



The Hawai'i Early Learning and Development Standards (HELDS)

Supplemental Guides for Preschoolers

Social Negotiation: Negotiators 48 months to Kindergarten Entry

This Guide was developed by the University of Hawai'i at Manoa Children's Center with support from the State of Hawai'i Executive Office on Early Learning and Hawai'i P-20 Partnerships for Education.



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The Hawai'i Early Learning and Development Standards (HELDS) describes what young children, ages birth through five, typically should know and/or be able to do at different periods in their developmental progression. During this period the architecture of a child's brain and nervous system is under construction and this development becomes the foundation for learning in the school years. By understanding the HELDS benchmarks and how learning established in an earlier period is the basis for future learning, parents and caregivers can provide children with a strong foundation to become lifelong learners.

HELDS Supplemental Guides for Preschoolers

The HELDS Supplemental Guides for Preschoolers is a multi-part series that looks at three distinct periods of development roughly associated with age level. These periods are identified by a hallmark developmental purpose:

Challenging Limits (24 to 36 months), **Initiating Independence** (36 to 48 months), **Social Negotiation** (48 months to Kindergarten Entry). While these are not the only major aspects of development children address in a given period, they do serve to help illustrate the rapid growth and unique developmental needs of children during a particular period.

The guides provide information on:

- Typical preschooler behaviors within each of the HELDS domains, listed in approximate sequences of development;
- Specific ways in which caregivers can support development and learning; and
- Key preschooler outcomes that result from these supports.

Development is progressive, but children do not step through it in a constant, linear fashion. The age groupings noted here are for convenience in discussion and not intended to be hard definitions of developmental phases. Children move from one developmental phase to the next in their own time and in their own way. A 3½-year-old **Initiator** may still be demonstrating behaviors relating to the **Challenger** group and taking on behaviors relating to the **Negotiator** group.

Experienced caregivers understand this and tailor their practices according to individual needs. These guides provide a starting place for caregivers to reflect on the extent to which their current strategies, interactions, environments, and care plans support optimal individual development. While the examples listed are not exhaustive, they provide an overall picture of healthy development and quality caregiving. The domains noted are loosely defined. Skills and activities noted under a given domain could easily be applied to one or more other domains. They are provided only to give a framework for understanding and discussion.

Social Negotiation: Negotiators 48 Months to Kindergarten Entry

In recent years this age group has received the most focus as education reforms look at kindergarten readiness. In many respects, this age group is up for the challenge. Social negotiation requires a great deal of environmental awareness and understanding patterns of human behavior. Negotiators begin to understand and work with social hierarchy in groups that become more stable and consistent. Agreements need to be made, conflict needs to be managed, and a sense of social place and belonging needs to be developed on the child's own terms. Attempts to gain social leverage sometimes get expressed by phrases like, "If you don't let me, then you can't come to my birthday," or "You're not my friend anymore." Focus at this level shifts from interest in a particular activity to interest in who is working on the activity with you, paving the way for future collaboration.

There are no walls defining subjects, so the child is free to apply knowledge and experiences from social areas to traditional subjects like math, science and language arts. Everything is available. Negotiators are beginning to see how parts interact with each other to make up a whole. This entrance into concepts of cycles and systems is important to nurture. Negotiators are also thinking more critically and more symbolically. With appropriate supports, Negotiators can work meaningfully with models and mind maps. They can also use reflection to not only recall a project, process or investigation, but also think about how it could be done better next time or how the work could be extended or applied to something new.

HELDS DOMAIN

Physical Well-Being, Health and Motor Development

This domain encompasses physical growth and maturation, including the ability to move and use the body. The Negotiator is more involved in group games and team challenges with simple, flexible rules. The purpose is more about physical challenge and comparison to peers and not necessarily about winning or learning about the specific sport. The Negotiator is also able to assess personal risk but may need help identifying potential consequences.

