Prekindergarten Social and Emotional Development Competencies

The purpose of this document is to clarify what students should know and be able to do each grading period (GP).

TPKG	Competencies	GP1	GP2	GP3	GP4
I.A.1, I.A.2, I.A.3,	**C1 – Self Concept** The student shows awareness of where his/her body is in space and expresses awareness of physical attributes, personal preferences, and abilities.	**X**	**X**	**X**	**X**
I.B.1.a, I.B.1.b, I.B.1.c	**C2 – Self Regulation – Behavior Control** The student follows classroom rules and routines, takes care of classroom materials, and shows signs of controlling his/her behavior with occasional assistance or reminders.	**X**	**X**	**X**	**X**
I.B.2.a, I.B.2.b, I.B.2.c	**C2 – Self Regulation - Emotional Control** The student begins to understand the connection between emotions and behavior, uses verbal and nonverbal cues and strategies to communicate feelings, and manages emotions with guidance when necessary.	**X**	**X**	**X**	**X**
I.A.4, I.B.3.a, I.B.3.b	**C3 – Self Regulation - Control of Attention** The student sustains attention during teacher-directed routines and activities and maintains focus to complete tasks independently and with peers for up to 20 minutes.	**X**	**X**	**X**	**X**
I.C.1, I.C.2, I.C.3,	**C4 - Relationships with Others – Social Interactions** The student forms positive relationships with adults and peers by using verbal and nonverbal communication and interacts as part of a classroom community.	**X**	**X**	**X**	**X**
I.A.4, I.C.4, I.C.5, I.C.7	**C4 - Relationships with Others – Play Skills** The student increasingly interacts with peers during cooperative play, initiates problem-solving strategies when experiencing conflicts or challenges, and seeks adult support when necessary.	**X**	**X**	**X**	**X**
I.A.1, I.C.3, I.C.6	**C5 - Social Awareness** The student respects the personal boundaries of others, shows competence in initiating social interactions, and demonstrates empathy and caring for others.	**X**	**X**	**X**	**X**

Learning Progression for Competency 1: Self-Concept

The student shows awareness of where his/her body is in space and expresses awareness of physical attributes, personal preferences, and abilities.

Developing	Progressing	Proficient
• Maintains appropriate personal space when speaking, playing, and conducting classroom activities in small and whole groups a few times • Identifies and communicates a limited number of basic physical characteristics to describe self or express personal predilections, e.g., hair color, eye color, height, favorite color, food or game, etc. • Uses a limited number of specific competencies to describe self, e.g., "I can wash my hands" or "I am good at riding the bicycle" • When needed, requests help from adults	• Maintains appropriate personal space when speaking, playing, and conducting classroom activities in small and whole groups, most of the time • Identifies and communicates some basic physical characteristics to describe self or express personal predilections, e.g., hair color, eye color, height, favorite color, food or game, etc. • Uses some specific competencies to describe self, e.g., "I can wash my hands" or "I am good at riding the bicycle" • When needed, requests help from adults, and when appropriate declines help	• Maintains appropriate personal space when speaking, playing, and always conducting classroom activities in small and whole groups • Identifies and communicates several basic physical characteristics to describe self or express personal predilections, e.g., hair color, eye color, height, favorite color, food or game, etc. • Uses several specific competencies to describe self, e.g., "I can wash my hands" or "I am good at riding the bicycle" • When needed, requests help from adults, and when appropriate declines help politely, e.g., "No thanks, I can do it myself"

For additional examples of child behaviors across the progressions, reference the 2022 Texas Prekindergarten Guidelines.

Learning Progression for Competency 2: Self-Regulation – Behavior Control

The student follows classroom rules and routines, takes care of classroom materials, and shows signs of controlling his/her behavior with occasional assistance or reminders.

