

Proclamation 2021 Breakouts to the Texas Prekindergarten Guidelines (TPG)				
Course	Prekindergarten			
For the full text of the Texas Prekindergarten Guidelines, visit https://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=25769825386 .				
<p>(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN</p> <p>While a prekindergarten education should include activities that strengthen cognitive skills, it must provide for the development of the social and emotional competencies required for school readiness. Early experiences influence brain development, establishing the neural connections that provide the foundations for language, reasoning, problem solving, social skills, behavior and emotional health. Some children will develop social and emotional skills with appropriate teacher guidance surrounding social and emotional situations such as, separating from families, sharing space and materials with peers, resolving conflicts, and developing empathy for others. However, all children will benefit from direct social skill instruction, explicit teaching, and repeated opportunities to practice skills. The development of these personal and social skills enables children to build a sense of who they are and what they can do. Children establish positive relationships with teachers and peers which enable them to participate effectively in the classroom community, assert independence in appropriate ways, and accomplish tasks that are meaningful to them without infringing on the rights of others. Children who can follow directions, communicate their wants and needs effectively, and get along with other children are more prepared to enter an academic environment as school-ready.</p>				
Domain	Skill	Sub Skill	Outcome	Breakout
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(A) Self Concept Skills. Central to understanding emotional development is the idea of self concept—an increasing level of conscious awareness of one’s feelings, thoughts, abilities, likes, and dislikes, as well as awareness of one’s body in space. Prekindergarten children’s emerging ability to perceive these aspects of themselves at a conscious level distinguishes them from toddlers, who lack such awareness. Children begin to generate multiple answers to the question “Who am I?” which is an essential aspect of becoming competent in related areas such as self control and social/friendship skills.		(1) Child is aware of where own body is in space and respects personal boundaries	(a) Child is aware of where own body is in space
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(A) Self Concept Skills		(1) Child is aware of where own body is in space and respects personal boundaries	(b) Child respects personal boundaries
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(A) Self Concept Skills		(2) Child shows self-awareness and can express pride in age appropriate abilities and skills	(a) Child shows self-awareness
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(A) Self Concept Skills		(2) Child shows self-awareness and can express pride in age appropriate abilities and skills	(b) Child can express pride in age appropriate abilities
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(A) Self Concept Skills		(2) Child shows self-awareness and can express pride in age appropriate abilities and skills	(c) Child can express pride in age appropriate skills
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(A) Self Concept Skills		(3) Child shows reasonable opinion of his own abilities and limitations	(a) Child shows reasonable opinion of his own abilities
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(A) Self Concept Skills		(3) Child shows reasonable opinion of his own abilities and limitations	(b) Child shows reasonable opinion of his own limitations
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(A) Self Concept Skills		(4) Child shows initiative in independent situations and persists in attempting to solve problems	(a) Child shows initiative in independent situations
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(A) Self Concept Skills		(4) Child shows initiative in independent situations and persists in attempting to solve problems	(b) Child persists in attempting to solve problems

