

Introduction for Parents

Please join us in helping your child get off to the best possible start in life by guiding his social and emotional development. You are your child's first and most important teacher. Social and emotional skills are essential for your child's success in school and in life. Your child will learn many of these skills by his interactions with you. You are teaching him every day you are with him by what you say and do. Your child will be more likely to learn the essential skills to prepare him for kindergarten if you make an intentional effort to teach him what he needs to know.

The Missouri Department of Elementary and Secondary Education, along with a broad-based group of individuals whose backgrounds are representative of the early childhood community in Missouri, developed a set of standards of what most children should know and be able to do by the time they enter kindergarten. The standards are intended to be used in a variety of early childhood settings by a variety of people, including parents, parent educators, child-care providers and Head Start and public or private schoolteachers. They are consistent with current research and recommendations from other state and national initiatives.

Not all children learn at the same rate. Just as we recognize that adults are individually different, we also recognize that variability in children is normal. The standards are not intended to determine if a child is "ready" to enter kindergarten but are goals to use to support development of preschool children.

Social development is the growth and change in our interactions with others as we mature while emotional development is the growth and change in our understanding and management of emotions. Because interactions and emotions are so interconnected, the two areas of development often are combined into one. We have also included standards for "approaches to learning." Your child's approaches to learning will affect all areas of his growth, but they fit most closely with his social and emotional development.

During the preschool years, children develop a growing understanding of how their actions affect others. That understanding helps shape their behavior. As a parent, you provide the support and encouragement that enables your preschooler to grow in self-regulation and other social and emotional skills. With your help and guidance, your child eventually will be able to manage his emotions and behavior on his own. We encourage you to work with your child's preschool teacher, child-care provider, and/or parent educator to help your child develop the social and emotional skills and approaches to learning he needs to enter kindergarten ready to succeed.

This handbook includes behaviors you may observe in your child that will let you know he is on track in his social and emotional development and in his approaches to learning. It also includes ways you can support his development and resources you can explore for more information.



I. Knowledge of Self

1. Exhibits self-awareness.

Look for your child to ...

- a. Show respect for himself.

Your child may ...

Stand up for his own rights and needs.

Acknowledge his accomplishments (e.g., say, "I can hit the ball.").

Use self-help skills (i.e., washing hands with soap and water, brushing teeth with assistance or trying new foods).

You can support your child ...

Allow him to freely express his opinions.

Include him in family decisions (according to his ability).

Express pride in his abilities and traits, such as his fast running or his sense of humor.

Arrange a safe environment for him to learn and practice new behaviors.

Provide the support he needs for skills he is still learning.

Let him do things himself. Teach him how to do things on his own.

Assign jobs for him to do that he can handle (e.g., feeding a family pet or emptying trash cans).

As he matures, give him more complex jobs, such as helping to prepare dinner.

Watch him, listen to him and praise him for his accomplishments. Help him to understand that his accomplishments are the results of his efforts (e.g., "You kept trying even though it was hard, and now you can hit the ball.").

Your child's ability to perform many self-help skills is dependent largely on motor skills. Watch how well he uses his fingers and hands to see if he is ready to eat, brush his teeth or get dressed by himself.

Show him how to complete each task, explaining how to do it and helping him through the various steps until he can do it himself.

Give him helpful tools (i.e., a napkin, the right utensils, a chair the right height). Praise him when there is little mess.

Show your child how to brush all his teeth, inside and out, for two minutes. Brush your teeth at the same time. (Always do the final brushing yourself in order to reach all the surfaces of your child's teeth.)

Keep tissues where your child can reach them. Model using them. Encourage him to use one when he needs it; offer to help. Try putting a small amount of perfume on a tissue and tell your child to wipe around his nose, smelling the tissue. Gradually phase out the scented tissue.

Using a doll or stuffed animal with doll clothing, show your child how to dress and undress the doll. Show him how to zip and button. Give him some of your old shirts and jackets to play dress-up in. This will give him practice in dressing and undressing. Loose-fitting clothes are easier for a child to put on.

Store your child's clothes, jackets and shoes within his reach. Allow plenty of time for him to dress himself in the morning.

Attach a key ring or large paper clip to your child's zipper handle to make it easier to grasp.

Have your child practice tying a shoelace around his leg before he attempts to tie a shoe.

Show your child ways to dress more easily. Young children sometimes find it easier to put on a shirt or jacket by laying it on their laps or on the floor upside down with the front facing up. They can push their arms into the armholes up to their elbows, then lift their arms up over their heads until the shirt falls into place.

At bath time, have your child mark each of his body parts with a different color using soap crayons. Tell him to wash the blue part, then the green, and so on until he is completely clean.

**Look for
your
child to ...**

b. Develop
personal
preferences.

Your child may ...

Make choices.

Express likes and dislikes.

Choose a favorite color, food, song, friend, etc.

You can support your child ...

Allow your child to make choices among acceptable alternatives. In situations in which he is not yet capable of making decisions on his own, involve him in some aspect of the choice (e.g., deciding which toy to put away first).

When possible, let your child decide what to wear.

Show your child that you are interested in him, his growing skills and interests, and his likes and dislikes.

Allow your child to have his own likes and dislikes. Don't criticize them because they are different from yours.

Ask him his favorite color, animal, ice cream, etc. Tell him yours.

With your child, make a "Who Am I?" collage. Help him find pictures of his favorite things and glue them on a piece of paper.

**Look for
your
child to ...**

c. Know personal
information.

Your child may ...

Describe himself using several basic characteristics (i.e., gender, age, hair color or eye color).

Refer to himself by first and last name.

Know parents'/guardians' names.

Know his address and telephone number.

You can support your child ...

Stand in front of a mirror with your child. Describe what you see (e.g., "I have brown hair and blue eyes. I am a girl."). Have him do the same.

Point out physical characteristics to your child as you look at pictures of him. Talk about the characteristics of others, too.

Tell your child your name and ask him his.

Have your child lie down on a large piece of paper. Trace around his body on the paper. Help him color in his hair, eyes, nose, mouth and other features. Talk about the color of his hair and eyes.

Talk about your "family" name and point out others in your family with your child's last name.

Write a letter together to grandparents, a pen pal or friend. See if your child can tell you what to write about himself to include in the letter.

Send your child mail, and help him mail things. Point out his address on the envelope.

Help your child create a house out of a small milk carton. Write your address in large numbers on the house. Help your child read the numbers frequently to help him memorize them.

Put your phone number to music (e.g., sing the numbers to the tune of "Merrily We Roll Along"). Have your child sing it with you.