Examples of typical Negotiator behaviors:



- Plays chasing and hiding games that often require quick climbing, sudden changes in speed and direction, and quick decisions about obstacles without stopping to plan movements
- Begins to play sports games with groups of peers (e.g., T-ball, soccer, basketball, football, freeze tag, 'ulu maika, hukihuki) as a frame for movement (e.g., overhand throw, cross-median action) but without conventional rules
- Sustains physical activity for up to 15 minutes
- Has few toileting accidents during the day
- Follows basic safety rules
- Reasonably assesses risk by knowing physical limits, but does try to push those limits
- Cuts on straight lines fairly accurately down the length of paper
- Has a clear dominant hand



Examples of caregiver practices that support development:



- Provides opportunities to sustain active play (e.g., chase and race games, obstacle courses of five to seven activities, climbing structures combined with ramps and platforms, balance bikes or pedal bikes)
- Provides space to practice sports skills (e.g., hitting a ball with a bat, playing catch, kicking soccer balls into a net, aiming bean bags into a target)
- Provides materials and equipment to challenge small muscle development (e.g., buttoning and lacing frames, clay, large figure cutting, regular-sized Lego blocks, paper weaving)
- Provides varied opportunities that support appropriate risk taking within safe boundaries

These types of caregiver supports help Negotiators to:



- Increase stamina
- Develop hand-eye coordination
- Develop muscle control
- Begin patterns of sportsmanship

Social and Emotional Development

This domain includes the ability to regulate behaviors and emotions and to form healthy relationships. The Negotiator wants to be part of the group and is often offended when denied access. The Negotiator begins to build concepts of social status by taking on leader and follower roles, and is often confused when unstable group structures require unpracticed social skills. Gender roles are solidifying at this time, so groups formed by interest may shift to be exclusive of the opposite gender.

- Interacts well in small groups of five, and begins to build skills with larger groups of 10 or more
- Defends peers viewed as having been wronged, and is more demanding that adult promises are kept
- Defines activities, themes, clothing and colors as “boy” or “girl” accessible
- Exercises a variety of negotiating skills in conflict management, often in the aide of a friend but increasingly in own conflict
- Often defines social status roles as following the rules (e.g., “I am the leader of the group so I get to decide who plays what”)
- May define placement of artwork as indication of social status (e.g., “My work is better because it is first”, or “I want my work next to her work.”)

Approaches to Play and Learning

This domain encompasses the processes that underlie learning. The Negotiator is able to combine attention, memory, persistence, curiosity, and problem solving skills in increasingly complex ways. The Negotiator begins to use peer group knowledge as motivation for selecting and completing activities. He begins to identify peers with unique skills and knowledge, and will often work to duplicate the work or have the peer teach the work. The Negotiator also operates in a larger sense of time, using the entire day instead of just focusing on what happens now, identifying what will happen on the weekend, and cuing in to peers’ birthdays several weeks in advance.

- During reflections of the day, shifts focus from the activity to the peer that joined in that activity
- Is able to set and follow through on a short-term, achievable goal in increasingly longer distances in time (e.g., sets a goal to be accomplished in the morning at the beginning of the school year, and sets the goals for the afternoon or evening at the end of the year)
- Is able to focus on a favored activity for up to 15 minutes
- Assigns details to objects without having them specifically represented (e.g., uses a chair to represent an airplane without having to use planks for wing)
- Predicts the outcome of an unfamiliar event based on past knowledge and experience that may not be directly or obviously related
- Takes on teaching roles by showing peers how the child did something (e.g., shows one or two friends how she drew a butterfly, and guided them as they attempted to do it on their own)

- Provides a variety of settings, including large and small group work as well as individual instruction and guidance
- Establishes clear parameters for group play to encourage exploration and collaboration but discourage exclusion (e.g., “You cannot say you cannot play, so how are we going to work together?”)
- Provides gender neutral materials in dramatic play (e.g., lengths of solid color fabric, lab coats), as well as balancing gender specific material (e.g., skirts, vests, construction hats)



