

Name: Click or tap here to enter text.

Utah Core Competencies Self-Assessment/Social Development

Date: Click or tap to enter a date.

This self-assessment is designed to provide you with a starting place in which you can take pride in accomplishments and reach toward future goals.

“You don’t have to see the whole staircase, just take the first step” Dr. Martin Luther King Jr.

BUILDING BASIC KNOWLEDGE AND SKILLS

Demonstrate awareness that children need positive role models to understand appropriate social behavior	
Maintain self-control when frustrated or angry	Choose an item.
Define “positive role model” and give examples of appropriate social behaviors	Choose an item.
Acknowledge the importance of each child’s family and is aware the family forms the basis for children’s social development	Choose an item.
Talk positively to each child about their family members	Choose an item.
Make an effort to know something about each child’s family	Choose an item.
Verbalize that parents are the most important people in an infant’s/child’s life	Choose an item.
Understand that children within a child care setting need to feel valued and develop a sense of belonging within the program in order to feel	
Greet children by name as they arrive and helps them find an activity	Choose an item.
Acknowledge children’s accomplishments	Choose an item.
Provide a space somewhere in the care area where each child can put personal belongings and call their own	Choose an item.
Invite children to join in play	
Invite children to join in activities or games if they seem hesitant or unsure	Choose an item.
Suggest activities if children are unsure of what they want to do	Choose an item.
Allow children to talk to and play with each other throughout the day	
When children are using materials or engaged in activities, they are allowed to talk with each other and work together if they choose	Choose an item.
Give infants opportunities to play near each other every day and does not use cribs, bouncers, exersaucers and swings to restrict infants and toddlers	Choose an item.
Demonstrate awareness that children are not born with social skills already in place, and need help developing social skills	
Verbalize an understanding that developing social skills is a process and children may need help in social situations	Choose an item.
Expect there will be some conflict among children and understands this is a typical part of children’s development	Choose an item.
Avoid labeling infants and young children when they do not show social awareness of others and does not assume an intent by the child to do harm	Choose an item.

BEGINNING TO UNDERSTAND AND APPLY

Model appropriate social behavior for children	
Use a respectful tone of voice, words, speech, and actions with children and other adults e.g., please, thank you, excuse me, etc.	Choose an item.
Acknowledge and responds appropriately to children when they speak or ask a question	Choose an item.
Do not show impatience, tease, belittle, or use sarcasm with the children or other adults	Choose an item.
Pay attention to infants and toddlers when carrying out routines and treats their bodies gently and with respect e.g., during diapering, hand washing, nap times, greeting, departure, feeding, etc.	Choose an item.
Support children in their family relationships and creates familiarity for the child of his first and last name, his parent’s names, and names of friends	
Sings songs or play rhyming games using the children’s names	Choose an item.
Provide opportunities for each child to tell others about themselves and their family	Choose an item.
Suggest children draw family pictures, and then ask for parents’ names to label their drawings	Choose an item.
Display pictures of the children and their families within the environment and talks to the children about them	Choose an item.

Infant caregiver understand attachment to a parent is the cornerstone of social development in infants and toddlers and supports the parent and child bond	Choose an item.
Help children feel valued as members of the group and talks with them about what is happening in their lives	
Point out each child's strengths to the child and their peers	Choose an item.
Point out similarities the children have with each other and common interests	Choose an item.
Compliment children for positive social behavior	Choose an item.
Talk with children, including infants informally throughout the day e.g., during play time, hand washing, meals, diapering and toileting, greeting, departure, when putting children to sleep, etc.	Choose an item.
Assure every child has an opportunity to be recognized and notices their accomplishments individually and within the group	Choose an item.
Guide and support children when joining in play	
Encourage shy or quiet children to interact with others while respecting their personality style and temperament	Choose an item.
Initiate and /or joins in play with a child, draws in other children, and then steps out of the situation	Choose an item.
Provide opportunities for the children to participate in social play	
Allow time each day for children to engage in play with one another that is not directed by the caregiver	Choose an item.
Encourage peer interaction and help children learn to listen to and understand others as they communicate during play or when problems arise	Choose an item.
Understand that infants, toddlers and two-year-olds typically do not "play cooperatively," but enjoy playing near other children and provides opportunities for them to interact one with another	Choose an item.
Teach social skills as part of the everyday curriculum	
Plan opportunities for children to develop social skills within the everyday routine and activity plan e.g., uses dramatic play and role playing to address hypothetical social situations, reads stories about pro-social concepts, offers activities that require taking turns, uses puppets to teach appropriate social behavior, engages in group discussions about pro-social behaviors during circle time for older children, shows pictures depicting social situations and talks about them, models pro-social behavior for children...	Choose an item.
Social expectations for children are based on their different ages and abilities and are appropriate for the children in the group	Choose an item.
Encourage infants and toddlers to use "gentle touch" and model gentle physical interaction	Choose an item.
Aware of and has read Utah's Pre-K Guidelines regarding Social Development (Only individuals working with pre-school age children)	Choose an item.