I. Knowledge of Self

2. Develops self-control.

<p>Look for your child to ...</p> <p>a. Follow simple rules.</p>	<p>Your child may ...</p> <p>Follow a few clear and consistent home or classroom rules.</p> <p>Follow rules made with adults and/or peers in a game or play.</p> <p>Follow safety rules.</p> <p>You can support your child ...</p> <p>Talk about the rules and maintain them consistently, but compromise when appropriate.</p> <p>Talk to your child about appropriate rules before entering a library or place of worship.</p> <p>Play a variety of simple games (e.g., board games, card games or ball games) with your child. Comment on “my turn” and “your turn.”</p> <p>Model safety rules. For example, wear your seat belt while in the car, wear a helmet while biking, and wait for the “walk” signal at crosswalks.</p>
<p>Look for your child to ...</p> <p>b. Accept transitions and follow daily routines.</p>	<p>Your child may ...</p> <p>Understand and follow schedules and routines at home or at school.</p> <p>Manage smooth transitions from one activity to the next (e.g., come indoors to wash hands, to eat lunch and to listen to a story).</p> <p>Separate from you easily.</p> <p>You can support your child ...</p> <p>Follow a consistent routine at home, and talk about what happens next.</p> <p>Warn your child about an upcoming transition ahead of time. If necessary, physically lead her to where she needs to be.</p> <p>Give your child opportunities to separate from you for short periods. Explain where you are going and when you will be back.</p> <p>Be comforting, yet matter-of-fact and calm, when you leave your child. Allow her to keep something of yours with her while you are gone.</p> <p>Encourage your child to make short “trips” on her own (e.g., visit a playmate or relative or play on the playground while you watch from a distance).</p>
<p>Look for your child to ...</p> <p>c. Express feelings through appropriate gestures, actions and language.</p>	<p>Your child may ...</p> <p>Identify emotions (“I’m really mad.” or “The story made me sad.”).</p> <p>Share happiness or success of another.</p> <p>Offer help to someone who is hurt.</p> <p>Use pretend play to understand and respond to feelings.</p> <p>Control an impulse to take an object away from another child (e.g., use appropriate words instead of hitting).</p> <p>You can support your child ...</p> <p>Label your child’s emotions and those of yourself and others. For example, say, “You seem to be feeling scared. Is that right? Tell me about it.” Talk about reasons for feelings.</p> <p>Draw and cut out faces showing different feelings (i.e., happy, sad, angry, scared, surprised, worried). Glue the faces on popsicle sticks. Have your child act out the different feelings with the puppets.</p> <p>Help your child accept her negative feelings such as anger and fear by labeling them, discussing them with her and modeling appropriate ways to express them. Comfort her and try to make her feel better.</p> <p>Talk about positive feelings, too. For example, say, “I’m feeling happy today because we’re going to the park with Grandma and Grandpa.”</p> <p>Point out when another child may be feeling happy or proud because he has accomplished something, and show your child how to respond. Say to the child, “Way to go, Jacob! You did great!”</p> <p>Allow your child to feel what she feels. Avoid telling her how she <i>should</i> feel.</p> <p>Respond to your child’s happiness with happiness, to her sadness with tenderness and to her anger with calmness.</p>

**Look for
your
child to ...**

c. Express feelings through appropriate gestures, actions and language.
(continued)

You can support your child ...

Be careful how you react to your child's emotional displays. For instance, if you respond to your child's angry tantrums by yelling at her or spanking her, you encourage her to continue expressing her own anger that way.

Notice how your child's actions affect others. Talk to her about the feelings of others. For example, say, "Makayla is sad because you took the last cookie and she didn't get one. Can you think of a way to make her feel better?"

Throughout the day, compliment her when you see her offer to help others. Explain how her actions helped others.

Play games of "make-believe" with your child. Encourage her to use her imagination by using yours.

Provide many props for pretend play (e.g., pretend store, health care provider's office, preschool, house, restaurant, fire or police station).

Remind your child firmly that the rule is "no hitting" and to use her words. Compliment her when you notice her asking for a toy rather than grabbing it.

Teach games that encourage impulse control in your child, such as Mother, May I?, Red Light-Green Light, and Duck-Duck-Goose.

**Look for
your
child to ...**

d. Adapt to different environments.

Your child may ...

Adjust her behavior in different settings (e.g., library, church, home, playground or school).

Follow rules in different settings.

You can support your child ...

Pretend to be in different settings with your child (e.g., say, "Let's pretend we're at the playground. What shall we do?").

Ask your child about the different rules at home, at friends' or relatives' homes, at preschool or child care, at places of worship, etc. Talk about why we have rules.

Explain rules beforehand and use concrete examples that your child will remember. For instance, say, "Let's walk with soft feet (pretend tiptoeing) while we're in the library. People are trying to read in there, and we need to be quiet."

Enforce rules with consistency. Your child is more likely to follow rules when she has a reasonable structure to follow, knows what to expect and can predict that certain behaviors will lead to certain outcomes.



I. Knowledge of Self

3. Develops personal responsibility.

Look for your child to ...

- a. Care for personal and group possessions.

Your child may ...

- Carefully handle books and other objects.
- Take care of toys.
- Put away belongings and materials (e.g., clothing, toys, art supplies).

You can support your child ...

- Model careful handling of books and objects, then encourage your child to follow your lead.
- Explain to your child the importance of taking care of his things.
- Set limits. If your child misuses books or toys, take them away from him for awhile.
- Make putting away his things part of his daily routine. Co-create his routine with him – let him help decide when to do what.
- Make it easy for your child to put away his things. Provide hooks and drawers for clothes and low shelves for books and toys.
- Turn the task into a game. For example, set a timer and see who can put the most toys away before the timer goes off. Or, help your child put all the toys that are on the floor into a large bag. Take turns reaching into the bag and grabbing a toy. Without looking, guess which toy it is. If you guess it, you get to put it away!
- Make up songs to familiar melodies about putting away toys or clothes. For example, sing, “This is the way we pick up our toys” to the tune of “Here We Go ‘Round the Mulberry Bush.”
- Help your child break the task into manageable parts. Help him with the jobs that seem too overwhelming. For instance, help him pick up all the blocks. Then help him pick up all the cars, etc.

Look for your child to ...

- b. Begin to accept the consequences of his own actions.

Your child may ...

- Bring an object to a parent or teacher for repair after breaking it.
- Admit wrongdoing (e.g., say, “I hit her because she took my toy.”).

You can support your child ...

- Let your child know that it’s okay to make mistakes. They are learning experiences. Praise him when he tries again.
- When your child accidentally breaks an object, avoid punishing him. Talk about what caused it to break, how he can avoid breaking it in the future, and ways to fix it.
- If your child brings you an object that he has broken, praise him for his honesty and try to help him repair it.
- When your child admits a wrongdoing, praise him for his honesty. Ask him what he can do now to make things better.
- Talk with your child about how his behavior affects others.
- Tell your child a favorite nursery rhyme that involves the idea of right and wrong. Discuss the choices the characters in the story made.

