

Resources

Bright Futures: National Center for Education in Maternal and Child's Health, Georgetown University's Public Policy Institute, visit www.brightfutures.org.

**Center for Disease Control and Prevention
Department of Health and Human Services,**
visit www.cdc.gov.

CASEL (Collaborative for Academic, Social and Emotional Learning), Department of Psychology, University of Illinois at Chicago, visit www.casel.org.

Illinois State Board of Education, Social and Emotional Learning Standards, Springfield, Illinois, visit www.isbe.net.

Iroquois-Kankakee Regional Office of Education, Kankakee, Illinois, visit www.i-kan.org.

KAN-I HELP Information Network – Serving residents of Kankakee and Iroquois Counties, visit www.kan-i-help.org.



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Birth to Age Five

(infancy through early childhood)



Snapshots Of Your Child's Social and Emotional Well-being

More is known now than ever before about how young children learn, think and grow. From conception to the first day of kindergarten, development proceeds at a pace exceeding that of any other stage of life.

Social and emotional learning is the way a child develops the ability to experience, regulate and express emotions, form close, secure relationships; explore the environment; and learn.

Social and Emotional Milestones

Children develop at their own unique pace, so it's impossible to tell exactly when yours will learn a given skill. The developmental milestones below will give you a general idea of the changes you can expect as your child gets older, but don't be alarmed if your child takes a slightly different course.

- By the end of three months, infants begin to develop a social smile and become more expressive with their faces and bodies. They enjoy attention and may cry when it stops.
- By the end of 7 months, they will respond to other people's expressions of emotions.
- By the end of one year, they may become shy or anxious around strangers; prefer the company of their mother or primary caregiver and often cry when they leave; show specific preferences for certain people and toys; will test parental responses – especially during feedings; repeat sounds and gestures to gain attention; can finger feed themselves and may extend an arm or leg to help when being dressed.
- By the end of two years, babies are much more aware of themselves as separate beings; get more excited in the company of other children; and will imitate the behavior of adults and other children.
- By the end of three years, they can understand the concept of “mine” and “yours;” can take turns at playing games; and spontaneously show affection for familiar playmates.
- By the age of four, children become much more independent; can dress and undress themselves; are able to cooperate with other children; can negotiate solutions to conflicts; and are increasingly interested in new experiences and

inventive in “fantasy” play; often cannot tell the difference between fantasy and reality; and view themselves as whole persons – with a body, mind and feelings.

- By the age of five, children show more independence; like to sing, dance and act; are more likely to agree with rules; want to please and be like their friends; are aware of their gender; are able to distinguish fantasy from reality; can be demanding and eagerly cooperative.

Parents and primary caregivers are critical to a child's social and emotional development. You can promote your child's future success by providing:

- Attentive, consistent, responsive and affectionate care.
- A nurturing relationship with at least one parent or caregiver.
- A language-rich environment with opportunities for reading, singing, listening and talking.
- Safe and appropriate food and shelter and an environment that offers appropriate levels of noise and lighting.
- Play environments that encourage exploration and that are developmentally appropriate.
- Encouragement for the development and mastery of new skills.
- An interest in your child's education. Get involved and meet the teachers and staff so you can understand the learning goals and find ways to work together to help your child do well.

