

- ☐ When asked, my child can identify positive and negative emotions based on characteristics associated with each emotion.



- ☐ When asked, my child can tell me the causes of their own emotions.



- ☐ My child can use words or gestures to communicate their own feelings.



- ☐ My child can use simple, developmentally appropriate words to express thoughts and emotions.



- ☐ My child is beginning to develop the ability to self-regulate when experiencing negative emotions.



- ☐ My child demonstrates the ability to wait.



- ☐ My child can determine what tasks are needed to accomplish daily routines.



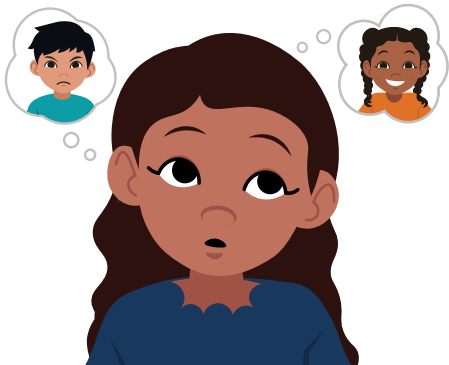
- ☐ My child can complete small tasks independently, with few requests for assistance.



- ☐ My child seeks help from trusted adults for a task that is difficult to complete.



- ☐ My child can identify behaviors associated with emotions (e.g., sad - crying, mad - yelling and grimacing, happy - smiling, angry - tantrums and physical aggression, excited - squealing and jumping, etc.).



- ☐ My child shares, take turns, and engages cooperatively with others, especially when encouraged by trusted adults.



- ☐ My child engages in behaviors that promote positive relationships with others (e.g., using kind words, helping others, etc.).



- ☐ My child is beginning to connect their words and actions and others' emotions.



- ☐ My child is beginning to differentiate between safe and unsafe behaviors.



- ☐ My child is beginning to recognize emotions and behaviors that result in relational conflict.



- ☐ My child is learning to initiate interactions with others appropriately (e.g., tapping them on the shoulder, using words to communicate the desire to join in, etc.) and not interrupt.



- ☐ My child is beginning to identify examples of conflict that occur in relationships at school and at home (e.g., not sharing or taking turns with others, using harsh words, lying, misunderstanding/miscommunicating, bullying, gossiping, etc.).

