers</u> Show awareness of own emotion and use nonverbal and/or verbal ways to express complex emotions such as pride, embarrassment, shame and guilt	<ul style="list-style-type: none"> • Sing and say songs, chants, rhymes, poems and fingerplays, emphasizing facial expressions. • Verbalize and use a broad range of pictures representing cultures, ethnicities, etc. to help children understand appropriate ways to express emotions. • Verbally recognize complex emotions and support children as they go through them, especially during transitions. • Offer opportunities for children to draw to express emotions. • Read and talk about feelings in children’s books, not limited to “books about feelings.” • Talk about feelings of characters depicted in books and stories even if feelings are not noted in text. • Offer play opportunities, acknowledging and validating children’s feelings during play, both positive and negative. • Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.
Self <i>Awareness and Expression of Emotion</i>	<u>Pre-Kindergarten</u> Recognize and identify emotions and the emotions of others Communicate a range of emotions in socially accepted ways	<ul style="list-style-type: none"> • Sing and say songs, chants, rhymes, poems and fingerplays, emphasizing facial expressions. • When reading books, when appropriate, point out socially accepted ways to communicate and express emotions, recognizing that there are cultural differences in what may be “acceptable” ways to express emotions. • Relate emotions of characters in books to children’s experiences. • Verbally recognize complex emotions and support children as they go through them, especially during transitions. • Offer opportunities for writing/drawing to express emotions. • Offer play opportunities, acknowledging and validating children’s feelings during play, both positive and negative. • Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.
Self <i>Self-Concept</i>	<u>Infants</u> Begin to understand self as a separate person from others	<ul style="list-style-type: none"> • Place mirrors at infants’ eye levels when they are on the floor. • Offer playtime where infants can see each other. • Provide nametags for infants in order to call them by name. • Model actions and facilitate interactions between parents/caregivers and infants to point to body parts, first adult’s, then infant’s. • Facilitate having infants touch adults’ faces, hair, ears, and give them language as they explore. • Use songs and rhymes to point out body parts and actions, as appropriate. • Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.

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Self <i>Self-Concept</i>	<u>Young Toddlers</u> Recognize self as a unique person with thoughts, feelings and distinct characteristics	<ul style="list-style-type: none"> • Model talking about own feelings and children’s feelings; encourage parents/caregivers to talk about their feelings. • Provide mirror so children can see themselves and describe what they see. • Use photographs and books of photographs of faces, encouraging children to compare their own faces with those of others. • Encourage parents/caregivers to notice children’s non-verbal actions, gestures, facial expressions and preferences, narrating what they observe. • Talk about feelings when sharing books as opportunities present themselves. • Read books with characters of diverse backgrounds. • Provide opportunities for adults to talk with children to connect what is happening in book or story to the child’s experiences; adult may be articulating the connections. • Offer craft/activity opportunities that use children’s photographs, and to articulate distinct characteristics. • Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.
Self <i>Self-Concept</i>	<u>Older Toddlers</u> Show awareness of themselves as belonging to one or more groups Identify own feelings, needs and interests	<ul style="list-style-type: none"> • Offer play opportunities including mirrors so children can see themselves, having conversations about what they see (clothing styles and colors, body parts and characteristics). • Encourage children to notice similarities and differences between themselves and others. • Read books with characters of diverse backgrounds. • Offer writing opportunities that encourage depiction of self—appearance, feelings, interests. • Offer play opportunities and have children describe characteristics that are similar and different. • Honor children’s feelings by acknowledging them even when behavior may not be appropriate. • Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.
Self <i>Self-Concept</i>	<u>Pre-Kindergarten</u> Identify the diversity in human characteristics and ow people are similar and different Compare own characteristics to those of others.	<ul style="list-style-type: none"> • Encourage children to notice similarities and differences between themselves and others. • Read books with characters of diverse backgrounds. • Share books with people from different experiences and locations. • Offer writing opportunities and have children describe characteristics that are similar and different. • Offer play opportunities where diversity of sizes, gender, and cultures can be noted and built on—dolls, clothing, foods, etc. • Invite families to share information, books, songs, etc. about their cultures. • Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.
Self <i>Self-Comforting</i>	<u>Infants</u> Comfort self in simple ways and communicate needs to help through vocalizations and gestures	<ul style="list-style-type: none"> • Be sensitive to the responses of infants to activities, adjusting pacing and volume as needed. • Encourage parents to recognize cues infants give for overstimulation; communicate that they should feel free to leave and re-enter the storytime as needed. • Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.