- Provides larger projects and experiments that carry over from one day to the next or over the course of several weeks
 - Provides opportunities to reflect on work by discussing projects and experiments and brainstorming strategies or new areas of exploration
 - Provides time for the child to explore and investigate in her own time and in her own way, adding depth to the curriculum instead of breadth

- Develop social mediation skill
- Develop leader and follower skill
- Develop resilience
- Begin to develop collaboration skill

- Begin to define a personal learning style
- Engage in reflection
- Engage in prediction
- Widen awareness of time

Cognition and General Knowledge

This domain includes thinking, reasoning, and using information to acquire knowledge and understanding of one's world. The Negotiator works with increasing complexity and abstract thinking. This child can pay attention to a peer's move in checkers and adjust moves accordingly, and as the child approaches Kindergarten can even predict the peer's move. This child can observe the details of a tree and predict what the roots would look like underground. The Negotiator can also begin to look at chains of cause and effect, creating simple concepts of systems and cycles.

- Counts to 30 with few errors
- Begins to add and take away objects from a set to see how the number changes
- Starts to play games that may involve basic strategy (e.g., *Uno*, rummy, *Gobblets*, checkers)
- Compares objects and people by two or more attributes (e.g., defines who is the tallest in the class, arranges plastic figures in a matrix using size and number of feet)
- Applies knowledge gained from observations seen and unseen (e.g., uses observations of branches and roots to create a block structure of a tree)
- Sings songs with movements (e.g., hula, sign-language while singing, performing the actions while singing a song from a popular movie)
- Sometimes includes acting, using sounds and mannerisms of a role (e.g., baby) or animal (e.g., lion)

- Provides varied activities that support 2- and 3-dimensional problem solving (e.g., 3-dimensional puzzles, tangrams, arch-building block)
- Provides natural needs to count (e.g., plates for lunch, days on the calendar to a holiday, cards to players in a game)
- Documents data collection in projects using a variety of techniques (e.g., bar graphs, line graphs, charts, icons for tracking weather and moon phases, photos over time)
- Asks many "I wonder why..." questions, allowing the child to predict and then figure out how to test her prediction

- Develop a sense of numbers
- Develop multiple processes of investigation
- Engage in cross-domain applications
- Develop spatial reasoning

English Language Arts and Literacy

This domain encompasses response to and use of communication. The Negotiator uses far more expressive language, applying a wide range of adjectives and adverbs to express more subtle thoughts and ideas. Printed words take on more meaning as the Negotiator builds tools to break the secret reading code. This child may pick out a word or write a string of letters and ask what it says. Drawings take on more detail to support storylines.

- Writes own first name
- Dictates familiar stories, sometimes inserting himself into the story, sometimes adding humorous or silly details.
- Drawings of people have bodies, arms and legs, sometimes eyelashes or brows, sometimes spears or swords, though size and proportion may be a little off
- Drawings have details to ground the picture (e.g., grass, a tree, a house) and tell a story
- Expressions often reflect home culture and are closer to adult language
- Plays with language by making up rhyming and goofy words or testing the acceptability of words overheard
- Regularly speaks in sentences of more than five words (e.g., "I can't find my cars.") using tenses, plurals, and comparative adjectives (e.g., heavier, shortest)

- Documents projects and art work by having the child photograph processes or create models, and then dictate important points
- Provides opportunities for the child to dictate stories then act them out with peers
- Uses word walls to highlight new vocabulary generated by both teacher and the child, using icons to help the child differentiate words
- Asks the child to write name on work
- Has the child draw on a page (e.g., art page, special word book, agenda book) then dot the important word for the child to trace or dictate the letters for the child to draw while sounding out the word
 - Engages in regular open-ended discussions that focus on opinion, prediction, reflection and recall either individually or in small groups
 - Works with the child individually or in small groups to create new songs or new words to familiar songs

- Develop more complex communication
- Increase descriptive language
- Engage in creative expression
- Develop a sense of logic



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Downloads

Hawai'i Early Learning and Development Standards (HELDS) and all the supplemental material can be found at:
p3hawaii.org/HELDS/standards

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