Many social-emotional qualities are essential to learning at any age. Social environments influence how learning occurs. Brain research indicates the interdependence of different regions of the brain that govern learning, thinking, and emotions.

Organization of the Social-Emotional Development Domain

- Domain Guiding Principles
- Environments and Materials
- Summary of Strands and Substrands
- Strands
- Substrands
- Engaging Families
Summary of Strands and Substrands

**Self**
1.0 Self-Awareness
2.0 Self-Regulation
3.0 Social and Emotional Understanding
4.0 Empathy and Caring
5.0 Initiative in Learning

**Social Interaction**
1.0 Interactions with Familiar Adults
2.0 Interactions with Peers
3.0 Group Participation
4.0 Cooperation and Responsibility

**Relationships**
1.0 Attachments to Parent
2.0 Close Relationships with Teachers and Caregivers
3.0 Friendships
For each substrand, locate:

- Vignettes
- Teachable moments
- Suggested interactions and strategies

Guiding Principles for the Social-Emotional Development Domain

- Support social-emotional development with intentionality.
- Attend to the impact of overall program design on social-emotional development.
- Utilize curriculum practices that support healthy social-emotional development.
- Encourage play-based active learning.
What domain guiding principle stood out for you?
Which ones were familiar and consistent with what you already know about young children’s social-emotional development? Which ones were new to you?
How do you think these principles are relevant in planning curriculum to support children’s social-emotional development?

What ideas stood out most for you?
How can understanding the organization of the social-emotional development domain help you in your work now or in the future?
To use this domain now or in the future, is there further information or support that you would need?
How or where could you find that information or support?