CHILD, YOUTH & FAMILY DEVELOPMENT

HUMAN SCIENCES RESEARCH COUNCIL

GOING GLOBAL WITH INDICATORS OF CHILD WELL-BEING

INDICATORS OF SOUTH AFRICAN CHILDREN'S PSYCHOSOCIAL DEVELOPMENT IN THE EARLY CHILDHOOD PERIOD

PHASE 3 REPORT FOR UNICEF SOUTH AFRICA

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unicef

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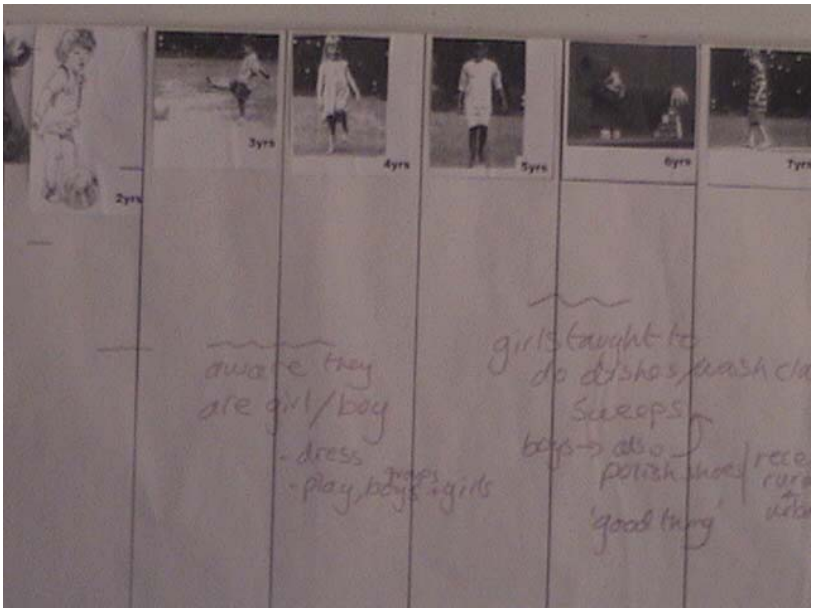
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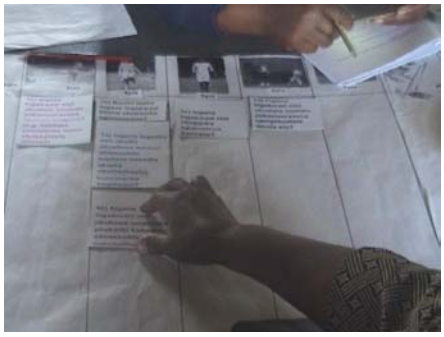

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ACRONYMS

ECD	Early Childhood Development
ECD NGO	Early Childhood Development Non-Governmental Organisation
OBE	Outcomes Based Education
TOR	Terms of Reference
T1.	Type 1 indicators, which point to the level or quality of *child psychosocial development outcomes* as measured with an appropriate instrument and assessed against an agreed standard;
T2.	Type 2 indicators point to the availability or quality of key affordances for psychosocial development in the primary *child care setting* (e.g. the household);
T3.	Type 3 indicators point to the availability or quality of key affordances for psychosocial development *beyond the household* (e.g. the school; ECD services etc).
UNICEF	United Nations Children's Fund

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EXECUTIVE SUMMARY

SCOPE

This report constitutes the second deliverable of the research contract between the Human Sciences Research Council (HSRC) and UNICEF (South Africa). We report on fieldwork conducted to ascertain standards for children's psychosocial development in the early childhood period, and the supports needed for development as viewed by study participants drawn from three typical South African child development settings.

OBJECTIVES

The purpose of the indicator development phase of this project was three-fold:

1. to determine community-level standards for children's development and responses to international-developmental standards for the purposes of adaptation;
2. to adapt the standards approach to South African local conditions and to insert a Type 2 and Type 3 indicators component into the US-based standards approach (through an assessment of local views of affordances needed for psychosocial development);
3. to produce a *preliminary* set of 'South African' standards for psychosocial ECD from 3 to 9 years that can be used to inform the development of measures to monitor psychosocial development in those periods that are associated with preparation for school and progress through the early school years.

METHODS

In order to conduct the empirical work and develop the standards the study drew on the ECD standards developed for the State of California in the USA, and the Standards included in the South African National Curriculum guidelines for Grades R to 3. A series of interview questions were designed to tap local standards for child development as well as supports for development in the home and the community (Type 2 and 3 indicators respectively).

Participants included parents, ECD staff, primary school teachers, social service and medical staff, and children from three different field sites: a middle class urban community; an informal peri-urban community with high levels of poverty, and a poor deep rural community. The three sites represent typical developmental niches for South African children.

Focus groups and individual interviews were conducted with each set of participants in each site.