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Self <i>Self-Comforting</i>	<u>Young Toddlers</u> Comfort self in a variety of ways	<ul style="list-style-type: none"> • Allow children to have comfort objects when needed • Be sensitive to the responses of children to activities, adjusting pacing and volume as needed. • Encourage parents to recognize the signs given by the child that he/she is tired and needs a change of activity or position; communicate that they should feel free to leave and re-enter the storytime as needed. • Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.
Self <i>Self-Comforting</i>	<u>Older Toddlers</u> Anticipate the need for comfort and try to prepare for changes in routine	<ul style="list-style-type: none"> • Allow children to have comfort objects when needed. • Be sensitive to the responses of children to activities, adjusting pacing and volume as needed. • Provide continuity by setting up the storytime room in a similar fashion each week and having some elements that repeat • Provide a picture schedule of storytime routine and refer to it as the events occur. • Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.
Self <i>Self-Regulation</i>	<u>Infants</u> Express and act on impulses	<ul style="list-style-type: none"> • Accept infants' emotions and respond to them positively • Encourage caregivers to pick up crying children promptly using soothing voices and touches. • Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.
Self <i>Self-Regulation</i>	<u>Young Toddlers</u> Respond positively to limits and choices offered by adults to help guide behavior	<ul style="list-style-type: none"> • Accept emotions and respond to them positively. • Describe emotions of characters in books read, acknowledging both positive and negative feelings. • Nurture with kindness. • Recognize and respond to child's cues to guide behavior. • Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.
Self <i>Self-Regulation</i>	<u>Older Toddlers</u> With modeling and support, manage actions and emotional expressions	<ul style="list-style-type: none"> • Describe emotions of characters in books read, acknowledging both positive and negative feelings. • Describe book characters' feelings and encourage talking about how they are feeling. • Give positive feedback on children's accomplishments. • Allow adequate "wait time" for children to process the request when giving directions for activities. • Use songs to name emotions as appropriate • Play games that require short wait times (e.g. Simon says, freeze dance, parachute play, red light green light, etc.) • Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.

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Self <i>Self-Regulation</i>	<u>Pre-Kindergarten</u> Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults Demonstrate the ability to delay gratification for short periods of time. With modeling and support, show awareness of the consequences for his/her actions.	<ul style="list-style-type: none"> • Identify visual images of emotions using faces, games and books. • Use songs to name emotions as appropriate • Include complex emotions, such as disappointed, frustrated, content, etc. in discussions. • Acknowledge and validate all feelings, whether positive or negative. • Talk about feelings while reading books, or before or after reading the book. • Use stories to discuss consequences of characters' actions. • Play games that require short wait times (e.g. Simon says, freeze dance, parachute play, red light green light, etc.) • Offer opportunities for taking turns, such as placing items on a felt board, game playing, discussions • Establish a routine for distributing and collecting storytime props. • Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.
Self <i>Sense of Competence</i>	<u>Infants</u> Act in ways to make things happen	<ul style="list-style-type: none"> • Offer playtime with rattles and other toys that encourage noise, offer opportunities to discover cause and effect. • Repeat songs with movements, encouraging children to make the connection between the song and motion. • Smile and praise accomplishments, clap and cheer after an activity. • Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.
Self <i>Sense of Competence</i>	<u>Young Toddlers</u> Show a sense of satisfaction when making things happen.	<ul style="list-style-type: none"> • Use shakers, musical instruments, and other items that encourage noise and offer cause and effect during storytimes. • Repeat songs with movements, encouraging children to make the connection between the song and motion. • Be expressive with feedback by clapping hands and saying, "You did it!" • Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.
Self <i>Sense of Competence</i>	<u>Older Toddlers</u> Recognize own abilities and express satisfaction when demonstrating them to others.	<ul style="list-style-type: none"> • Sing and say familiar songs and fingerplays so children can demonstrate competence. • Repeat songs with movement, allowing time for children to master. • Repeat books within a storytime and over storytimes so that children become confident talking about and/or retelling the story. • Provide supports for families to easily be able to repeat books and songs/rhymes at home so that children can build competence. • Display children's work. • Be consistent in storytime routines, repeating some elements week-to-week to build competence. • Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.