Developing	Progressing	Proficient
• Begins to demonstrate an understanding of classrooms rules and responds appropriately to classroom behavior expectations with the support of an adult • Begins to identify and follow the sequence of the day's events and classroom activities provided in small and whole groups with frequent reminders • Handles, cleans up, and places classroom materials and personal belongings in appropriate places with frequent reminders and support	• Sometimes demonstrates an understanding of classrooms rules and responds appropriately to classroom behavior expectations • Identifies and follows the sequence of some of the day's events and classroom activities provided in small and whole group • Handles, cleans up, and places classroom materials and personal belongings in appropriate places with some reminders and support	• Consistently demonstrates an understanding of classrooms rules and responds appropriately to classroom behavior expectations • Identifies and consistently follows the sequence of the day's events and classroom activities provided in small and whole group • Independently handles, cleans up, and places classroom materials and personal belongings in appropriate places with few reminders and support

For additional examples of child behaviors across the progressions, reference the 2022 Texas Prekindergarten Guidelines.

Learning Progression for Competency 3: Self-Regulation - Emotional Control

The student begins to understand the connection between emotions and behavior, uses verbal and nonverbal cues and strategies to communicate feelings, and manages emotions with guidance when necessary.

Developing	Progressing	Proficient
• Begins to communicate to make needs known and sometimes displays impulsive responses while waiting for a turn • Begins to express feelings or responds appropriately to various feelings and situations, e.g., sadness, happiness, disappointment, sudden changes, etc. • Begins to demonstrate limited familiarity with various feeling words, e.g., happy, sad, mad, scared, proud, worried, excited, etc., • Begins to use appropriate strategies to decrease the level of distress	• Sometimes communicates appropriately to make needs known and refrains from impulsive responses while waiting for a turn with the need of some assistance • Sometimes expresses feelings or responds appropriately to various situations, e.g., sadness, happiness, disappointment, sudden changes, etc. • Sometimes demonstrates familiarity with various feeling words, e.g., happy, sad, mad, scared, proud, worried, excited, etc. • Sometimes uses appropriate strategies to decrease the level of distress and utilizes different claiming strategies with the guidance of adults *(e.g., requesting help when feeling frustrated with a task, seeking comfort from the teacher when feeling sad, asking to use the calming corner to take a deep breath, etc.)*.	• Consistently, communicates appropriately to make needs known and refrains from impulsive responses while waiting for a turn • Expresses feelings or responds appropriately to various situations, e.g., sadness, happiness, disappointment, sudden changes, etc. • Frequently demonstrates familiarity with various feeling words, e.g., happy, sad, mad, scared, proud, worried, excited, etc. • Frequently uses appropriate strategies to decrease the level of distress and utilizes different claiming strategies with the guidance of adults *(e.g., requesting help when feeling frustrated with a task, seeking comfort from the teacher when feeling sad, asking to use the calming corner to take a deep breath, etc.)*.

For additional examples of child behaviors across the progressions, reference the 2022 Texas Prekindergarten Guidelines.

Learning Progression for Competency 4: Self-Regulation - Control of Attention

The student sustains attention during teacher-directed routines and activities and maintains focus to complete tasks independently and with peers for up to 20 minutes.

Developing	Progressing	Proficient
• Begins to select and attempts to complete an activity before moving to the next one with the support of an adult • Follows a familiar daily routine until the task is finished with the support of an adult • Participates by sitting attentively during circle time, with the support of an adult	• Selects and occasionally completes an activity before moving to the next one • Sometimes follows a familiar daily routine until the task is finished • Sometimes actively participates by sitting attentively during circle time, e.g., maintains eye contact with an adult, raises hand before speaking, takes turns participating in class	• Selects and consistently completes an activity before moving to the next one • Follows a familiar daily routine until the task is finished • Actively participates by sitting attentively during circle time, e.g., maintains eye contact with an adult, raises hand before speaking, takes turns participating in class

For additional examples of child behaviors across the progressions, reference the 2022 Texas Prekindergarten Guidelines.

Learning Progression for Competency 5 Relationships with Others – Social Interactions

The student forms positive relationships with adults and peers by using verbal and nonverbal communication and interacts as part of a classroom community.