The study is exploratory in nature. For this reason, the findings must be considered preliminary – the first step toward the development of psychosocial standards for ECD in the years 3 to 9.

RECOMMENDED SOUTH AFRICAN NATIONAL LEVEL PRELIMINARY STANDARDS FOR PSYCHOSOCIAL DEVELOPMENT IN THE PERIOD 3 – 9 YEARS

While a large number of the standards that have emerged from this research could be deployed and developed further for a national system, we have taken the approach that only a limited number of national standards should be included so as to avoid an over-inclusive set that would be costly to develop and measure. For this report we have generated the following standards. Standards in brackets are used to indicate the goal to which we should move where participant responses suggest different standards in different communities. In areas where the study revealed a wide response variation were not included. There were few of these.

Preliminary South African Standards for Early Childhood Psychosocial Development in the Years 3-9

Cognitive Development

Preliminary Standards for Cognitive Development 1: Interest in Learning	
Standard:	Preliminary standard [indicates goal for standard]
Creates new uses for materials and equipment in complex ways.	5 yrs
Participates in enrichment and real-life learning experiences with adult supervision.	6 yrs
Persists on a project with a minimum amount of help.	9 yrs
Preliminary Standards for Cognitive Development 2: Numbers and Mathematics	
Counts to 2 or 3	3 yrs
Counts to 10 by rote memorization.	5 yrs
Adds and subtracts orally with numbers up to 10.	7 yrs [6 years]
Knows reads and writes number symbols and names 1-1000.	9 yrs
Preliminary Standards for Cognitive Development 3: Order and Measurement	
Classifies, labels, and sorts objects by group.	5 yrs
Orders objects from smallest to largest.	5 yrs
Standard: Compares and orders objects using appropriate language e.g.: light heavy, heavier / longer shorter taller.	6 yrs
Names the days of the week and months of the year.	6 yrs

Preliminary Standards for Cognitive Development 4: Language Development: Comprehension & Expression	
Asks and answers simple questions.	3 yrs
Participates in songs, rhymes, games, and stories that play with sounds of language.	5 yrs
Understands a variety of simple two-step requests.	3 yrs
Tells about own experiences in a logical sequence.	6 yrs
Preliminary Standards for Cognitive Development 5: Language Development: Reading	
Recognises and names some common letters of the alphabet such as the letter the child's name begins with.	6 yrs
Reads for fun.	9 yrs
Reads a story and talks about what happened, the characters and the setting	9 yrs
Reads grade level materials clearly and with understanding (e.g. book or homework instructions).	Standard for each year: Grade 1 (7); Grade 2 (8) Grade 3 (9 yrs)
Preliminary Standards for Cognitive Development 6: Language Development: Writing	
Uses the writing process.	8 yrs [6 yrs]
Uses written language in many different forms, to express opinions and communicate with others.	[9 yrs

Motor Development

Preliminary Standards for Motor Development	
Standard	Preliminary standard [indicates goal for standard]
Stands and walks on tip toe; Walks backwards.	3 yrs
Gets dressed with minimal help.	5 yrs
Participates in more complex activities exhibiting coordination in body movement in increasingly complex gross motor tasks	6 yrs
Creates simple structures (objects on top of each other).	3 yrs
Pours liquid from small container.	5 yrs
Fastens buttons or is able to complete similar task.	5 yrs
Shows increasing eye-hand coordination, strength, and control to perform fine motor skills (e.g. control pencil or fine stick to make lines and patterns)	6 yrs

Health Understanding and Safety

Preliminary Standards for Health Understanding and Safety	
Standard	Preliminary standard [indicates goal for standard]
Can say why drinking only clean water and eating fresh food is important for health.	6 yrs
Washes and dries hands before eating and after toileting.	4 years
Can explain risks associated with common local communicable diseases	9 yrs
Pays attention to safety instructions.	4 yrs
Knows first and last name.	4 yrs
Says own name and address	6 yrs
Knows what to call for help if someone is injured.	5 yrs
Risks to child safety: Understands danger of deep water.	7 yrs
Risks to child safety: Understands danger of snakes and wild animals (for rural children.); dogs for urban children	5 yrs
Risks to child safety: Understands danger of drinking from unmarked bottles?	5 yrs
Risks to child safety: Understands danger of fire (paraffin stoves, candles, lamps) and electricity?	4 yrs for fire etc. 6 yrs for electricity if available at home
Risks to child safety: Understands that older people might want to hurt them.	6 yrs [5 yrs]
Can seek appropriate help if someone has physically injured or sexually hurt / touched them.	6 yrs
Risks to child safety: Understands risk of walking in, or crossing, roads.	5 years
Follows safety rules without adult supervision in an emergency (fire, violence; crime, abuse, injury and illness).	9 yrs [7yrs]

