



- When asked, my child can identify positive and negative emotions based on characteristics associated with each emotion.



- When asked, my child can tell me the causes of their own emotions.



- My child can use words or gestures to communicate their own feelings.



- My child can use simple, developmentally appropriate words to express thoughts and emotions.



- My child is beginning to develop the ability to self-regulate when experiencing negative emotions.



- My child demonstrates the ability to wait.



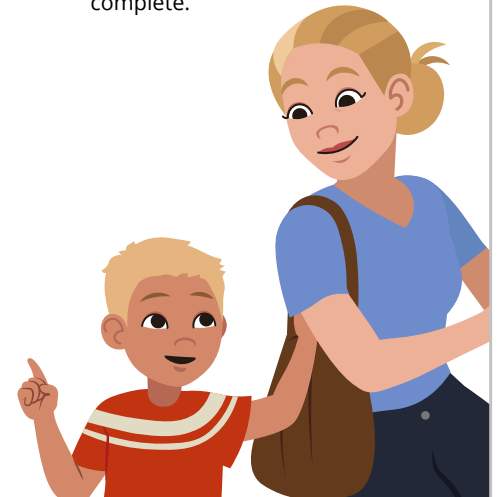
- My child can determine what tasks are needed to accomplish daily routines.



- My child can complete small tasks independently, with few requests for assistance.



- My child seeks help from trusted adults for a task that is difficult to complete.



# Social and Emotional Skills Checklist



My child can identify behaviors associated with emotions (e.g., sad - crying, mad - yelling and grimacing, happy - smiling, angry - tantrums and physical aggression, excited - squealing and jumping, etc.).



My child shares, take turns, and engages cooperatively with others, especially when encouraged by trusted adults.



My child engages in behaviors that promote positive relationships with others (e.g., using kind words, helping others, etc.).



My child is beginning to connect their words and actions and others' emotions.



My child is beginning to differentiate between safe and unsafe behaviors.



My child is beginning to recognize emotions and behaviors that result in relational conflict.



My child is learning to initiate interactions with others appropriately (e.g., tapping them on the shoulder, using words to communicate the desire to join in, etc.) and not interrupt.



My child is beginning to identify examples of conflict that occur in relationships at school and at home (e.g., not sharing or taking turns with others, using harsh words, lying, misunderstanding/miscommunicating, bullying, gossiping, etc.).