II. Knowledge of Others

1. Builds relationships of mutual trust and respect with others.

Look for your child to ...

- a. Respect the rights of others.

Your child may ...

Listen while others are speaking.

Take turns and follow rules.

Respect the personal space of others (e.g., keep her hands to herself).

You can support your child ...

Show your child respect so she learns to respect others. Listen while she is speaking, and give her time to finish a story. Knock on the bathroom door before entering. Ask her if her brother can play with her puzzles.

Teach your child to say “excuse me” if she needs to interrupt a conversation.

Play a variety of games with your child. Comment on “my turn” and “your turn.”

Play games with simple rules, such as Hide and Seek, Duck-Duck-Goose and checkers.

Plan some time every day when your child can depend on getting your undivided attention. Spend that time talking, reading to her, playing a game or listening to music. She’ll feel less need to interrupt you when you’re busy if she knows she can count on time together later.

Talk to her about how others feel when she bumps into them, walks too close to them or touches them.

Look for your child to ...

- b. Respect adult leadership.

Your child may ...

Use an adult as a resource (e.g., seek information, assistance or advice).

Follow adults’ guidelines for safety in the home or classroom.

Follow adults’ rules for appropriate behavior in different environments.

Show interest in community workers (e.g., firefighter, police officer, dentist or doctor) and understand their roles in the community.

You can support your child ...

Help her talk to adults. Introduce her to adults, and remind her to say hello and shake hands. Tell her to use their names when greeting them.

Encourage your child to answer questions or respond when someone says something to her, but don’t insist.

Read books about the roles of community workers. Take your child to visit the local fire station, and have her ask a firefighter what she does on her job.

Talk about community workers’ jobs, and emphasize their importance.

Play charades with her, and act out the roles of community workers.

After a visit to a health care provider or dentist, play pretend doctor or dentist’s office with your child.

Avoid criticizing adults in the presence of your child. Let her know it is important to respect authority figures and to follow their rules.

**Look for
your
child to ...**

c. Seek comfort and security from significant adults.

Your child may ...

Show an attachment or bond to an adult.

Go to an adult if she has a problem.

Feel safe with significant adults.

You can support your child ...

Be encouraging, empathetic and warm toward her. When she expresses negative emotions such as anger or sadness, comfort her and try to make her feel better (e.g., say, "I'm sorry you're mad because you can't go outside right now. Let's talk about it while we play with the blocks.>").

Be there for your child both physically and emotionally.

When you leave your child – to go to work, for example – tell her where you are going, why and when you will be back.

Be sure that you are leaving your child in competent care, and reassure her that she will be safe while you are gone.

Give your child opportunities to be around other adults.

**Look for
your
child to ...**

d. Develop friendships.

Your child may ...

Offer help and resources to others.

Have a special friendship with one or two peers (e.g., misses them if they are apart, frequently chooses them in play).

Be named as a friend or play partner by others.

You can support your child ...

Give your child lots of opportunities to play with other children.

Promote play dates for your child. Take her to a friend's house, or invite one of her friends to your home.

Encourage your child to be a good "hostess" when she has a friend over (e.g., by offering refreshments, sharing toys, taking turns).

Offer guidance to her on how to behave socially. For example, say, "Why don't you ask Joshua and Madison if you can join their game?"

Help your child and her friends resolve conflicts on their own. If they cannot, step in with specific suggestions (e.g., "Play what Kareem wants to play until the timer goes off; then play the game *you* want.>").

Limit play groups to just a small number of friends. Large groups can be overwhelming to preschoolers.

Provide warmth and encouragement to your child, and show sensitive concern for her. Children whose parents behave toward them in this way are more likely to offer help and concern to others.

Keep a positive attitude at home. Laugh and giggle with your child. It will affect your child's mood. Your child will be more popular if she seems happy than if she expresses sadness or anger most of the time.

Talk about feelings with your child frequently. Label feelings and explain them. Discuss emotions during mealtime conversations. Ask family members what makes them happy, sad or angry; encourage them to express different viewpoints. "Emotional knowledge," or awareness of their own feelings and those of others, helps children to be friendlier and more considerate.

Help your child learn to recognize the emotions of others (e.g., "Youssef looks sad. Let's see if he would like to play.>").



**Look for
your
child to ...**

e. Use courteous words and actions.

Your child may ...

Say “please,” “thank you,” “hello” and “goodbye” at appropriate times.

Share toys or pass items at mealtime.

Wait for a turn during conversation.

You can support your child ...

Allow your child to have some possessions she does not have to share. Model this for her. For example, say, “You may play with my old dishes but not my expensive china.”

Tell your child she will have more fun with her toys if she shares them than if she just plays with them by herself.

Use good manners in your everyday interactions with your child. Remind her to say “please,” “thank you” and other courteous phrases.

Tell your child it is important to be courteous to others so they will feel good and want to spend time with her.

Give her lots of opportunities to speak during conversations. Ask her “open-ended” questions that can’t be answered with a yes or no.

If your child interrupts a conversation, explain to her that it is important to take turns when talking and that she must wait.

Read books and watch TV programs with your child that show people behaving politely. Talk with her about those behaviors and their positive effects on others around them. Point out examples of rudeness, and talk about their negative effects.

**Look for
your
child to ...**

f. Respect similarities and differences among people.

Your child may ...

Notice the similarities and differences in others.

Include children with differences in play (i.e., gender, race, special needs, culture and language).

Explore real-life situations through pretend play.

Recognize that different individuals have different kinds of skills and information.

You can support your child ...

Play make-believe games with your child. Act out situations that might be frightening or stressful to her, such as the first day at preschool or a dentist visit.

Read books to your child about other cultures. Search through magazines to find pictures of people from other cultures. Talk about ways in which people are alike and different.

Look through magazines with your child and pick out faces. Help her cut them out and glue them to index cards. Play a game where you take turns choosing two cards and talking about how the faces are the same and how they are different.

Talk with your child about how it might feel to have a disability or to move to a foreign country.

Set clear limits. Do not allow your child to ridicule or criticize people because of their race, religion, culture, gender or special needs.

Point out the strengths of other people so your child can become more aware of the skills and knowledge they have.



II. Knowledge of Others

2. Works cooperatively with children and adults.

Look for your child to ...

- a. Participate successfully as a member of a group.

Your child may ...

Allow others to join play and activities.

Participate cooperatively in large and small group activities (i.e., sometimes be a leader and sometimes a follower).

Play cooperatively with others (e.g., take turns when playing a game).

Identify himself as a member of a group (e.g., refer to our family, our school or our team).

You can support your child ...

