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Social Responsibility Outcomes

Peer Relationships	Nido	Toddler	Children's House	Lower Elementary	Upper Elementary	Middle School
Initiate and establish friendships	Participates in unoccupied and solitary and onlooker play. Occasionally participates in parallel play.	Participates in solitary, parallel, onlooker, and associative play. Occasionally participates in social play with one or more children.	Greets others and engages in conversations. Responds to invitations to work with others. Extends invitation to work to others. Inquires when friends are absent.	Seeks out work partners. Aware of and concerned with friends' feelings. Understands the give and take of friendships.	Seeks out specific work partners. Looks to establish friendships outside of school, with other children in extra-curriculars. Can recognize a friend's perspective during conflict.	Understand why specific work partners are more advantageous for them. Looks to establish community wide friendships like-minded groups. Can empathize with a friend's perspective during conflict.
Resolve conflicts proactively	Responds appropriately to redirection.	Responds appropriately to conflict resolutions initiated by adults.	Resolves minor conflicts, utilizing turn taking. Asks for adult assistance when unable to resolve conflict.	Resolves minor conflicts, utilizing turn taking. Includes student mediator, when appropriate. Asks for adult assistance when unable to resolve conflict.	Resolves individual student to student conflicts independently. Asks for adult assistance when unable to resolve conflict independently. Discusses and resolves classroom	Resolves community conflicts independently through council. Seeks guidance when unable to resolve conflicts independently. Predicts potential conflicts and seeks advice to manage situations.

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					conflicts with support of adults.	
Adult Relationships	**Nido**	**Toddler**	**Children's House**	**Lower Elementary**	**Upper Elementary**	**Middle School**
Interact positively	Forms secure attachment to caregivers, and as such, responds with anxiety to unfamiliar people and situations. Responds positively to interactions with trusted adults. Initiates requests to trusted adults.	Forms secure attachment to caregivers, and as such, may respond with anxiety to unfamiliar people and situations. Responds positively to interactions with trusted adults. Initiates requests to trusted adults.	Responds to verbal interaction with adult. Initiates detailed conversation with adults.	Initiates and shares experiences and needs with adults.	Discusses strategies and needs with adults. Seeks adult guidance for a variety of purposes.	Initiates a conversation regarding self-assessment or meta-cognition.
Respect external authority	Responds appropriately to redirection; older Nido students are capable of correctly following simple instructions.	Responds appropriately to redirection. Capable of correctly following 1-3 step related and 2-step unrelated instructions.	Complies with adult directive. Complies with ground rules.	Follows through with given directions. Accepts responsibility for actions. Follows the classroom ground rules.	Follows through and repeats given directions to others. Accepts responsibility for actions and works to repair trust with adults. Establishes and follows classroom ground rules.	Helps establish the guidelines that best fit the community's needs. Accepts responsibility for actions and works to repair trust with the community. Holds one another

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						accountable for ground rules.
Community Relationship	**Nido**	**Toddler**	**Children's House**	**Lower Elementary**	**Upper Elementary**	**Middle School**
Work collaboratively	Aware of other children.	Works briefly with one or two children.	Works with another child to complete a work, solve a problem or accomplish a goal.	Works with other children to problem solve and compromise. Completes small group project work successfully.	Discusses individual or community needs and difficulties until compromise is reached. Works with a group of students on a project successfully.	Discusses individual or community needs and difficulties until compromise is reached with minimal adult support. Empowers one another using individual strengths and covering individual difficulties.
Respond to the needs of others	Beginning to identify own physiological, social, and emotional needs. Beginning to develop awareness of and language for emotions displayed by others.	Aware of most of own physiological, social, and emotional needs, but may not yet have language for them. Notices when another person is injured or experiencing strong emotions.	Helps a child in need, either by proactive offer or response to a request.	Offers encouragement and mediation to others. Supports peers' ability to accept responsibility in conflicts.	Offers support to others demonstrating empathy. Offers strategies to others in order for them to independently meet their needs.	Is able to prioritize individual needs in order to support others effectively. Understands the most effective suggestions and approaches for individual peers.

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		May occasionally offer assistance (e.g., ice pack or facial tissue).				
Contribute to the maintenance of the environment	Imitates behavior of trusted adults. Recognizes and craves the order of daily routines. Is aware of environmental patterns and procedures, and becomes upset with deviations to the expected.	Imitates behavior of trusted adults. Recognizes and craves the order of daily routines, and may become upset with deviations to the expected. By 36 months, returns material to proper place and/or cleans up without adult support.	Cleans up after self. Completes lunch jobs. Cares for plants and animals.	Completes classroom and lunch jobs. Organizes personal and classroom space and items. Cleans up after self.	Completes classroom and lunch jobs. Organizes personal and classroom space. Suggests other kinds of classroom maintenance when needs arise. Cleans up personal belongings.	Establishes classroom jobs. Initiates new jobs when needs arise. Researches more effective ways of maintaining the environment.