Social Development

Preliminary Standards for Social Development 1: Social Interaction with Adults	
Standard	Preliminary standard [indicates goal for standard]
Uses words or actions to request assistance from familiar adults.	4 yrs [3 yrs]
Seeks adult help when appropriate.	5 yrs
Preliminary Standards for Social Development 2: Social Interaction with Peers	
Approaches or seeks out a particular peer to be near or play with.	3 yrs
Forms friendships with peers.	5 yrs
Shows empathy for a friend.	9 yrs
Preliminary Standards for Social Development 3: Dealing with Diversity	
Shows concern about fairness within peer group regardless of group differences	6 yrs [5 yrs]
Is aware of prejudice and does not make prejudiced remarks.	6 yrs
Includes children from different backgrounds in games	7 yrs [6 yrs]
Preliminary Standards for Social Development 4: Social Participation	
Can assist in simple domestic chores (e.g. sweeping the yard)	6 yrs
Can participate in an organized group activity outside school e.g. church group, choir, or sports club.	9 yrs
Can care for a younger sibling for a short period	10 yrs
Can care for a younger sibling for a day.	14 yrs
Can care for a sick person for a short period.	14 yrs
Can care for a sick person full-time.	16 yrs

Emotional Development

Preliminary Standards for Emotional Development 1: Emotional Regulation	
Standard	Preliminary standard [indicates goal for standard]
Can stay with person he/ she knows for an hour or two without significant distress when the parent / normal caregiver is temporarily away.	3 yrs
Can go and play with a group of friends for a morning without the parent being nearby.	6 yrs [5 yrs]
Can express anger without harming self, others, or property	5 yrs
Can voluntarily separate from a caregiver to attend school without being distressed for a long period.	7 yrs

Preliminary Standards for Emotional Development 2: Coping with Death and Bereavement (in the context of HIV AIDS)*	
Standard	Preliminary standard [indicates goal for standard]
Can feel the loss of a parent due to death	5 yrs [2- 3 yrs]
Adults can talk to children about a death in the family	6 yrs [4 –5 yrs]
Can understand the inevitability of death.	10 yrs [7 yrs]
* These are perhaps more correctly standards for *adult understanding* than child behaviour and should probably be treated as T2s; they are very important in the African context.	

NEXT STEPS FOR THE IMPLEMENTATION OF STANDARDS IN SOUTH AFRICA

Consultation

1. Government: It is essential that UNICEF embark on a process of consultation with stakeholders in the national and provincial governments responsible for ECD policy and its implementation – in particular, Education and Social Development.
2. ECD NGOs and associated research staff: There are a number of South African NGOs with extensive experience in the field – including expertise in research and practical service delivery. These role players would provide a key informant group to consult in order to adjust and fine tune emerging standards.
3. ECD staff and Foundation Phase Teachers. This group would provide key input on the finalisation of standards and assessment tools.

Development and piloting of measures

Type 1 Indicators and Standards for psychosocial ECD outcomes in the years 3-9

1. Standards will need to be finalized.
2. Assessment tools for the standards will have to be developed and piloted. Psychometric tools will need to be scrutinised for their cross-cultural and cross-language suitability for each national standard to which psychometric assessment may apply. Other tests will have to be developed if there is not an appropriate local tool. For Grade R and the Foundation Phase of primary school, assessment tools should where possible be linked to the Outcomes Based Education Standards developed for the Education system.

Type 2 Indicators of supports for ECD in the home

The study has pointed to the need to provide assistance to caregivers, particularly those in poor communities, to enable them to support their children's psychosocial development in preparation for school. Just as important is the need to find ways to

improve children's affordances in the home context for supporting learning in those areas taught in school (particularly literacy and numeracy).

No specific recommendations are provided here, as their development would require a specific study.

Type 3 Indicators and Standards for ECD service quality

It is essential that the quality of services designed to support children's psychosocial development should be measured. While this component was beyond the scope of the present study, there is a need for rigorous examination of the standards and measures available in South Africa to assess and monitor ECD services in the age band 3-5 and school environments for Grade R to Grade 3.

A national baseline survey of early childhood psychosocial development and service quality

A national survey of early childhood psychosocial functioning should be conducted in order to provide baseline data against which progress in ECD services development can be assessed in a future system designed for the regular monitoring of ECD.

Associated with the baseline child survey, an audit of ECD service quality based on indicators referred to above should be conducted in order to provide baseline data on service quality that can be used to monitor improvement over time (in Type 3 indicators).

Additional supports

This preliminary research suggests that the provision of community *libraries or similar resource centers* to provide learning support to children from poorly resourced schools and homes may be considered a significant intervention for positive early development.

A very significant number of families and children are affected by HIV / AIDS. As a result, early psychosocial development is likely to become increasingly compromised for significant numbers of children. Schools and ECD centres could become important "nodes of support" for these children (Dawes, 2003). In order to achieve this objective, they require the appropriate given assistance so that they may provide the necessary support (see: Giese, Meintjes, Croke & Chamberlain, 2003b).