Encourage your child to allow others to join in his play. Tell him it is more fun to play with others. Point out that he will make the other children sad if he doesn't let them play.

Provide materials that are easily shared (e.g., blocks, drawing materials or cookies). Comment when you see your child and his playmates or siblings sharing the materials happily.

Give your child opportunities to both lead and follow. If you notice that he tends to be more of a leader than a follower (or vice versa) during play with other children, suggest they take turns. For example, say, "You were the dad and Andrew was the baby yesterday. Why don't you switch places today and let him be the dad?"

Play games with your child where you can take turns being the leader (e.g., Simon Says or Mother, May I?).

Provide pretend-play materials such as dress-up clothes, props or boxes. Cooperative play happens when children share a common goal.

When your child has friends over, encourage them to play games that require working together. Activities such as building a tent out of old blankets, creating a city out of blocks, or putting together a floor puzzle encourage cooperation.

Play games with simple rules with your child. Talk about "my turn" and "your turn."

Look at family photos with your child. Point out that he is a member of the family.

Do family activities together. Have meals together. Play games together. Go on outings as a family.

If your child attends a school or child-care facility, take a picture of him and the other children. Talk about how he is a member of the class.

Look for your child to ...

- b. Share experiences and ideas with others.

Your child may ...

Engage in conversations to express his own ideas.

Express himself through pretend play, art, music, dance, written work and spoken language.

Share personal information.

You can support your child ...

Ask your child about his ideas, and listen to his responses. Talk to him about your own ideas.

Provide scarves, feathers and ribbons for your child to use when dancing, singing and improvising to music. Join in the fun. Talk about how different types of music make you feel.

Provide a wide assortment of art materials. Supplies such as cellophane, netting, foam trays, ribbon, yarn, popsicle sticks and cotton balls are good for making sculptures and collages. Other supplies to encourage artistic expression include drawing materials, a variety of paper, glue, scissors, tape, and clay or play dough.

Find ways to allow the messiness that goes along with creative exploration. Put a vinyl mat on the floor or table or let your child do art in the bathtub or outside.

Have frequent conversations with your child about what he is thinking or feeling. Tell him how you feel. Talk in the car, at mealtime, at bedtime, in restaurants or while waiting in line.

Tell your child a simple story about something he did that was funny or interesting. See if he can tell a different story about himself.

**Look for
your
child to ...**

c. Begin to examine a situation from another person's perspective.

Your child may ...

Adopt various roles during pretend play.

Express empathy (e.g., console the child who lost a game or a child who is unhappy).

Adjust plans in consideration of others' wants and needs (e.g., asks a friend if she would like to go first).

You can support your child ...

Provide props such as old clothes, hats, shoes, play money, and empty food boxes or cans for groceries to support pretend play.

Involve your child in pretend play and encourage him to play different roles (e.g., say, "You be the waiter and I'll be the customer. Can you bring me a menu, please?").

Talk to your child about his own feelings and the feelings of others. For example, say, "Poor Mei Li is crying because her toy car is broken."

Help your child understand the goals of others. For example, say, "Jasmine wants to play with the blocks, too."

Express your own concern when a child is hurt or upset. Let him see how you help the child feel better.

Let your child see you showing consideration of others. Pass a dish to your spouse at mealtime before helping yourself. Tell your child that instead of going shopping today, you are going to take your friend to the clinic.

**Look for
your
child to ...**

d. Resolve conflicts with others.

Your child may ...

Show an interest in fairness and established rules.

Attempt to make amends (e.g., say, "I'm sorry" or offer a toy).

Participate in resolving conflict with adult assistance.

Attempt to solve problems without adult help (e.g., negotiate or compromise).

You can support your child ...

Play games with your child so he begins to understand rules. Let him make up some rules of his own, too.

Apologize to your child when you have hurt his feelings. Talk with him about ways to make amends to others.

Give your child and his friends or siblings a chance to work out their conflicts. Afterward, comment on what you saw them do that worked.

Step in with solutions only when asked or when resolution doesn't seem possible. Help the children describe their feelings and desires to each other. Let them know they can come to you when they need help.

Spend some time near your child and his friends so you are aware of their interactions. Talk with your child about ways to solve conflicts. Help him think of options (e.g., taking turns, just walking away, telling the other person how he feels or getting help from an adult).



I. Approaches to Learning

1. Shows curiosity.

Look for your child to ...	Your child may ...
a. Express interest in people.	Ask about people in their environment. Take an interest in others' activities. Ask others for personal information (e.g., "What's your name?" or "How did you hurt your arm?").
	You can support your child ...
	Read books about community workers and talk about what they do. Take your child on numerous outings and talk about what people are doing. Show an interest in others. Ask questions. Provide a variety of stimulating experiences for your child. Make an effort to take him to places he has never been and introduce him to new people. Ask your child questions about what he is doing. Ask him what he is thinking and feeling. Read books about people from other cultures and other ethnic or racial groups. Attend community events that celebrate and teach about other cultures.
Look for your child to ...	Your child may ...
b. Show interest in learning new things and trying new experiences.	Explore on his own. Develop personal interests such as trains, dinosaurs or dolls. Investigate and experiment with materials. Show interest in how others do things.
	You can support your child ...
	Set an example for him by being curious about things you see when out on a walk and by noticing things that are happening around you. Give your child opportunities to explore on his own as you remain nearby to keep an eye on him. Visit museums or attend community events that are designed for preschoolers. Allow him to explore exhibits on his own if it is safe to do so. Watch your child as he plays to see what interests him. Support those interests. Read him books about them. Encourage him to draw pictures of them. For example, if he likes trains, take him to a train station or on a train ride. Follow his lead in experimenting. He will be more enthusiastic if he explores the things that interest him. Let him try things out for himself. Allow him to get messy when he explores. Involve him in the cleanup. Give your child hands-on activities where he can do things by himself, see the immediate results of his actions, and then make changes based on what he has learned. For example, he may attempt to mix two colors of paint to make a third one, see that the result is not what he wanted, and then try another color. Show an interest in what your child is doing. Ask him questions. Go on a walk. Give your child time to watch insects. Share his interest in a close-up view of seeds and rocks. Help him gather objects that he finds. Bring them home and use them as a table centerpiece. Involve your child in cooking activities. Help him notice how ingredients change when they are mixed, heated or baked.
Look for your child to ...	Your child may ...
c. Ask questions.	Use questions to find answers. Wonder why something is the way it is.
	You can support your child ...
	As you walk or ride in the car together, notice things along the way, ask him questions, and discuss new and interesting things you observe. Ask your child questions. Listen attentively and respectfully to his answers. When you question him about things that interest him, you show him how to think about things and how to find out things. If he asks you "why" or "how" questions, answer him patiently. If you don't know the answers, ask him what he thinks. Show him how to find out answers (e.g., say, "Let's see if we can find a book about that at the library.").

