

Maryland Model for School Readiness

Personal and Social Development

A direct relationship exists between a child's personal and social well-being and overall success in school and life. Personal development is a complex process involving range and intensity of emotional reactions, perception of emotions in self and others, and behavioral expressions of emotions. Personal development occurs through the interaction of a child's temperament with his or her experiences.

Social development is an ongoing process of skill acquisition and mastery involving cognition, language, emotions, and perception. Social functioning is demonstrated by how a child interacts with others both verbally and non-verbally in difficult situations, through gestures, body language, and graphic or written expression.

A child's personal and social well-being is manifested in school by effective personal and social functioning. These characteristics are shaped and reflected in a child's background of culture and experience. A child expresses healthy personal and social functioning through respectful interpersonal relationships, responsible actions, accountability for those actions, and motivated learning.

Personal and Social Development

STANDARD: 1.0 EMOTIONAL SELF-REGULATIONS- Students will demonstrate effective emotional functioning in group settings as individuals.

Indicators	Objectives
A. Emotional Self-Regulation	
1. Student will demonstrate healthy confidence <i>WSS / A1 Demonstrates self-confidence.</i>	a. Attempts new play and learning experiences independently b. Knows resources are available in the classroom and how to use them
2. Uses coping skills with help from others	a. Relates his needs, wants, and feelings to others b. Perseveres with activities when feeling frustrated
3. Shows self-direction in familiar settings  <i>WSS / A2 Shows some self-direction.</i>	a. Makes choices with help and pursues tasks with intention b. Cares for own belongings with occasional reminders
4. Follows simple classroom rules and routines with guidance  <i>WSS / B1 Follows simple classroom rules and routines.</i>	a. Generates and follows classroom rules (SS4. A. 1.a.) b. Plans routine activities in the classroom with guidance
5. Uses classroom materials appropriately  <i>WSS / B2 Uses classroom materials carefully.</i>	a. Plays with and uses materials with appropriate intention and purpose b. Puts away classroom materials after use with occasional reminders

STANDARD: 2.0 SOCIAL SELF-REGULATION-Students will demonstrate effective social functioning in group settings and as individuals

Indicators	Objectives
<p>A. Social Self-Regulation</p> <p>1. Student initiates and maintains relationship with peers and adults</p>  <p><i>WSS I D1 Interacts easily with one or more children.</i></p> <p><i>WSS I D2 Interacts easily with familiar adults.</i></p>	<p>a. Initiates conversation with peers</p> <p>b. Able to take turns when working in groups with guidance</p> <p>c. Shares materials and equipment with guidance</p> <p>d. Seeks adult help when solving interaction conflicts</p> <p><i>WSS I E1 Seeks adult help when needed to resolve conflicts.</i></p>
<p>2. Participates cooperatively in group activities</p> <p><i>WSS I D3 Participates in group life of the class.</i></p>	<p>a. Listens to directions from peers and responds to simple tasks</p> <p>b. Understands rules of group activities with guidance</p> <p>c. Speaks of individual contributions and group accomplishments</p>
<p>3. Shows empathy and concern for peers and adults</p> <p><i>WSS I D4 Shows empathy and caring for others.</i></p>	<p>a. Understand basic feelings, such as happiness or sadness, as expressed by others verbally or non-verbally</p> <p>b. Cares with guidance for peers who are in distress</p>

STANDARD: 3.0 APPROACHES TOWARD LEARNING- Students will demonstrate active interest in learning and apply learning and study skills to new tasks.

Indicators	Objectives
A. Approaches Toward Learning	
1. Shows eagerness and curiosity as a learner <i>WSS / C1 Shows eagerness and curiosity as a learner.</i>	a. Demonstrates interest and curiosity in learning new things with guidance b. Ask some questions about new things and experiences c. Speaks about new learning experiences
2. Student will attend to learning tasks with guidance <i>WSS / C2 Attends to task and seeks help when encountering a problem.</i>	a. Manages transitions from one activity to the next with guidance <i>WSS 1 B3 Manages transitions.</i> b. Listens to simple directions specific to the tasks c. Complete short-term tasks
3. Student will use some learning strategies when approaching new tasks <i>WSS / C3 Approaches tasks with flexibility and inventiveness.</i>	a. Plans and carries out familiar tasks with guidance b. Asks questions to seek ideas for new tasks c. Relates relevant previous experiences to new task
4. Student accepts responsibility for learning	a. Puts away materials after completing activity or task b. Participates in classroom activities c. Recognizes mistakes and asks for help