

Mendocino K-8

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Mendocino K-8 TK Developmental Checklist

Mendocino K-8 School highly values a child's social-emotional competence. A child's social-emotional competence influences current school achievement and is predictive of future academic learning (Thompson and Goodman 2009).

- Children with poor social-emotional competence and self-regulation “have more difficulty transitioning to school” and are at greater risk for low academic achievement, behavioral problems, peer conflict and/or peer rejection, and school dropout (Committee for Children 2011, 2).
- Children's confidence and positive perception of themselves as learners, capable of growing in knowledge and skill, motivates them to pursue learning and persist through challenging tasks (Mueller and Dweck 1998; Galinsky 2010).
- Self-regulation abilities predict math and reading outcomes in the early elementary school years (National Institute of Child Health and Human Development Early Child Care Research Network 2003).
- Competence in understanding others' feelings has been associated with positive peer and adult relationships as well as academic achievement (Raver 2002; Raver and Knitzer 2002). Furthermore, individuals who are able to empathize and express care are “more actively engaged in the well-being of their classmates, teachers, and the greater school environment” (Thompson and Goodman 2009, 153).
- The quality of the teacher-student relationship serves as a regulatory function in social-emotional development and has a “potential to exert a positive or negative influence on children's ability to succeed in school” (Pianta and Stuhlman 2004, 445).

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| Social Development |
| Asserts rights appropriately |
| Beginning to share and take turns |
| Participates in cooperative play |
| Participates in group activities |
| Resolves conflicts with others appropriately |
| Respects personal space and property of others |
| Responds appropriately to his feelings and the feelings of others |
| Complies with rules, limits and routines |
| Waits fairly patiently for a turn or to speak |
| Emotional Development |
| Separates from parents/caregivers easily |
| Able to express needs and wants using words |
| Able to adapt to changes in the routine |
| Shows fairly even moods and coping skills |
| Does not require constant encouragement from adults |
| Begins to recognize and name emotions |
| Has impulse control (verbal and physical) |
| Physical Development |
| Able to participate entire day without showing signs of fatigue |
| Able to attend to physical needs (bathroom, hygiene) |
| Shows fine motor control |
| Shows gross motor control |
| Speech/Health Development |
| Able to speak clearly and audibly in complete sentences |
| Shares and talks about own experiences in a way that can be understood by most listeners |
| Initiates and joins in conversations with adults and children |
| Audibly answers simple questions such as: who, what, when, where? |
| Intellectual Development |
| Able to follow directions |
| Perseveres through tasks for a longer period of time |
| Able to say name and age |
| Confidence to attempt new tasks and activities |