I. Approaches to Learning

2. Takes initiative.

Look for your child to ...

a. Initiate interactions with others.

Your child may ...

Ask a friend to join in play.

Join a play activity already in progress.

Participate in group activities.

Suggest play activities.

You can support your child ...

Give your child lots of opportunities to play with other children individually and in groups.

Arrange play dates for your child. Take her to a friend's house, or invite one of her friends to your home.

Offer suggestions for ways to join an activity. For example, say, "Why don't you ask Emily, Sasha and Jamon if you can join their game?"

Let your child take the lead at home when deciding what to play and whom to play with.

Talk with your child about the kinds of games and activities she likes before she goes to play with other children. This will help her think of ideas to suggest.

Look for your child to ...

b. Make decisions independently.

Your child may ...

Select materials for a project.

Offer to help others.

Do the correct thing when others do not.

You can support your child ...

Keep arts and crafts materials where your child can reach them. Give her many opportunities to create projects so she begins to predict what she will need.

When your child suggests an activity or a project, ask her, "What will we need to do that?" Support her as she thinks the activity through without giving her too much help or taking over.

Give her other opportunities to make decisions when appropriate. For example, let her choose what to wear sometimes, which book to read at bedtime, or what kind of fruit she wants for a snack.

Show your child how to be helpful to others. Offer to help her when she needs it. When she comes to you and asks for help, give it without complaining.

When you see your child offering to help you and others, praise her for her actions. Comment on what a good helper she is.

Let your child see you doing the right thing, and tell her why you are doing it. For example, return to a store if you discover you were not charged for an item you purchased. Take your child along and explain why.

Make your child feel valuable by treating her with warmth and being responsive to her needs.

Tell your child that you expect her to do the correct thing even when others do not. Talk about how hard that might be. Provide consequences when she does not do what is right.

Read picture books to your child that show characters doing the right thing, and talk about them.

**Look for
your
child to ...**

c. Develop independence during activities, routines and play.

Your child may ...

Hang up her coat when coming indoors.
Enjoy playing alone at times.
Complete a task.

You can support your child ...

Provide a place for your child to hang up her coat and put away other clothing easily. Install hooks and shelves that are within her reach.
Show your child how to hang up her coat, and help her learn to take care of her things.
Set a good example for your child by keeping your own coat and clothes put away.
Make sure your child has some toys and activities that she can play with by herself (e.g., blocks, drawing materials, puzzles and picture books).
Set a timer for your child. Tell her to play by herself until the timer goes off and then you will play with her until it goes off again.
When you see your child playing alone, say, "I like how you can play by yourself sometimes."
Give your child simple jobs to do, such as putting water in the dog's bowl. Then give her more complicated tasks, such as putting away her clean clothes.
Give your child plenty of free time to do activities that she enjoys doing alone, such as drawing, playing with blocks or putting puzzles together.
When your child begins to lose interest in a project, tell her you are looking forward to seeing it once she has completed it.
Break a big task into parts. For example, if you want your child to set the table, first have her put out the plates, then the napkins, then the forks, etc. That will make it easier for her to stay focused and will make it seem less overwhelming.
When your child is working on a task, comment on how she is helping the family and making things better for everyone.

I. Approaches to Learning

3. Exhibits creativity.

**Look for
your
child to ...**

a. Try new ways of doing things.

Your child may ...

Complete projects differently than others (e.g., use a novel approach in block structures, paintings or clay structures).
Use materials in a new way (e.g., blanket becomes a tent).
Invent new activities or games or suggest new rules for a familiar game.

You can support your child ...

Provide art materials and a place to use them. Include crayons, paint, brushes, colored pencils, tape, scissors, Play-Doh, household scraps, etc.
Ask her to think of new ways to use simple, everyday things such as cotton balls. Have her think of all the things she could do with a paper bag.
Allow her to take reasonable risks, experiment and make mistakes.
Encourage her to "brainstorm" or think of many ideas. Have her imagine all the different ways to get to her friend's house (e.g., walking, running, riding, flying) or to name everything she can think of that is blue.
With your child, invent new clapping patterns to familiar songs.
Encourage new ways of playing with favorite old toys.
Allow your child to be spontaneous, messy and silly. Provide a lot of space for her to be creative.
Ask her questions that encourage creative thinking (e.g., ask, "What else can you do with these? Can you think of another way to use those?").
Give your child open-ended toys (ones that can be played with in many ways) such as blocks, balls, musical instruments and plastic figures or animals.
Be flexible about game rules. Avoid telling your child a game must be played in only a certain way.
Be creative yourself. Try to think of new ideas to solve problems or do things a better way.

Look for your child to ...

b. Use imagination to generate a variety of ideas.

Your child may ...

Make up words, songs or stories.

Engage in pretend play.

Make changes to a familiar story by adding actions or characters.

Express ideas through art, construction, movement or music.

You can support your child ...

Play pretend games, talk silly talk or sing rhyming songs that either you or your child make up. Make up different endings to a favorite story.

Act out pretend stories with your child, and let her be the teacher or the doctor or the mother.

Let your child take the lead in pretend play. Try to expand her activities (e.g., say, "Oh, you're a firefighter? There's a fire here. Please come and bring your hose and ladder!").

When she is pretending to be someone, talk to the character she is role-playing. If she is pretending to be a waitress, talk to her in the way adults would talk in a restaurant (e.g., say, "I'd like to see a menu, please.>").

Many young children have imaginary friends. If your child has pretend playmates, let her talk and play with them.

Provide materials that encourage make-believe play. These could include dolls and doll clothing and equipment, hand and finger puppets, small plastic animals, Little People play sets (including figures of different cultures and races), empty shoeboxes, and art supplies for making play sets.

Use an old suitcase or box to house pretend-play supplies such as dress-up clothes, tools for various occupations and writing materials.

Provide child-size equipment. Include kitchen utensils and dishes, tools for various occupations, writing materials, sinks, stoves, tables, chairs, beds, etc.

Avoid props for pretend play that promote stereotypical behavior, aggression and insensitivity to violence. These might include realistic-looking toy guns, swords and other weapons, and action figures based on characters from violent TV shows and movies.

Limit the time your child spends watching television or playing video games. Encourage your child to "play the story" or "make up a new ending" to TV shows or videos you have carefully chosen.

Look for your child to ...

c. Exhibit a sense of humor.

Your child may ...

Laugh when someone tells a funny story.

Exaggerate a movement or statement to be funny.

Make up silly words or play with sounds.

Make up jokes (e.g., tell simple jokes over and over).

You can support your child ...

Provide a variety of funny storybooks, including stories, poetry and simple books of jokes, riddles and cartoons. While your child has probably not mastered jokes and riddles yet, she will have an interest in them.

