

North Carolina Foundations for Early Learning and Development (NCFELD)

In efforts to improve the quality of care for young children in North Carolina, the Division of Child Development and Early Education published the *North Carolina Foundations for Early Learning and Development (NCFELD)*, which describes the knowledge, characteristics, and skills children from birth to five should develop prior to entering kindergarten. The document is also referred to as *Foundations* and *NCFELD*, provides guidelines and strategies for early childhood educators to support the development and learning of infants, toddlers, and preschoolers in five developmental domains.

The five developmental domains defined as essential to school readiness include approaches to play and learning, emotional and social development, health and physical development, language and communication, and cognitive development. Each domain introduces a series of Goals and Developmental Indicators on a continuum based on age level. The Goals, which are broad statements about what children should know are arranged into subdomains with Developmental Indicators that identify more specific statements that describe characteristics of development that children will progress through.

The *Foundations* also provides information to help support dual language learners. The *Foundations* is intended for teachers to increase their knowledge of child development and guide them as they plan children's learning experiences. Parents and other family members can also use the document to understand the developmental expectations for children from birth to five.

[Click here to access NCFELDS.](#)

This quarter, North Carolina Foundations for Early Learning and Development focuses on the Emotional and Social Development (ESD) domain. This domain includes the sub-domains: developing a sense of self, developing a sense of self with others, and learning about feelings. The developmental goals identified within these sub-domains involve a range of abilities and concepts infants and toddlers are developing, such as self-awareness, self-regulation, self-esteem, perspective-taking, and forming relationships. Young children become aware of their own identities and how they differ from others. They also begin to learn how to control their emotions and create positive interactions with others, which is crucial for their overall development. Supporting children's emotional and social development helps them establish a foundation that will allow them to participate in various social interactions with the adults and peers in their lives as they grow older. Teachers and caregivers should keep the goals and developmental indicators identified in the Emotional and Social domain in mind when planning to support children's development, allowing them to reap the benefits and develop into healthy individuals.

The Developmental Indicators for each subdomain identify specific expectations for children's learning and development to help teachers and caregivers see and plan for children's progress. The following are some examples of activities that could be related to the Emotional Social domain of development for each age group that teachers can try in the classroom.

Infant (0-12 months)

ESD 1a – Infants show awareness of their bodies (study their own hands and feet moving; using hands, mouth, and eyes in coordination to explore their bodies).

ESD 2a – Infants show they expect results from their actions (repeat loud noises to gain attention, hit toy over and over to produce sound).

ESD 3f – Infants imitate sounds, facial expressions, or gestures they see other people do (peek-a-boo, hands up for "so big").

ESD 4a – Infants notice other infants and children (look at them, turn in others' direction, reach for them, and touch them).

Activity – Talk and Sing to your Infant

Make music with your baby. Musical play like singing or making sounds with toys or simple instruments can help children let their emotions out.

Songs with gestures such as "If you're happy and you know it", Twinkle, Twinkle Little Star" or "Head Shoulders Knees and Toes". You can even get creative and make up your own songs and gestures for daily activities you and the infant are participating in together. Make sure to keep eye contact, exaggerate facial expressions, and use hand over hand with your infants when needed.

Hooray, Hooray, Hooray, we're glad you're here today!

Give a cheer, (Teacher sings Yeah) because Amy is here (smile and make eye contact with Amy) Hooray, Hooray, Hooray!

Follow with

How big is Amy? (smile and make eye contact with Amy)

Amy is soooo big! (teacher says) and gestures so big with arms spread for Amy to imitate.

Repeat with each child's name in the small group (use with small groups of infants – (2- 4 children)

Young Toddler (8-24 months)

ESD 1f – Recognize themselves in a mirror

Activity – Mirror Play

Place a mirror in front of a Young Toddler. Give them time to look and see themselves. While they are in front of the mirror ask them who they see. Say their name– have the child repeat their name, ask them who they are...

To extend this activity, point to different body parts and name them. For example, (points to nose) say nose... (points to arm) say arm...

If the mirror is big enough, have a small group of young toddlers in front of the mirror. Teachers can assist with a song to name who they see in the mirror. (Song: Where is...)

Materials needed for this activity: Shatterproof mirror, full-length dramatic play mirror, or large window where children can see their reflection

Older Toddler (18-36 months)

ESD 7i - Recognize facial expressions or actions associated with different emotions.

Activity - Facial Expressions

Take pictures of the children and teachers in your classroom making different facial expressions (shocked, happy, sad, angry, tired, etc...). Make a poster of each one with a label of the emotion underneath or above the picture. You can hang these posters around your room and talk about them when you are interacting with the children during playtime. You can use them as an activity while you are waiting for lunch to arrive. You can also take them outside and talk about them. You can name the facial expressions and feelings and give examples of situations that might happen that would make someone feel that emotion and make that face.

NC Infant-Toddler Quality Enhancement Project