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Self <i>Sense of Competence</i>	<u>Pre-Kindergarten</u> Show confidence in own abilities and accomplish routine and familiar tasks independently	<ul style="list-style-type: none"> • Sing and say familiar songs and fingerplays so children can demonstrate competence. • Repeat songs with movement, allowing time for children to master; then step back and let children lead the motions. • Repeat books within a storytime and over storytimes so that children become confident talking about and/or retelling the story. • Provide supports for families to easily be able to repeat books and songs/rhymes at home so that children can build competence. • Using flannel board as support, encourage children to retell a story you have shared. • Display children's work. • Establish storytime routines which may include consistent opening/closing songs and procedures for distributing and collecting storytime props. • Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.
Relationships <i>Attachment</i>	<u>Infants</u> Initiate interactions and seeks close proximity to familiar adults who provide consistent nurturing	<ul style="list-style-type: none"> • Interact with each child as they arrive and depart. • Sing a welcome song that includes each child's name. • Facilitate singing and saying of songs, chants, rhymes, poems, and fingerplays between adults and infants, allowing time for infants to respond. • Provide multiple copies of books so that each parent and child can share a book together. • Offer playtime and encourage adult/child interaction and bonding. • Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.
Relationships <i>Attachment</i>	<u>Young Toddlers</u> Explore environment in the presence of familiar adults with whom he/she has developed a relationship over an extended period of time. Seek close proximity to familiar adults for security and support, especially when distressed Imitate familiar adults. Initiate play with familiar adults	<ul style="list-style-type: none"> • Interact with each child as they arrive and depart. • Sing a welcome song that includes each child's name. • Respond to requests for attention by smiling, laughing or talking. • Establish welcome and goodbye routines that encourage interaction between child and their adult. • Establish welcome and goodbye routines that encourage interaction between child and storytime provider. • Provide multiple copies of books so that each parent and child can share a book together. • Offer playtime and encourage adult/child interaction and bonding. • Use songs and fingerplays to initiate playful interactions between adult and child and between storytime provider and child. • Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.
Relationships <i>Attachment</i>	<u>Older Toddlers</u> Display signs of comfort during play when familiar adults are nearby but not in the immediate area Seek security and support from familiar adults when distressed.	<ul style="list-style-type: none"> • Interact with each child as they arrive and depart. • Communicate with children at their eye-levels and be responsive to what they say. • Create predictable storytime routines that support independent action while encouraging adult support. • Use songs and fingerplays to initiate playful interactions between adult and child and between storytime provider and child. • Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.

Infants = Birth to 8 Months, Young Toddlers = 6 to 18 Months,
 Older Toddlers = 16-36 Months, Pre-Kindergarten = 3 to 5 Years

Strand <i>Topic</i>	Standard Statement The child will	Storytime Provider Strategies The storytime provider may
Relationships <i>Attachment</i>	<u>Pre-Kindergarten</u> Express affection for familiar adults Seek security and support from familiar adults in anticipation of challenging situations Separate from familiar adults in a familiar setting with minimal distress.	<ul style="list-style-type: none"> • Interact with each child as they arrive and depart. • Create predictable storytime routines that encourage interactions between child and adult, and child and storytime provider. • Communicate storytime plan in words and pictures. • Facilitate group activities (e.g. parachute play) to nurture a sense of belonging to the group. • Provide opportunities for children to act independently from their adult (e.g. bringing an item up to the flannel board.) • Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.
Relationships <i>Interactions with Adults</i>	<u>Infants</u> Initiate and engage in reciprocal (mutual give and take) interactions with familiar adults.	<ul style="list-style-type: none"> • Interact with each child as they arrive and depart. • Facilitate singing and saying of songs, chants, rhymes, poems, and fingerplays between adults and infants, allowing time for infants to respond. • Provide multiple copies of books so that each parent and child can share a book together. • Offer playtime, encouraging adult/child interaction. • Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.
Relationships <i>Interactions with Adults</i>	<u>Young Toddlers</u> Participate in routines and experiences that involve back and forth interaction with familiar adults	<ul style="list-style-type: none"> • Interact with each child as they arrive and depart. • Call children by name. • Facilitate singing and saying of songs, chants, rhymes, poems, and fingerplays between adults and infants, allowing time for infants to respond. • Engage children in playing simple back and forth games, such as rolling a ball back and forth. • Respond to requests for attention by smiling, laughing or talking. • Offer playtime, encouraging adult/child interaction. • Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.
Relationships <i>Interactions with Adults</i>	<u>Older Toddlers</u> Interact with familiar adults in a variety of ways Seek assistance from familiar adults. Demonstrate early signs of interest in unfamiliar adults.	<ul style="list-style-type: none"> • Interact with each child as they arrive and depart. • Call children by name. • Read books dialogically, allowing children time to respond to questions. • Provide opportunities for children and their adults to read dialogically with a shared book • Listen attentively and positively respond to children. • Be aware of children's comfort levels with unfamiliar adults and offer support as they become interested. • Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.