INTRODUCTION

This document constitutes the second deliverable of the research contract between the Human Sciences Research Council (HSRC) and UNICEF (South Africa). We report on Phase 3 of the study, that is, the results of fieldwork conducted to ascertain understandings of and supports needed for children's' early psychosocial development among parents, ECD staff, primary school teachers, social service and medical staff, and the children themselves.

The report proceeds as follows:

First we restate the goals of this section of the study. Following the presentation of our design and methods, we proceed to a presentation of the results. Thereafter, recommendations for preliminary standards for psychosocial development in the period 3 to 9 years are presented.

The report concludes with suggestions for next steps for the implementation of psychosocial standards and the development of appropriate measures for South Africa. In addition, we will note the importance of building buy-in on the part of key stakeholders – particularly the Departments of Social Development, Education and Health at the National and Provincial levels.

Before proceeding, it is worth recalling points made at the end of the first report, as they have relevance for what follows:

> "The aim of the "Going Global" project is to assist countries to develop strategies and processes for developing a set of core indicators that will assess young children's cognitive, language, physical, social and emotional development, and to monitor and report on the performance of children in these areas.
>
> In order to realize this goal, the ingredients of success in devising a useful and sensitive set of indicators of child well-being for children in South Africa and elsewhere on the continent are as follows:
>
> 1. A *participatory approach* to standards development, involving children, caregivers, educators, childcare workers and other appropriate person should be the first step in this process.
> 2. Adequate identification of the *variation in physical and cultural contexts* between South Africa and the countries where the indicators originated, and modification of the measure where necessary.
> 3. *Successful bridging* of the differences between contexts (rural/urban, language and cultural) within South Africa to create a meaningful set of psychosocial indicators that are widely applicable.
> 4. Representation in the set of indicators of *the most pressing issues in the South African context*.

5. Investigation of the psychometric properties (reliability and validity) of the measures in the local environment.
6. Generation of subgroups of measures for different purposes and for use by different monitoring bodies with different skills (for example health and child development professionals, programme evaluators, teachers or community groups)."

This report addresses the first four points. A participatory methodology was used throughout and the selection of research sites and samples placed contextual variation to the fore. The method employed to generate standards employed both *emic* (outsider / universal perspective) and *etic* (insider / local view) approaches. The etic component drew on Californian and South African National Curriculum standards. The emic component sought the views of children and adults as to what children can do at particular points in development (Type 1 indicators), and what children need as supports or affordances in order to reach the standard (Type 2 and 3 indicators).

OBJECTIVES AND GOALS

The principal objective of the empirical aspect of this project was to produce a set of preliminary South African standards for psychosocial ECD that take into account our *intra-country cultural and socio-economic variation*. The study therefore sought to achieve three goals:

1. to provide preliminary information on ECD psychosocial standards in three different types of South African community, and assess the extent to which they match or are at variance with international-developmental standards and local Outcomes based Education (OBE) standards;
2. to adapt the standards approach to South African local conditions and to insert a Type 2 and Type 3 indicators component into the US-based standards approach (through an assessment of local views of affordances needed for psychosocial development);
3. to produce a *preliminary* set of 'South African' standards for psychosocial ECD from 3 to 9 years.

Scope

Agreement was reached with UNICEF that the investigation should concentrate on developing *preliminary* developmental standards that are important in preparing children for school, as well as during the first three years of schooling (teleconference with Goran Mateljak and Dr Pia Rebello, May 2004).

In the South African context this means a focus on psychosocial standards that pertain to the ECD service years (3-5 years of age), Grade R (6 years) and the Foundation Phase of primary school (7-9 years).

While the focus is on the period leading up to and associated with the first few years of school, as noted in the first report for this project, it is well established that earlier periods lay much of the foundation (good start principle) for these periods. Clearly a similar exercise to the one we have undertaken here would be needed to cover the period from birth to three years.

The decision not to address the entire early period was pragmatic. As ECD services coverage improves and as standards for ECD services develop, we have an opportunity to influence the development of appropriate standards and tools to monitor services as well as children's growth.

South African efforts to promote early psychosocial development that prepares the child for school, has to take into account the low economic and social capital of the majority of households. Affordances for school learning in these contexts are very limited.

A further contextual factor is the low resource base in many if not most ECD facilities, the lack of Grade R classrooms, and the overcrowding and poor educational environment of many primary schools. The study has tried to take these challenges into account, and where appropriate – particularly in the social and emotional domains of development, new categories for standards development have been introduced.

It must be stressed from the outset that the research was never designed to be representative of the variation that exists in the country. Given the fact that there are at least twenty language communities indigenous to South Africa, and that there are a significant number of people who have migrated from the many countries to the north, the ethnolinguistic and cultural variation is significant. A major national study would have to be conducted in order to capture the range.

