

Personal and Social Development

Growth and development in personal and social skills allow for children to benefit fully from experiences as school. Children gain better understanding about themselves and demonstrate self-control. Other aspects of personal and social development needed for successful functioning in the school environment include children's approaches to learning, interactions with others, and social problem-solving. In an ongoing process of acquiring and mastering skills involving cognition, language, emotions, and perception, children learn how to negotiate within various settings, including the school setting.

Goal: Students will demonstrate effective personal and social functioning in order to participate productively in all aspects of the school environment

Personal and Social Development Objectives - The student will exhibit the following:

Self Concept

- a. Demonstrates self-confidence (WSS IA1) by:
 - Eagerly exploring toys and materials (WSS)
 - Participating in most classroom activities (WSS)
 - Adapting to playground games and becoming part of the action (WSS).
- b. Shows some self-direction (WSS 1A2) by:
 - Choosing one activity out of several and becoming involved with it (WSS)
 - Finding materials with which to work (WSS)
 - Attempting new experiences independently (MMSR 1.1)
 - Finding and putting on one's own jacket before going outdoors (WSS).

Self Control

- a. Follows simple classroom rules and routines (WSS 1 B 1) by:
 - Following simple rules and procedures with gentle reminders (WSS)
 - Developing and applying a rule
 - Washing hands before snack (WSS)
 - Clearing off place at the snack table and throwing away items with few reminders (WSS).
- b. Uses classroom materials carefully (WSS 1B 2) by:
 - Looking at books carefully and putting them back on the shelf when finished (WSS)
 - Putting blocks or toys away in designated places when the teacher announces clean-up time (WSS).
- c. Manages transitions (WSS 1 B 3) by:
 - Accepting change with little or no protest (WSS)
 - Helping the teacher give transition signals (WSS)
 - Showing flexibility and adaptability to new situations.
- d. Exhibits impulse control and self-regulation by:
 - Verbally expressing feeling and waiting for turns in simple games
 - Sitting quietly and listening to an adult led activity
 - Cooperating with adults and peers.

Approaches to Learning

- a. Shows eagerness and curiosity as a learner (WSS 1C1) by:
 - Asking for additional information about what is encountered (WSS)
 - Showing interest in stories and events related by other children (WSS)
 - Taking risks and showing initiative.
- b. Attends to tasks and seeks help when encountering a problem (WSS1C2) by:
 - Paying attention to songs and stories during circle time for 10-20 minutes (WSS)
 - Raising hand to indicate that help is needed (WSS)
 - Persevering in activities independently (MMSR 1.2)
 - Using coping skills independently (MMSR 1.2).
- c. Approaches tasks with flexibility and inventiveness (WSS 1C3) by:
 - Identifying several ways to accomplish a task
 - Using prior knowledge to figure out what to do in present situations
 - Articulating and following a plan (e.g., “First I’m going to build the house. Then I’ll put trees all around it. Last, I’m going to make a sidewalk in front of the house.”).

Interactions with Others

- a. Interacts easily with one or more children (WSS 1D1) by:
 - Taking turns, sharing, and communicating during play (WSS)
 - Working cooperatively with another child who is painting on the same side of the easel (WSS)
 - Initiating and maintaining relationships with peers (MMSR 2.1).
- b. Interacts easily with familiar adults (WSS 1D2) by:
 - Responding to an adult’s questions or comments (WSS)
 - Requesting the teacher’s attention appropriately (WSS)
 - Initiating and maintaining relationships with adults (MMSR 2.1).
- c. Participates in the group life of the class (WSS 1D3) by:
 - Participating and following simple rules in group activities such as circle and board games (WSS)
 - Participating cooperatively in group activities (MMSR 2.2)
 - Using coping skills in group activities (MMSR 2.3)
 - Persevering in group activities (MMSR 2.4)
 - Acknowledging individual and group accomplishments (MMSR 3.1)
 - Using appropriate voice volume
 - Accepting consequences of one’s positive and negative actions (MMSR 3.2).
- d. Shows empathy and caring for others (WSS 1D4) by:
 - Expressing appropriate feelings for characters in a story (WSS)
 - Showing acceptance and support of classmates with disabilities (WSS).

Social Problem-Solving

- a. Seeks adult help when needed to resolve conflicts (WSS 1E1) by:
 - Asking an adult to help when another child want the same toy (WSS)
 - Using words suggested by an adult to express emotions (WSS)
 - Applying conflict resolution and problem-solving strategies.