Developing	Progressing	Proficient
• Begins to greet teachers and/or classmates at different times during the day and uses appropriate language, with reminders from an adult • Begins to demonstrate they listen to adults and/or classmates by looking at the speaker and responding to verbal and nonverbal exchanges, with reminders from an adult • Begins to accept and carry out classroom assignments and other responsibilities during the school day, e.g., placing the backpack in the designated area, picking up lunch kit, etc., with reminders from an adult	• Sometimes greets teachers and/or classmates at different times during the day and uses appropriate language • Sometimes demonstrates they listen to adults and/or classmates by looking at the speaker and responding to verbal and nonverbal exchanges • Sometimes accepts and carries out classroom assignments and other responsibilities during the school day, e.g., cleaning workspace, turning lights off, etc.	• Consistently greets teachers and/or classmates at different times during the day and uses appropriate language • Consistently demonstrates they listen to adults and/or classmates by looking at the speaker and responding to verbal and nonverbal exchanges • Consistently accepts and carries out classroom assignments and other responsibilities during the school day, e.g., cleaning workspace, turning lights off, placing manipulatives in designated areas, distributing snacks among classmates, etc.

For additional examples of child behaviors across the progressions, reference the 2022 Texas Prekindergarten Guidelines.

Learning Progression for Competency 6 Relationships with Others – Play Skills

The student increasingly interacts with peers during cooperative play, initiates problem-solving strategies when experiencing conflicts or challenges, and seeks adult support when necessary.

Developing	Progressing	Proficient
• Begins to participate in spontaneous and organized play activities in and out of the classroom, at the playground, centers, whole group activities, etc., with the support of an adult • Begins to demonstrate the ability to negotiate and compromise with peers to achieve a cooperative goal during small group activities and at the playground, with the support of an adult • Begins to follow the lead of others while interacting with them in and out of the classroom setting, with the support of an adult • Begins to follow conflict resolution steps to solve a difference with another classmate • Begins to work out problems with other classmates independently, with the support of an adult	• Sometimes participates in spontaneous and organized play activities in and out of the classroom, at the playground, centers, whole group activities, etc. • Sometimes demonstrates the ability to negotiate and compromise with peers to achieve a cooperative goal during small group activities and at the playground • Sometimes follows the lead of others while interacting with them in and out of the classroom setting • Sometimes follows conflict resolution steps to solve a difference with another classmate • Sometimes works out problems with other classmates independently	• Participates in spontaneous and organized play activities in and out of the classroom, at the playground, centers, whole group activities, etc. • Demonstrates the ability to negotiate and compromise with peers to achieve a cooperative goal during small group activities and at the playground • Follows the lead of others while interacting with them in and out of the classroom setting • Follows conflict resolution steps to solve a difference with another classmate • Attempts to work out problems with other classmates independently

For additional examples of child behaviors across the progressions, reference the 2022 Texas Prekindergarten Guidelines.

Learning Progression for Competency 7: Social Awareness

The student respects the personal boundaries of others, shows competence in initiating social interactions, and demonstrates empathy and caring for others.

Developing	Progressing	Proficient
• Begins to use words to express own and others' preferences and feelings, e.g., "I like to ride the bike, and Tonya loves skating," "I don't think the story is funny, Carlos does! with the support of an adult • Begins to ask questions that indicate understanding that others may have a different perspective, with the support of an adult	• Sometimes uses words to express own and others' preferences and feelings, e.g., "I like to ride the bike, and Tonya loves skating," "I don't think the story is funny, Carlos does! • Sometimes asks questions that indicate understanding that others may have a different perspective	• Consistently uses words to express own and others' preferences and feelings, e.g., "I like to ride the bike, and Tonya loves skating," "I don't think the story is funny, Carlos does! • Frequently asks questions that indicate understanding that others may have a different perspective

For additional examples of child behaviors across the progressions, reference the 2022 Texas Prekindergarten Guidelines.