Young children enjoy concrete humor that they can see. Just for fun, put your jacket on backward or your pants on your head to encourage your child to laugh.

Tell funny stories with your child. Make up silly endings to familiar stories together.

Play word games with your child. Say a familiar rhyme, but change the first letter of some words. For example, say, "Twinkle, twinkle, little car."

Show your child you can laugh at your own silly mistakes.

Have fun with your child. Allow her to play in her own way without criticism.

Laugh at her jokes even if they don't seem that funny to you. Tell silly jokes yourself. Simple "What am I?" riddles are fun, too. Laugh with your child.

I. Approaches to Learning

4. Shows confidence.

Look for your child to ...

- a. Express his own ideas and opinions.

Your child may ...

Communicate his likes and dislikes.

Suggest a solution for a conflict or problem.

Share ideas in a group (e.g., with family or peers or in a classroom).

You can support your child ...

Encourage him to express his likes and dislikes whether or not you agree with them.

Comment on your observations about him (e.g., say, "You've been playing with those blocks a long time. You must like block building!").

Ask him his opinion and ideas, and give him your attention while he is talking.

Give your child and his friends or siblings a chance to work out their conflicts. Afterward, comment on what you saw them do that worked. Step in with solutions only when asked or when they don't seem to be able to handle it themselves. Help them to describe their feelings to each other (e.g., say, "You look angry, Jessica. Tell Lamar how you feel.").

Include your child in family discussions and planning. Consider his ideas seriously.

Give your child opportunities to interact in group settings (e.g., preschool, child care, play groups, church school).

Look for your child to ...

- b. View himself as competent and have a positive self-image.

Your child may ...

Express mastery of a skill (e.g., say, "Now I can swing myself.").

Ask others to view his creation (e.g., say, "Look at my picture.").

Contribute to family/classroom discussions.

Take pride in accomplishments.

You can support your child ...

Encourage your child to do things for himself. Answer his questions, but avoid taking over too much.

If your child complains that a task is too difficult, break it down into parts and have him do what he can. For example, if he is trying to put on a T-shirt, help him put his hands through the sleeves but have him pull it down over his head.

When your child makes a continued effort to master a task, tell him he is doing a good job of sticking with it.

Let your child know that he is special. Give him a lot of love, hugs, high fives and praise every day. Tell him he is super, cool, sweet and fun.

Show your child that you are proud of him and his accomplishments. Let him hear you praising him to your friends and relatives.

Make your child feel accepted and respected even when you are correcting him.

No matter how busy you are, let your child know that you are accessible and not ignoring him.

Watch your child to see what he can and cannot do so your expectations of him will be realistic.

Have family discussions at mealtimes, when you are riding in the car, and other times, and include your child. Ask him what he thinks.

Maintain a positive attitude! Concentrate on the things your child is doing well and avoid criticizing him.

Express pride in your child's abilities and traits, such as his sense of humor and his nice singing voice.

I. Approaches to Learning

5. Displays persistence.

Look for your child to ...

- a. Sustain attention to a task or activity appropriate for her age.

Your child may ...

Remain engaged in an activity (e.g., build an extensive block structure or complete playing a game) for an appropriate period of time

Attend to a task regardless of distractions.

Work on a task over a period of time, leaving and returning to complete it (e.g., block structure, picture).

You can support your child ...

Help your child become emotionally involved in an activity so she will have a natural desire to stick with it. For example, say, "Look at you! You are making such a big castle. I can't wait to see it when it's finished." Sustaining attention for up to 15 minutes is appropriate for most preschoolers.

Play a variety of games with your child. If she loses interest, take a break and continue a game later.

Gently guide your child to remain on task if she gets distracted. Show you are interested in and enthusiastic about what she is doing.

Praise your child when she completes something (e.g., say, "You worked on that picture until you got it the way you wanted it!").

Help your child see all the steps in an activity; for instance, choose a game, find players, get out the pieces, play the game, then put it away.

If you are teaching your child how to do something, make a chart for her showing pictures or drawings of the steps needed to complete a task. Help her mark off the steps as she completes them.

Look for your child to ...

- b. Pursue challenges.

Your child may ...

Make plans for an activity.

Complete a project.

Continue to try a difficult task (e.g., build a complex block structure).

You can support your child ...

Help your child brainstorm ideas for projects when she seems bored. Ask her what she needs to get started on a project she has chosen.

Give your child short, meaningful tasks such as sorting laundry or feeding a pet. Comment on how she is helping the family.

As your child gets used to completing short tasks, assign more complex tasks. For example, if her job has been to set the table, teach her to get out the place mats and silverware herself.

As you complete household tasks in your child's presence, talk about the steps involved. Say, "Let's see, I've cooked the chicken, and now I'm going to cut it up into small pieces for chicken salad."

As your child works on a project, comment on how well she is staying on task and why that is important.

If your child loses interest in her project, encourage her to continue by suggesting a limit (e.g., say, "Just work on the puzzle for three more minutes. I'll set the timer."). If she refuses to go on, suggest she take a break. Comment on how well she's done so far.

If she asks, help her if she needs it, but don't take over the job yourself.

Let your child see you pursuing challenges in your life and remaining committed. Tackle a cleaning, repair or fix-up project and complete it. Become involved in a charity project.

**Look for
your
child to ...**

c. Cope with
frustration.

Your child may ...

Show understanding when a peer accidentally knocks down her block structure.

Lose a game without getting upset.

Persist in trying to complete a task after many attempts have failed (e.g., tying shoes, riding a bike).

You can support your child ...

Let your child know that frustration and anger are natural and expected feelings. However, she needs to express those feelings appropriately. For example, say, "You're very angry because you cannot have candy. I'm really sorry you're angry, but please use a calm voice when you talk to me."

Help reduce your child's stress by spending time alone with her every day. Take a walk, bake cookies, garden or do anything your child enjoys. Make sure she is getting enough sleep and the right foods.

Help your child to understand the intentions of others. For example, say, "Rashod did not knock down your tower on purpose. It was an accident. He was just walking by."

Help redirect your child's behavior when she is frustrated. If your child is frustrated because she can't put a puzzle together, for instance, show her other ways to do it.

Encourage your child to talk about her feelings even if she says things you'd rather not hear. She needs to learn that it is better to express anger and frustration through words. Then she can learn not to use words that are rude or abusive.

Read books to your child that show characters dealing with frustration.

Set a good example. Remain calm when you get frustrated.

Teach your child techniques for controlling her temper (e.g., use words to express feelings, go into another room or start a new activity). Model these to control your own temper.

Teach your child that mistakes are an opportunity for learning. Praise her when she tries again.

Tell your child she is doing a good job when she keeps trying to complete a task. Reassure her that she can do it.