Domain	Skill	Sub Skill	Outcome	Breakout
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(B) Self Regulation Skills. Prekindergarten children feel safer and function more successfully in the classroom when rules and routines are consistently implemented. A well organized classroom with well prepared activities helps children expand their attention span and build self-control and personal responsibility. As they encounter and overcome new and various social obstacles when playing with peers, guidance from teachers will enable them to learn acceptable and unacceptable ways of dealing with social and emotional stress and/or excitement.	(1) Behavior Control	(a) Child follows classroom rules and routines with occasional reminders from teacher	(i) Child follows classroom rules with occasional reminders from teacher
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(B) Self Regulation Skills		(a) Child follows classroom rules and routines with occasional reminders from teacher	(ii) Child follows classroom routines with occasional reminders from teacher
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(B) Self Regulation Skills		(b) Child takes care of and manages classroom materials	(i) Child takes care of classroom materials
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(B) Self Regulation Skills		(b) Child takes care of and manages classroom materials	(ii) Child manages classroom materials
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(B) Self Regulation Skills		(c) Child regulates his own behavior with occasional reminders or assistance from teacher	(i) Child regulates his own behavior with occasional reminders or assistance from teacher
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(B) Self Regulation Skills	(2) Emotional Control	(a) Child begins to understand difference and connection between emotions/feelings and behaviors	(i) Child begins to understand difference between emotions/feelings and behaviors
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(B) Self Regulation Skills		(a) Child begins to understand difference and connection between emotions/feelings and behaviors	(ii) Child begins to understand connection between emotions/feelings and behaviors
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(B) Self Regulation Skills		(b) Child can communicate basic emotions/feelings	(i) Child can communicate basic emotions/feelings
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(B) Self Regulation Skills		(c) Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary	(i) Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(B) Self Regulation Skills	(3) Control of Attention	(a) Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed	(i) Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(B) Self Regulation Skills		(b) Child remains focused on engaging group activities for up to 20 minutes at a time	(i) Child remains focused on engaging group activities for up to 20 minutes at a time
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(C) Relationships with Others. As prekindergarten children enter school, they start forming relationships with the adults and other children in their environment. Teachers can help children develop meaningful and rewarding relationships by offering them facilitative support. During this developmental period, children often begin to develop special friendships with particular peers which increase their feelings of comfort, pleasure, and confidence in their social world. These experiences also help build a sense of empathy and caring for others.		(1) Child uses effective verbal and nonverbal communication skills to build relationships with teachers/adults	(a) Child uses effective verbal communication skills to build relationships with teachers/adults
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(C) Relationships with Others		(1) Child uses effective verbal and non verbal communication skills to build relationships with teachers/adults	(b) Child uses effective nonverbal communication skills to build relationships with teachers/adults

Domain	Skill	Sub Skill	Outcome	Breakout
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(C) Relationships with Others		(2) Child assumes various roles and responsibilities as part of a classroom community	(a) Child assumes various roles as part of a classroom community
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(C) Relationships with Others		(2) Child assumes various roles and responsibilities as part of a classroom community	(b) Child assumes responsibilities as part of a classroom community
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(C) Relationships with Others		(3) Child shows competence in initiating social interactions	(a) Child shows competence in initiating social interactions
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(C) Relationships with Others		(4) Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal	(a) Child increasingly interacts with peers to initiate pretend play scenarios that share a common plan
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(C) Relationships with Others		(4) Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal	(b) Child increasingly interacts with peers to initiate pretend play scenarios that share a common goal
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(C) Relationships with Others		(4) Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal	(c) Child increasingly communicates with peers to initiate pretend play scenarios that share a common plan
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(C) Relationships with Others		(4) Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal	(d) Child increasingly communicates with peers to initiate pretend play scenarios that share a common goal
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(C) Relationships with Others		(5) Child initiates problem-solving strategies and seeks adult help when necessary	(a) Child initiates problem-solving strategies
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(C) Relationships with Others		(5) Child initiates problem-solving strategies and seeks adult help when necessary	(b) Child seeks adult help when necessary
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(C) Relationships with Others		(6) Child demonstrates empathy and caring for others	(a) Child demonstrates empathy for others
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(C) Relationships with Others		(6) Child demonstrates empathy and caring for others	(b) Child demonstrates caring for others
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(C) Relationships with Others		(7) Child interacts with a variety of playmates and may have preferred friends	(a) Child interacts with a variety of playmates
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(C) Relationships with Others		(7) Child interacts with a variety of playmates and may have preferred friends	(b) Child may have preferred friends
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(D) Social Awareness Skills. Prekindergarten children need adult support and guidance in learning how to operate socially with others. In addition to facilitating peer group and adult-child interaction, teachers can help to reinforce understanding of social situations with rich, socially relevant educational material, and thought-provoking questions.		(1) Child demonstrates an understanding that others have perspectives and feelings that are different from her own	(a) Child demonstrates an understanding that others have perspectives that are different from her own
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(D) Social Awareness Skills		(1) Child demonstrates an understanding that others have perspectives and feelings that are different from her own	(b) Child demonstrates an understanding that others have feelings that are different from her own