Rather, this study was designed to provide an in-depth view of the perspectives taken by key informants, both adult and children, professional and lay persons, resident in three of the most of *typical communities* to be found in the country.

The study therefore provides data that can be used as a *starting point* for standards development – it is not generalisable to the whole population of under nines. The key value of the research is that provides a preliminary examination of the degree to which there is commonality and variation in psychosocial standards for ECD employed in three different socio-economic and ethnolinguistic communities. In addition it provides evidence on how conceptions of childhood and child development are likely to inform local standards.

A participatory in-depth approach

The study was conducted within the participatory social research tradition and consisted of an in-depth examination of local developmental standards which were then checked against universal standards (for Grades R to 3). In addition, we ascertained what children and adults from three different communities felt they

needed in terms of supports for psychosocial development – particularly as these pertained to preparation for school and the early school years.

The views of children are essential in considering the affordances for psychosocial development that need to be provided to nurture development. In addition, the UN Convention on the Rights of the Child draws our attention to the importance of consulting children on matters that affect them.

As the theory and empirical work associated with this area of study has been reviewed in the first project report, it will not be repeated here. The two documents should be read in sequence.

We therefore proceed directly to the methodology.

METHODOLOGY

CHOICE OF STUDY SITES AND SAMPLE

The research team decided that it would be theoretically and empirically sound to stratify in terms of *three child developmental niche categories*. This approach captures the essence of the theoretical framework that we employed in our first project report. The guiding principle for site selection was therefore to stratify in terms of developmental affordances that differed in terms of degrees of 'modernity', urbanisation and risk (to child well-being and development).

All attempts to capture notions of the cultural envelope that surrounds the developing child are problematic. In studies of this nature, and when creating research samples, to talk of 'traditional practices', of 'African culture' and so forth, risks essentialism by casting communities as fixed in some outsider's version of an imaginary primordial (past) time. This is not our intention. We hold that all communities are in steady but constant cultural flux due to intergroup contact and many other processes such as the influence of a globalised (largely north American) mass-media.

Thus the notion of *modernising* used below refers to communities that occupy deep rural subsistence economy settings with low levels of adult literacy and which embrace long-standing local cultural practices and beliefs (e.g. use of local traditional healers; support initiation practices; observe long standing patterns for gender roles). Such communities embrace male dominance and authority with respect to relations with women and children, a co-extensive approach to kin / family relations; and a set of constructions and goals for childhood, as well as daily practices and roles (involving children) that set them apart in important ways from urban modern communities. They are modernising in the sense that households are likely to have access to at least some of the artefacts that are commonplace in modern society, and they also embrace the importance of a modern education for their children.

It was therefore decided to use a *purposive strategy* to obtain participants who would best reflect three broad groupings of person likely to have both common and particular views of childhood and child development in the three niches.

We decided to characterise these settings in terms of the roughly probable cultural and material affordances available to adults and children in these socio-cultural worlds. The sites were as follows:

The modernising rural site

Figure 1: The Modernising rural site

This site is typified by a rural poverty ecology and is likely to have "African traditional" values about family and children. Children are valued as a resource in the home, and as an extra pair hands to help the elderly and ailing. There is still a large measure of traditional cultural practice, (for example the imbeleko ritual, introducing the baby to the ancestors), families own cattle which are kept in esibaya or cattle kraals, places of spiritual significance to the families. Firewood is still collected, and adults are interested in their children receiving the education they never had.

The adult caregivers (who are likely to be women) are defined as long established permanent Black African residents of areas (native speakers of Zulu) and most were born there. This site was a village, Ndonyana, located in a rural area of KwaZulu-Natal province where the climate is sub-tropical. The vegetation is lush, and sugar cane, maize and many vegetables and tropical fruits grow easily.

The housing is mainly traditional mud and thatched houses and with some more modern concrete block buildings, built on land assigned by the chief. It is scattered and there is very little local transport so children walk long distances to and from school, and the abasizi (or community motivators) go on foot to visit homes.

The area is served with two primary schools, a high school and 6 preschools. The nearest clinic is between 10 and 15 kilometers away from the Ndonyama houses, and the nearest hospitals are 50-60 kms away. Mobile clinics visit two sites in Ndonyama on a fortnightly basis. There are complaints about the lack of Social Welfare people in

the area – applications for child grants and for foster care grants entail a long and expensive bus ride to Dududu, a queue and sometimes the necessity to return on another day because the queue was too long. A local health and development NGO, Siyabona, assists with poverty alleviation programmes in the area.

HIV infections are rife in this community but people do not want to discuss the problem. If the topic is raised, they drop their eyes and expressing confusion. The infection is considered a disgrace because it's a sexually transmitted and associated in their minds with prostitution.

