

EMOTIONAL DEVELOPMENT TRAJECTORY

Age	0-1 Year	1-2 Years	2-3 Years	3-4 years	4-5 years
Feelings	Anger Sadness & Fear Stranger Anxiety	Happy, sad, lonely, love, increasing anger, embarrassment, shame, pride, worry and similar social emotions	Happy, sad, lonely, love, increasing anger, embarrassment, shame, pride, worry and similar social emotions	Love, dependency, anger, frustration, rebellion, and fear	Social emotions such as insecurity, humility, envy, confidence
Self & Emotional Awareness: Emotions Child demonstrates understanding of their own emotions and awareness of emotions becoming reactions and behaviors	Explores the world and environment around self and how things work Expresses emotions through facial expressions, sounds, and gestures Notices and responds to emotions displayed by others	Demonstrates awareness of self as separate from others Expresses feelings, needs, and wants with nonverbal communication, vocalization, and a few words Associates emotions with words and expressions	Identifies self as part of the family, culture, community, or group Describes or labels self as a boy or girl Recognizes and describes own emotions Shows some understanding of others' emotional expressions	Demonstrates knowledge of family celebrations, traditions, and expectations Uses words to express emotions Recognizes and responds to others' emotional expressions	Shows increasingly accurate understanding of own strengths, preferences, limitations, and personal qualities Demonstrates or describes increasing understanding of cause and effect around own emotional reactions Exhibits growing ability to understand and anticipate others' emotional reactions to situations or behaviors
Self & Emotional Awareness: Confidence Child demonstrates confidence "I am capable, I can experiment, I can make mistakes, and I can move on"	Independently prompts caregiver to meet basic needs Uses voice or body to show likes and dislikes	Independently attempts new challenges or activities that may or may not be successful Checks with and accepts support from adult or caregiver when necessary	Demonstrates or describes personal skills, likes, or dislikes Seeks help from adult to meet needs or solve problems	Demonstrates confidence in a range of abilities and expresses pride in accomplishments Consistently and effectively uses social/emotional resources such as adults, peers or things for support	Demonstrates confidence and inclination to express opinions and ideas Engages in increasingly independent and self-directed activities

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<p style="text-align: center;">Self-Management: Managing Emotions</p> <p>Child manages emotions, impulses, and behaviors with assistance from others and independently</p>	<p>Uses simple behaviors, objects, or movements to comfort and calm self with caregiver assistance</p> <p>Communicates needs or wants to adults using simple gestures, signs, or sounds</p> <p>Responds to adults efforts to soothe and calm</p> <p>Uses sounds, sign language, or gestures to gain adult help to alleviate discomfort or distress</p>	<p>Expands use of sign language, gestures, and a few words or phrases to communicate needs, wants, preferences, and discomforts to adults</p> <p>Actively seeks adult help using sounds, gestures, or some words when feeling strong emotions, either positive or negative</p> <p>Anticipates and actively avoids or ignores situations that cause discomfort</p> <p>Follows simple routines, expectations, and boundaries to help manage own emotions and behavior</p> <p>Tolerates brief delays in getting needs met</p>	<p>Uses a wide variety of self comforting behaviors</p> <p>Communicates specific needs, wants, and discomfort to adults</p> <p>Anticipates the need for comfort and tries to prepare self for changes in routine</p> <p>Follows simple expectations to manage emotions and behaviors, but may require reminders or assistance, particularly during more intense feelings or circumstances</p> <p>Waits briefly to obtain something desired</p>	<p>Consistently calms self when feeling strong emotions or discomfort with occasional adult guidance and assistance</p> <p>Independently expresses feelings, needs, opinions, and desires in appropriate ways</p> <p>Follows expectations established to manage feelings and behaviors with necessary reminders or assistance</p> <p>Demonstrates understanding of rules, roles, jobs and relationships in families and the community</p> <p>Demonstrates the ability to delay gratification for longer periods of time</p>	<p>Increasingly expresses feelings, needs, opinions and desires verbally</p> <p>Shows increasing understanding of changing expectations for behavior and emotional expressions in different settings</p> <p>Shows increasing ability to stop and think before acting</p> <p>Shows increasing ability to manage challenging feelings and behaviors, with necessary reminders or assistance</p>
<p style="text-align: center;">Self Management: Managing Thinking</p> <p>Child manages attention and thoughts</p>	<p>Briefly pays attention to environmental stimuli</p> <p>Indicates a choice with physical or vocal response</p>	<p>Focuses attention on preferred items and experiences</p> <p>Expresses thoughts by responding to simple choices and limits verbally or nonverbally</p> <p>Anticipates and follows simple routines</p>	<p>Frequently pays attention to both familiar and new objects and experiences</p> <p>Responds to soothing or redirection when playing or learning does not go as expected</p>	<p>Attends for longer periods and persists through a broad range of adult-directed and child-initiated activities</p> <p>Increasing ability to remember and follow simple two-step directions</p>	<p>Sustains attention and persistence with a task of interest for at least 5 minutes</p> <p>Talks through simple tasks and conflicts, seeking adult support as needed</p>