I. Approaches to Learning

6. Uses problem-solving skills.

**Look for
your
child to ...**

a. Recognize
problems.

Your child may ...

State a personal problem (e.g., say, "I can't get my jacket zipped." or "I can't find the purple marker.").

Anticipate potential for problems (e.g., say, "If I climb too high, I won't be able to get down.").

Recall a previous problem (e.g., say, "I remember the last time we built the house, we had to put another block here to hold it up.").

You can support your child ...

If your child appears frustrated or upset, ask him what the problem is. If he does not say, express it for him. For example, say, "It looks as though you are upset because you cannot reach that shelf."

Create conflict situations using stuffed animals or dolls. Talk with your child about what happened, feelings and how best to work out problems.

Provide toys and supplies that stimulate thinking and problem solving such as crayons, blocks, Legos, sand, water, play dough and puzzles.

When you have a problem she can understand, talk about it. For example, say, "I can't find my keys. Let's see. Where did I last see them?"

Remind your child of a previous problem. For example, say, "Remember last week when you wanted to make the grass green on your picture but we didn't have any green paint? Remember how we mixed yellow and blue together?"

**Look for
your
child to ...**

b. Try to solve problems.

Your child may ...

Modify her actions based on new information and experiences (e.g., change block structure when the tower continues to fall, move during story time to see the book, or put on a sweater when cold).

Change her behavior in response to another child or adult (e.g., comfort another child who is crying).

Ask for help from another child or an adult.

You can support your child ...

Guide your child as she figures out how to fit things into a box, clean up a spill or put on her socks.

Encourage your child to sit with you until she thinks of three potential solutions to a problem. Accept all the solutions, even the silly ones. She is practicing problem-solving skills.

Ask your child, "How can we solve this problem?" Give her time to think of some solutions. Resist the temptation to jump in with answers. It's not the solution that is important. It is the process of learning to come up with it that is valuable for your child. After she learns to brainstorm ideas, she can begin to judge whether or not they will work.

Encourage your child to experiment with art materials, musical instruments and building materials. Ask questions such as: "How did you make that?" "What do you think will happen if ... ?" "What else could you do?"

Talk about something that happened during the day. With your child, think of other ways someone could have responded.

When your child becomes frustrated during play, help her develop problem-solving skills. For example, if her block tower keeps collapsing, ask her if she can think of a different way to build it.

**Look for
your
child to ...**

c. Work with others to solve problems.

Your child may ...

Make cooperative decisions with another child (i.e., plan with a peer to build a castle out of blocks or choose together what game to play or how to share materials such as toys or markers).

Work with another child to solve a problem or conflict without adult assistance.

Offer solutions to a conflict with another child.

Take turns (e.g., say, "Let's decide who goes first, second ...").

You can support your child ...

Read books to your child that show people working together to solve problems. Talk to your child about what is going on in the story.

Guide your child in working out solutions with other children. Ask what each child wants and how he or she feels. Explain the problem. Have the children take turns coming up with solutions and finding out if the solutions are acceptable with everyone. Encourage them to be persistent and keep going until they come up with a solution that works for everyone.

If your child asks you for help, make an effort to stop what you are doing and give him your attention. If you become annoyed with him or ignore him, you will discourage him from using you and other adults as a resource.

Praise your child when he asks for or offers help.

Be a good example. Let your child see you ask others for help. Ask your child for help sometimes.

Tips for Parents

You play a large role in your child's social and emotional development and approaches to learning. These suggestions can help you guide her growth.

- Guide your child gently but firmly in a positive, friendly, self-assured manner.
- Encourage your child to develop an attitude of enjoying others and treating them with consideration and courtesy.
- Provide your child with opportunities to play with others.
- Reinforce positive behavior instead of dwelling on the negative.
- Talk to your child about the feelings of others and the importance of being kind and considerate.
- Point out to your child things she does that show she cares about others, such as sharing a toy, letting another person go first, using good manners or helping someone out. Compliment her on her behavior, and explain why her actions benefit others.
- Teach your child to be polite and courteous to others. Encourage her to say “please,” “thank you,” and “excuse me” when they are appropriate, and model politeness yourself both inside and outside your home.
- Make an effort to establish and keep a warm, close bond with your child. Be affectionate and patient with her.
- Intervene in your child's conflicts with playmates and siblings quickly before the difficulties escalate. Help them to resolve the conflicts.
- Point out the effects of your child's actions on others.
- Model the traits you want to see in your child and discuss them with her. Read books to her that emphasize these values.
- Encourage multicultural awareness through representative dolls, puppets, pictures and books.
- Reassure your child with hugs and comforting words once she has gained control of her emotions. This will strengthen your relationship with her and let her know that you still love her in spite of her occasional inability to control her behavior.
- Help your child learn self-management skills by creating a job chart with her to be checked off when a chore is completed.
- Label your child's feelings, and tell her whether or not she is expressing them in acceptable ways.
- Help your child learn to solve her own conflicts.
- Give your child the opportunity to cope with frustrations and failures instead of overprotecting her.
- Explain to your child what she did wrong, why it was wrong and how she should have acted.
- Make an effort to keep your child from getting into trouble before it happens so that you don't have to be correcting her all of the time.
- Use puppets or pretend play to give your child opportunities to express her fears. When your child expresses fear, help her think of ways to be brave. If she is afraid of new places or things, go for a trial visit a few times so she becomes used to them.
- Talk with your child about ways to redirect her thoughts and actions. For example, read to your child while waiting for a doctor's appointment or play games with her on long car rides. Tell her it's easier to wait when you think about other things.
- Play “make-believe” games with your child. Pretend play helps in the development of self-regulation. Pretend play usually involves voluntarily following social rules.
- Teach your child ways to cope with her emotions (e.g., take a deep breath, hold a blanket to soothe herself, use words instead of fists).
- Play games with your child that encourage impulse control (e.g., Red Light-Green Light; Red Rover; and Mother, May I?).
- Make developing an interest in events, objects and people a major goal for your child.
- Let your child know it is okay to make mistakes and that people learn from making mistakes.
- Encourage your child to take reasonable risks, and praise her when she does (even when she fails).
- Allow your child to assert her opinions, ideas and feelings
- Encourage your child to keep trying and not give up — be a cheerleader!