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Relationships <i>Interactions with Adults</i>	<u>Pre-Kindergarten</u> Engage in extended, reciprocal conversations with familiar adults. Request and accept guidance from familiar adults.	<ul style="list-style-type: none"> Interact with each child as they arrive and depart. Encourage conversations and interactions between children and their parents/caregivers before, during, and after storytime. Call children by name. Read books dialogically, allowing children time to respond to questions. Sing and say songs, chants, rhymes, poems and fingerplays; provide directions for movements. Be aware of children's comfort levels with unfamiliar adults and offer support as they become interested. During craft/activity time, talk with children about their creations. Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.
Relationships <i>Peer Interactions and Relationships</i>	<u>Infants</u> Show interest in other children Repeat actions that elicit social responses from others	<ul style="list-style-type: none"> Encourage parents to imitate baby sounds, use facial expressions, wait for baby to respond, and to repeat these interactions until baby tires of it. Provide opportunities for babies to observe and interact with each other during playtime. Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.
Relationships <i>Peer Interactions and Relationships</i>	<u>Young Toddlers</u> Participate in simple back and forth interactions with peers for short periods of time	<ul style="list-style-type: none"> Provide opportunities for children to interact with each other such as taking turns, sharing, and cleaning up together. Offer playtime where toddlers can interact. Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.
Relationships <i>Peer Interactions and Relationships</i>	<u>Older Toddlers</u> Engage in associative play with peers With modeling and support, demonstrate socially competent behavior with peers, such as helping, sharing and taking turns	<ul style="list-style-type: none"> Pair children up for activities. Provide opportunities for children to interact with each other such as taking turns, sharing, and cleaning up together. Design an environment that encourages interaction between children such as grouping materials centrally. Prepare an art activity with too few materials for each child (e.g. three scissors and two glue sticks for five children). Narrate problem-solving actions for sharing and taking turns with the materials. Give positive feedback for socially acceptable behaviors. Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.
Relationships <i>Peer Interactions and Relationships</i>	<u>Pre-Kindergarten</u> Interact with peers in more complex pretend play including planning, coordination of roles and cooperation Demonstrate socially competent behavior with peers. With modeling and support, negotiate to resolve social conflicts with peers	<ul style="list-style-type: none"> Read a story, then facilitate children in retelling the story together using flannel pieces or other props. While adults may support this activity, children should be encouraged to work together to retell the story. Pair children up for activities. Design an environment that encourages interaction between children such as grouping materials centrally. Prepare an art activity with too few materials for each child (e.g. three scissors and two glue sticks for five children). Narrate problem-solving actions for sharing and taking turns with the materials. Give positive feedback for socially acceptable behaviors. Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.

Infants = Birth to 8 Months, Young Toddlers = 6 to 18 Months,
Older Toddlers = 16-36 Months, Pre-Kindergarten = 3 to 5 Years

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Relationships <i>Empathy</i>	<u>Infants</u> React to emotional expression of others	<ul style="list-style-type: none"> • Offer playtime where infants can watch each other and interact. • Sing and say songs, chants, rhymes, poems and fingerplays, encouraging adult/child interaction. • Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.
Relationships <i>Empathy</i>	<u>Young Toddlers</u> Demonstrate awareness of the feelings expressed by others.	<ul style="list-style-type: none"> • Talk about feelings of characters depicted in books and stories even if feelings are not noted in text. • Model empathy. • Point out and talk about emotions that you see. • During playtime, help children to identify and understand the emotions of others. • Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.
Relationships <i>Empathy</i>	<u>Older Toddlers</u> Demonstrate awareness that others have feelings Respond in caring ways to another's distress in some situations	<ul style="list-style-type: none"> • Model empathy. • When reading books, point out situations that model compassion and empathy (e.g. <i>Llama Llama Time to Share</i> by Anna Dewdney, <i>Little Blue Truck</i> by Alice Schertle). • Talk about feelings of characters depicted in books and stories even if feelings are not noted in text. • Point out and talk about acts of kindness. • Provide opportunities for playtime, supporting interactions with each other. • Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.
Relationships <i>Empathy</i>	<u>Pre-Kindergarten</u> Express concern for the needs of others and people in distress Show regard for the feelings of other living things	<ul style="list-style-type: none"> • Model empathy. • When reading books, point out situations that model compassion and empathy (e.g. <i>The Lion and the Mouse</i> by Jerry Pinkney, <i>A Sick Day for Amos McGee</i> by Phillip C. Stead). • Point out different points of view while reading books, including but not limited to books that specifically show different points of view (e.g. <i>The True Story of the Three Little Pigs!</i> by Jon Scieszka.) • Point out and talk about acts of kindness. • Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.