The modern urban middle class site

Two sites were used. Both were in the city of Durban in KwaZulu-Natal province. The adult caregivers (who are likely to be women) were defined as currently resident in the city; they were born in a city and lived in a city during childhood. They were of White and Indian background. Their social ecology and life style is middle to upper class and urban. They have modern values about family and children that are likely to be similar to the "international" standards. Some of the women caregivers were employed in professions which gave them an insight into children's development (physiotherapy, nursing, running a day care centre).

The main data collection site was in a residential area of the city characterized by comfortable houses with gardens, close to the University. The schools served a community, which included a substantial number of foreigners: lecturers at the university and musicians from the city's main orchestra. One of the modern urban middle class suburbs from which children were drawn is shown below

Figure 2: A modern urban middle class site

The second site (about seven kilometers away) was an affluent suburb of Durban characterized by large houses and gardens. Families in these middle class sites were likely to have domestic workers to assist with household duties; they would have two cars and the children were unlikely to use public transport. Children have pets, indoor and outdoor toys and play equipment, and extra-mural activities. Extended family ties

assume less importance here than in other areas and social ties are based on business or professional interests, sporting and other recreational interests, or children attending the same schools. Both sites were close to private hospitals, up-market shopping areas, libraries and other amenities of modern life.

The modernising peri-urban site

The site is known as Masiphumelele and is about 35kms from the City of Cape Town in Western Cape Province. It is very poor and traditional values about family and children are not too dissimilar to those of the rural sample. Residents in this community are all black Africans, and the vast majority are Xhosa speaking. The settlement is relatively new and most of the residents have migrated in search of jobs directly from the rural areas of the Eastern Cape, or from other large townships on the edge of Cape Town, within the last ten years. Official statistics put the population at 12,000, whereas unofficial estimates are almost *double* this figure. The City estimates that 1,700 families live in shacks and there are about 270 brick houses. Although most shacks are serviced, a large and increasing number of families are building shacks on wetlands (unserviced, illegal and at considerable risk of fire). Unemployment and HIV prevalence are both high. A typical street scene is presented below.

Figure 3: The modernising peri-urban site

The community has one primary school and one high school, both of which currently occupy the same site. Overcrowding in the classrooms and play areas is a serious problem. Most children study at these schools, although a small proportion attends schools in other neighbouring communities (formerly zoned 'white' and 'coloured' respectively). There are 14 ECD facilities in the area, most of which are informal crèches held in a shack or small brick house. These facilities receive food parcels and

other forms of support from the Early Learning Support programme described below. There is a government-run clinic offering a full range of medical services.

A small but growing number of NGOs have initiated social work and support services for families, including home-based care networks and the Early Learning Support Programme. The latter trains and supports community members to be 'Family and Community Motivators' (FMCs), whose role it is to visit poor and vulnerable families with young children who are not attending crèche. Where possible, the FMCs assist caregivers to enrol their children in a crèche. Alternatively, they visit regularly, advising the carer around basic health and development matters.

Participants

In the table below, the sample realized is reflected against the intended sample sizes. Loss of participants was due to a range of factors that were beyond the control of the investigators. For example, in one site, despite having acquired caregiver consent for the children to participate on a particular day, none of the children arrived. This resulted in researchers having to scour the neighbourhood for those children they could find and bring them to the research site. In other instances, adult participants who had agreed to participate could not be located on the day of the interviews.

For selection purposes, the caregivers had to have at least one child who is aged 9 years or more (but under 18), and preferably both boys and girls in the family.

Table 1 Participants by site: intended and actual sample sizes

Group	Site 1		Site 2		Site 3		Totals across all three sites	
	Rural Poor / Traditional		Urban Middle Clas		Urban Poor / Unskilled informal Settlement			
	Intended	Actual	Intended	Actual	Intended	Actual	Intended	Actual
1: Parents / Caregivers	10 (5/5)*	8 (4/4)	10 (5/5)*	10 (4/6)	10 (5/5)*	14 (7/7)	30	32
2: ECDC staff	10 (5/5)*	9 (5/4)	10 (5/5)*	5 (5)	10 ((5/5)*	5 (5)	30	19
3: School Teachers: (Grades R, 1,2 & 3)	10 (5/5)*	7	10 (5/5)*	8 (8)	10 (5/5)*	10 (5/5)	30	25
4: Social & Public Health workers	3 of each (interviews)	7	3 (5 if possible) of each	3 (see notes below)	3 (5 if possible) of each	3 SWs 3 PHWs	9 (13 max)	13
5. Children	7 girls 7 boys	7 girls 7 boys	7 girls 7 boys	6 girls 5 boys	7 girls 7 boys	6 girls 7 boys	21 girls 21 boys	19 girls 19 boys

Notes on the samples and related procedures

Adult caregivers in all sites

All adult caregiver participants were female and had children less than 9 years of age and most had one or more children less than 5 years. Some had large families (e.g. 6 children ranging from 3 years to 17 years).

