

**COMPETENCY SKILL AREA:  
PLANNING LEARNING EXPERIENCES /CURRICULUM**

**Self-Assessment  
Nebraska Core Competencies for Early Childhood Professionals  
Skill Area: Planning Learning Experiences Curriculum  
Focus Area: Social and Emotional Development**

**Scale for Evaluating Skill**

**0= Never/Rarely uses this skill**

**1=Occasionally uses this skill**

**2=Regularly uses this skill**

<b>Skill Area: Planning Learning Experiences</b>	<b>0</b>	<b>1</b>	<b>2</b>
<b>Focus Area: Social and Emotional Development</b>			
<b>Level 1</b>			
1.1 Engages in everyday conversations with children.			
1.2 Encourages children to interact positively with one another.			
1.3 Acknowledges differences and treats others respectfully.			
1.4 Establishes trusting and caring relationships with each child.			
1.5 Respects and incorporates family beliefs and customs when preparing learning activities.			
<b>Level 2</b>			
2.1 Encourages and supports children’s efforts, ideas, accomplishments and interests.			
2.2 Supports the children’s participation in group activities.			
2.3 Recognizes that periods of stress, separation and transition may affect children’s social interactions and socio-emotional behaviors.			
2.4 Promotes children’s social-emotional development through encouraging self-regulation, emotional expression, and attachment to families and others significant adults in their life.			
2.5 Realizes cultural differences may affect children’s ways of expressing themselves.			
<b>Level 3</b>			
3.1 Encourages feelings of empathy and mutual respect among children and adults.			
3.2 Helps children communicate and get along with others.			
3.3 Models recognition and appropriate expression of feelings.			

**COMPETENCY SKILL AREA:  
PLANNING LEARNING EXPERIENCES /CURRICULUM**

<b>Skill Area: Planning Learning Experiences</b>	<b>0</b>	<b>1</b>	<b>2</b>
<b>Focus Area: Social and Emotional Development</b>			
3.4 Guides children in resolving conflict through positive communication.			
3.5 Helps children through periods of stress, separation and transition.			
3.6 Provides opportunities for children to participate in cooperative play.			
3.7 Supports children’s developing appreciation of gender and cultural identity.			
3.8 Requests assistance when needed from specialists to meet the health and developmental needs of children with disabilities.			
<b>Level 4</b>			
4.1 Provides words and positive responses to guide children’s self-control.			
4.2 Encourages children to experiment with their growing competence and independence.			
4.3 Learns and uses strategies to teach children problem-solving.			
<b>Level 5</b>			
5.1 Provides meaningful curriculum emphasizing social skills, relationships and friendships.			
5.2 Strives to create a community within the classroom which includes all children as valuable members.			
5.3 Develops and implements strategies that encourage children’s social development in various roles such as leadership.			
5.4 Uses ongoing assessment of children to adapt and modify activities to meet the social emotional needs of individual children.			
5.5 Facilitate mutual problem-solving with care providers, families, and/or teacher regarding strategies to address disruptive, harmful or withdrawn social behaviors.			
<b>Level 6</b>			
6.1 Communicates to others the process for developing curriculum that promotes social/emotional development.			
6.2 Articulates the process of how to design and adapt the curriculum to address children’s social and			

**COMPETENCY SKILL AREA:  
PLANNING LEARNING EXPERIENCES /CURRICULUM**

emotional development needs.			
<b>Skill Area: Planning Learning Experiences</b>	<b>0</b>	<b>1</b>	<b>2</b>
<b>Focus Area: Social and Emotional Development</b>			
6.3 Communicates the link between social/emotional health and children’s development and learning outcomes.			
6.4 Monitors the need to adapt, adjust, and update the learning experiences to advance children’s social and emotional development.			
6.5 Creates a classroom community that fosters social/emotional development in the home or in the classroom.			
6.6 Evaluates the suitability of curriculum and programs on social/emotional development for use with a particular child or group of children.			

**Self-Reflection Questions**

- a. If the skill is rarely used is it because the skill isn’t needed in your early childhood setting?  
 Yes     No    Explain
  
- b. If the skill is rarely used is it because you need to know more about the skill?  
 Yes     No    Explain

Is there someone you know who could help you better understand this skill? Who would that be?