KNOWS, EXPLAIN AND USES BEST PRACTICES

Interact consistently in a positive manner with each child, showing genuine interest in what the child says and does	
Address every child by name, talk with each child every day, and encourage children to call each other by name	Choose an item.
Has affectionate and appropriate physical contact with each child daily in ways that convey love, affection, and security	Choose an item.
Learn the individual eating and sleeping rhythms of infants and toddlers and their preferences for comforting and approaching new people and experiences	Choose an item.
Respond to infants and toddlers "baby babble" and acknowledges it as social communication, encouraging the child to carry on a "conversation"	Choose an item.
Support children's developing awareness of the individual as a member of a family and of an ethnic or social group and is sensitive to different cultural values and expectations	
Is sensitive to differing cultural values and expectations concerning independence and expression of feelings	Choose an item.
Help children appreciate and accept all individuals regardless of race, ethnicity, and ability level	Choose an item.
Help children connect the similarities they share with other children in the group and appreciate each child's uniqueness	Choose an item.
Select and includes materials, activities, music, movement activities and display that depict all of the different cultures represented within the group	Choose an item.
Foster acceptance by the group through guiding and supporting children in identifying others' social cues and developing positive strategies to resolve social conflicts	
Provide opportunities for children to practice interpreting expressions and gestures during story time, music, art appreciation, and role play	Choose an item.
Coach children in understanding the verbal and physical cues of others	Choose an item.

Encourage children to tell others how they feel when they are faced with a conflict, or experience success, sadness, or fear	Choose an item.
Guide children through problem solving and conflict resolution interactions	
Explain other children's actions, intentions and feelings to children, including infants and toddlers to help them understand other children's behavior	Choose an item.
Guide and support children in developing specific strategies to use to engage in play with others or invite others to play and encourages cooperation amongst children within the social setting	Choose an item.
Model and give children words they can use to initiate or join in play with others	Choose an item.
Encourage older children to participate in different roles such as being "it" in tag games, dealing cards in card games, or being the patient at the hospital	Choose an item.
Provide some activities or projects children can work on together like a group mural or a cooking experience	Choose an item.
Suggest ways that the children can cooperate to solve a problem or complete a project	Choose an item.
Encourage play and relationships among all children across racial, language, ethnic, age, gender groupings, and developmental abilities	
Children are not separated, excluded, or grouped based on gender, ethnicity, family structure, appearance, or ability level	Choose an item.
Avoid stereotyping any group and using stereotyping language e.g., "Sit Indian style", "Only girls play with dolls," etc.	Choose an item.
Regularly changes themes or props in dramatic play to attract different children to use them	Choose an item.
Emphasize cooperation in games and activities and provides many opportunities for cooperative play	Choose an item.
Provide a meaningful curriculum emphasizing social skills, relationships, and friendships	
Provide sufficient time for children to play and engage in sustained activities	Choose an item.
Allow children to move freely and choose their own activities for the majority of the day, so that natural groupings and interactions can occur between children	Choose an item.
Provide age-appropriate games, materials and activities which help children learn to take turns	Choose an item.
Ensure that meal and snack times are a pleasant social and learning experience for children	Choose an item.
Talk with children often about what it means to be friends, and to treat each other the same way you want to be treated yourself	Choose an item.
Incorporate Utah Pre-K Guidelines on social development into classroom planning (Only individuals working with pre-school age children)	Choose an item.
Work to create a caring community within the program by encouraging children to treat each other with kindness and respect, help maintain the area where care is provided, and to give and receive help from others when needed	
Acknowledge children's efforts and persistence when trying a new task	Choose an item.
Acknowledge children's efforts and persistence when trying a new task	Choose an item.
Model empathy and caring behavior	Choose an item.
Talk with children in group time about what is happening in their lives	Choose an item.
Talk to the children about the importance of including everyone, and how it feels to be left out	Choose an item.
Organize opportunities for children to carry out tasks or jobs to help maintain the environment	Choose an item.
Teach children to clean up after themselves within an age appropriate context e.g., put away their own snack dishes, throw away their own garbage, pick up and put away materials they have used, etc.	Choose an item.
Point out and talks about positive social interactions the children engage in as they take place	Choose an item.
Help children learn that others have rights and possessions	
Guide children, if necessary, when asserting rights in real situations	Choose an item.
Model and teaches children how to ask permission to use things that belong to others	Choose an item.
Do not require children to share everything and allows children to have temporary ownership of objects	Choose an item.
Is available to help children work out social problems concerning rights and possessions when needed	Choose an item.
Make children aware of the effect their actions have on others	Choose an item.

Educate parents about children's stages of social development and typical issues such as separation anxiety, negative behavior, development of autonomy, shyness, and making friends	
Teach parents about the importance of positive social interactions by modeling appropriate interactions with their children	Choose an item.
Provide guest speakers, training or workshops for parents and staff on issues related to children's social development	Choose an item.
Encourage parents to engage in play and activities with their children at home that help teach their children social skills e.g., plays board games that require turn taking, reads stories with their child depicting positive social behavior and discusses it with them, etc.	Choose an item.
Recognize behavior regarding a child's social development that may indicate a need for further evaluation and/or intervention and communicates concerns to appropriate individuals	
Understand typical social development in children	Choose an item.
Collect observational data and uses it to identify areas of potential concern	Choose an item.
Adapt the environment and uses strategies to meet the social development needs of individual children	Choose an item.
Know what resources are available locally for children with concerns in the social domain and can provide information to parents	Choose an item.
Explain what steps to take if there is a concern, knows who to appropriately talk to about concerns, and maintains confidentiality at all times	Choose an item.