Books for Parents

- Brazelton, T., and Greenspan, S. (2000). *The irreducible needs of children: What every child must have to grow, learn, and flourish*. Cambridge, MA: Perseus Publishing.
- Brazelton, T.B. (1992). *Touchpoints*. Reading, MA: Addison-Wesley.
- Brazelton, T.B., and Sparrow, J.D. (2001). *Touchpoints three to six: Your child's emotional and behavioral development*. Reading, MA: Perseus Books.
- Calkins, L., and Bellino, L. (1997). *Raising lifelong learners*. Reading, MA: Perseus Books.
- Chesto, K.O. (1997). *Raising kids who care: About themselves, about their world, about each other*. Franklin, WI: Sheed and Ward.
- Denham, S.A. (1998). *Emotional development in young children*. New York: The Guilford Press.
- Greenspan, S., and Greenspan, S.I. (2002). *The secure child: Helping children feel safe and confident in a changing world*. Reading, MA: Perseus Books.
- Greenspan, S., and Salmon, J. (1995). *The challenging child: Understanding, raising, and enjoying the five "difficult" types of children*. Reading, MA: Addison-Wesley.
- Kurcinka, M.S. (1998). *Raising your spirited child*. New York: HarperCollins Publishers.
- Lickona, T. (1983). *Raising good children*. New York: Bantam Books.
- Meisels, S.J., Marsden, D.B., and Stetson, C. (2000). *Winning ways to learn*. New York: Goddard Press.
- Pipher, M.B. (1997). *The shelter of each other: Rebuilding our families*. New York: Ballantine Books.
- Ramey, S., and Ramey, C. (1999). *Going to school*. New York: Goddard Press.
- Rich, D. (1997). *What do we say? What do we do?* New York: Tom Doherty Associates Inc.
- Schiller, P., and Bryant, T. (1998). *The values book*. Beltsville, MD: Gryphon House.
- White, M. (1995). *Keys to parenting your five-year old*. Hauppauge, NY: Barron's Educational Series.

Links for Parents

For more information on social and emotional development of children, visit the following Web sites:

- American Academy of Child and Adolescent Psychiatry — www.aacap.org
- American Academy of Pediatrics — www.aap.org
- About Our Kids — www.aboutourkids.org
- Caring for Every Child's Mental Health Campaign — www.mentalhealth.org/child
- Early Childhood — www.earlychildhood.com
- Family Education Network — www.familyeducation.com
- Family Fun — www.family.go.com
- Games and Books — www.kidspsych.org
- Educational Resources Information Center — www.ericseece.org
- Mental Health Parenting Information — www.parentinginformation.org
- National Parent Information Network — www.npin.org
- Parent Advice — www.parentsoup.com
- ParentLink — outreach.Missouri.edu/parentlink
- Parents as Teachers National Center — www.patnc.org
- The Positive Parenting Page — www.positiveparenting.com

Books for Children

Feelings: *Alexander and the Terrible, Horrible, No Good, Very Bad Day* — Judith Viorst and Ray Cruz; *Alicia Has a Bad Day* — Lisa Jahn-Claugh; *Bennie's Pennies* — Pat Brisson and Bob Barner; *Feelings* — Aliko; *I Love You Just the Way You Are* — Virginia Miller; *I Love You Very: A Child's Book of Love* — Flavia Weedn and Lisa Weedn; *I Was So Mad* — Mercer Mayer; *Leo the Late Bloomer* — Robert Krauss and Jose Aruego; *My Many Colored Days* — Dr. Seuss, Lon Fancher and Steve Johnson; *Owen* — Kevin Henkes; *Sheila Rae, the Brave* — Kevin Henkes; *The True Story of the Three Little Pigs* — Jon Scieszka and Lane Smith; *The Way I Feel* — Janan Cain; *Wemberly Worried* — Kevin Henkes; *What Makes Me Happy?* — Catherine Anholt and Laurence Anholt; *When I Was Little* — Jamie Lee Curtis and Laura Cornell; *When You're Shy: And You Know It* — Elizabeth Crary et al.; *Where the Wild Things Are* — Maurice Sendak.

Fears: *Bedtime for Frances* — Russell Hoban and Garth Williams; *The Boy Under the Bed* — Preston McClear and Nicholas Dollack; *Owl Babies* — Martin Waddell and Patrick Benson.

New sibling: *A Baby for Grace* — Ian Whybrow and Christian Birmingham; *The Baby Sister* — Tomie dePaola; *I'm a Big Brother* — Joanna Cole and Maxie Chambliss; *I'm a Big Sister* — Joanna Cole and Maxie Chambliss; *Julius, the Baby of the World* — Kevin Henkes; *Peter's Chair* — Ezra Jack Keats.

Death: *I'll Always Love You* — Hans Wilhelm; *The Tenth Good Thing About Barney* — Judith Viorst and Erik Blegved; *When a Pet Dies* — Fred Rogers and Jim Judkis.

Divorce: *Dinosaurs Divorce: A Guide for Changing Families* — Laurence Brown, Marc Tolon Brown and Laurene Krasny Brown; *Let's Talk About It: Divorce* — Fred Rogers and Jim Judkis.

Relationships: *Abuela's Weave* — Omar Castaneda; *I'm Like You, You're Like Me* — Cindy Gainer; *Making Friends* — Fred Rogers and Jim Judkis; *Tell Me Something Happy Before I Go to Sleep* — Joyce Dunbar and Debi Gliori; *Yo! Yes?* — Christopher Raschka.

Moving: *Boomer's Big Day* — Constance McGeorge and Mary Whyte; *Goodbye House* — Frank Asch.

Illness/Surgery: *Blueberry Eyes* — Monica Driscoll Beatty and Peg Michel; *Chris Gets Ear Tubes* — Betty Pace and Kathryn Hutton; *Going to the Hospital* — Fred Rogers, Jim Judkins and Jim Judkis; *Just Going to the Dentist* — Mercer Mayer; *Koko's Big Earache: Preparing Your Child for Ear Tube Surgery* — Vicki Lansky; *Paper Chain* — Claire Blake et al; *Promises* — Elizabeth Winthrop and Betsy Lewin.

Diversity: *Aiko's Flowers* — Rui Vmezawa and Yuji Ando; *Arrow to the Sun: A Pueblo Indian Tale* — Gerald McDermott; *Beneath the Stone: A Mexican Zapotec Tale* — Bernard Wolf; *Cajun Through and Through* — Tynia Thomassie and Andrew Glass; *Chinatown* — William Low; *The Colors of Us* — Karen Katz; *Hats, Hats, Hats* — Ann Morris and Ken Heyman; *The Legend of the Indian Paintbrush* — Tomie dePaola; *Pass It On — African- American Poetry for Children* — Wade Hudson and Floyd Cooper; *Potluck* — Anne Shelby and Irene Trivas; *Throw Your Tooth on the Roof: Tooth Traditions From Around the World* — Selby Becker and G. Brian Karas; *To Be a Kid* — Maya Ajmera, John D. Ivanko and Martin Kraft; *Two Eyes, a Nose and a Mouth* — Roberta Grobel Intrater; *We're Different, We're the Same* — Bobbi Jane Kate and Joe Mathieu.