Children

The original proposal called for the use of 30 Grade R children and 30 Grade 7 children in each of the two provinces in the chosen field sites. During the planning of the field-work phase, it became apparent that this approach would not be feasible given the existing time-frame and budget. Therefore, it was decided to reduce the sample to *Grade 3 children only*, stratified by sex and site. Male and female discussion groups were held separately.

The modernising peri-urban site

In this site, a group interview was conducted with three social workers, all of whom are Xhosa-speaking African women but only one of whom works in the community under study. The other two work in a neighbouring poor community (zoned 'coloured' in the apartheid era), but live in other large townships in the Cape. The interviewer was careful to specify that the focus of the discussion was poor urban African communities, rather than poor 'coloured' communities. Owing to time pressures on staff in a very busy clinic, the group interview with three health workers omitted all the T1 questions and concentrated on issues of support by and for caregivers and other professionals (T2s and T3s). All children who participated in this site were aged 8 or 9 years, and (with the exception of 3 boys in grade 2) all are grade 3 learners.

The modernising rural site

In the rural study site the venue was a health centre and teachers, parents, and children were recruited into the sample from the nearby school. ECD practitioners were recruited from further afield (and walked or took taxis to the venue) because any one community preschool does not have enough teachers to form a meaningful focus group. We chose abasizi or community motivators to fill the role of health and social workers. They work out of the Wellness Centre and their duties cut across health and social work. For example they assist with the DOTS (directly observed treatment of TB patients), identify children in need of care and work out ways of assisting them, do home-based care, etc. They receive training from time to time, take part in community surveys, and assist with interventions.

Although all children who took part in this site were in grade 3 their ages ranged from 8 to 13 years. The sample is therefore slightly older than that the two urban samples. The reason for the wide range in this group is because many children start school late, or have to repeat grades.

The modern urban middle class site

In the urban study site children, primary school teachers and one group of parents came from a well resourced "model C" Primary School. The preschool teachers taught at a nearby preschool and many of the children from the preschool go on to the primary school. This suburb is close to the University of KwaZulu-Natal so many of the parents are University staff members. The second group of parents was recruited from another suburb of Durban, to make up the number of parents to ten, because the response was slow in the primary school and there was limited time to complete all the focus groups. Most of the women taking part in this focus group came from very affluent families, and were not working, or working from choice.

The professionals group was selected on the basis of the services used by parents in this sample. The parents concerned do not use social workers or public health workers, but mentioned occupational therapists and psychologists. On these grounds, researchers held a group interview with two occupational therapists and one educational esychologist. In the Durban site, one care professional was Indian, and one primary teacher was a black African language speaker. The children's groups were also racially mixed (White, Indian and black African). As a result, discussion included references to a range of religious and cultural norms that influence attitudes and practices around child development.

Adult participants in this site were predominately white. However, caregiver / parent groups included Indians as well as whites (the Indian community constitutes a significant proportion of the Durban population). Caregivers were sourced from two schools. One drew pupils from wealthy backgrounds while the other drew urban children from a range of backgrounds. In the case of the wealthy community, all the parents lived in an affluent suburb of Durban. Most of them cared for their own children full-time when they were small. One women opened a day care centre when her child was two and expressed some doubts about whether this had been the wrong thing for the child. All of the women have more than one child, and almost all of them knew each other well.

Showing our thanks

In the rural site, the children were given pencil cases and the teachers, pens. Other adults were given a food parcel supplied by a local NGO. During the course of the workshops we supplied a fairly substantial meal because people had traveled a distance to get there.

It was not appropriate to give gifts to the participants in the middle class study sites, beyond refreshments and snacks. They were promised feedback on the results of the study.

In the Western Cape peri urban site, ECD staff and Teachers will be visited once the study is complete in order to hold educational discussions on child development. Each participating parent was given a shopping voucher as a token of our appreciation., and each child was given a book to take home.

DEVELOPMENT OF MEASURES AND PROCEDURES: LOCAL ADULT STANDARDS

Indicator definitions and types

Indicators were classified into three types (following Britto, Kagan & Brookes-Gunn, 2003)

Type 1 indicators point to the level or quality of *child psychosocial development outcomes* as measured with an appropriate instrument and assessed against an agreed standard;

- Type 1 indicators are assessed in terms of *what children can or should be able to do in a particular domain of psychosocial development.* They will be referred to as **T1s**.

Type 2 indicators point to the availability or quality of key affordances for psychosocial development in the primary *child care setting* (e.g. the household);

- Type 2 indicators are assessed in terms of the supports for psychosocial development that are available at household and family level. They will be referred to as **T2s**.

Type 3 indicators point to the availability or quality of key affordances for psychosocial development *beyond the household* (e.g. the school; ECD services etc).

- Type 3 indicators are assessed in terms of the supports for psychosocial development that are available at the institutional and service level. They will be referred to as **T3s**.

T1 psychosocial indicator domains covered in the study

1. Motor Development
    - Gross motor skills
    - Fine motor skills
2. Cognitive and Language Development
    - Interest in learning
    - Cognitive competence
    - Number/maths concepts
    - Measurement/order/time
    - Language comprehension
    - Language expression
    - Reading skills/interest in books
    - Writing skills
3. Social Development
    - Self awareness & self concept

- Social interaction with adults
- Social interaction with peers
- Social inclusion and exclusion
- Management of conflict
- 'Participation' refers to the child's inclusion in family discussion; being listened to and consulted in decisions affecting their lives, and their freedom of association (join clubs or groups of their choice). Hence questions were orientated around adult perceptions of child's capacity to understand and engage, as well as adult sense of appropriateness of child's involvement in family events, household decision-making, domestic chores and community activities.

4. Emotional Development

- Self regulation
- Coping with death and bereavement

5. Healthy and Safe Behaviour

- Knowledge of age appropriate healthy behaviour
- Knowledge of age and contextually appropriate safe behaviour

Development of a method to assess local standards

It was necessary to derive a method of assessing local adult ECD psychosocial standards that covered the above domains. The approach was based on two systems – 'international' standards, and standards derived from the South African national education curriculum.

International Standards

As noted in our first report, the standards approach is well advanced in the north American context and it can serve as a useful basis for work in other regions. In the first instance therefore, we wished to examine how South African standards, derived from adults resident in three different communities, articulated with those developed in the north American context. Of the American standards systems, the State of California is the most comprehensive (A summary of the American State standards is provided in Appendix 3). For that reason it formed the basis of the development of the questions to guide the construction of the research instrument – particularly in the pre-school years but also for later periods.

South African OBE standards

Between the ages of 6 and 9 years, it was deemed necessary to combine the standards derived from the California system with those developed for the South African National Curriculum for Grade R through to Grade 3.

There were additional reasons for this approach. As indicator data is very expensive to collect, it makes sense to draw on existing sources of regularly collected administrative data so as to increase cost efficiency when monitoring child well-being.

Where national systems are already under development, efforts to construct new systems should therefore build on these as the practice is likely to increase the buy-in of state sector stakeholders. This reduces the risk that independently developed systems are not adopted as part of national monitoring systems.

It was for these reasons that our approach articulated as far as possible with the learning outcomes and assessment standards of the "*Revised National Curriculum Statement Grades R-9*" (Department of National Education, 2002). Thus the psychosocial standards for Grade R and the Foundation Phases (wherever they were available in the official system) formed the basis of the design of our interview schedule for adults and some of the questions for children.

Additional South African standards for children's health, safety knowledge, and child participation

As noted in our first report it is necessary that the South African research takes into account some of the key concerns about early child development that prevail in this country (and which are common to other African nations). They include concerns about the safety and protection of children from injury and violence, as well as the threat of loss of caregivers and other family members due to AIDS related illnesses. In the last instance, many children are having to care for the sick and the dying. Many will face having to live in the care of relatives or on their own as the impact of the pandemic on school aged children begins to take effect in a few years from now. It was thus necessary to develop additional items in order to tap these issues.

Strategy for the integration of the Californian and South African OBE standards employed to generate interview questions to tap T1s

Age stratification

As the study was primarily concerned with indicators and standards associated with preparation prior to schooling and with standards in the Foundation Phase of schooling, the age periods within which standards were to be developed were first stratified as follows:

- Specific Age / Domain Indicators for children **around 3 years of age** (entry to the South African ECD system).
- Specific Age / Domain Indicators for children **around 5-6 years of age** (entry to grade R).
- Specific Age / Domain Indicators for children **around 6-7 years of age** (end of Grade R).
- Specific Age / Domain Indicators for children **around 9-10 years of age** (end of grade 3).

Steps in Development of questions for T1s

This exercise was undertaken over several days by three members of the research team and an experienced child development specialist consultant. The group worked together in an iterative process, examining and re-examining the validity of standards statements and constructing questions for the interview schedules.

At all times, we bore in mind the question:"*Is this question likely to make sense to our respondents?"*

To decide on standards for inclusion and to formulate the questions for T1s, the steps below were followed for each of the age bands:

1. Scrutinise California standards items related to the psychosocial domains interest.
2. Select those California standards items that most centrally represented the sub-domain under investigation (as not all statements on "what children can do" could be used for the study).
3. Select the most appropriate statements as to '*what children can do'* from the California standards statements.
4. Check whether these (or similar) exist in the *Focal Areas of the South African National curriculum for Grades R and 3,* and use the South African approach wherever possible. Relevant sections of the curriculum include outcomes for: *Life orientation* (health promotion; social development; emotional development; motor development). The *Language* and *Mathematics* focal areas are similar in many respects to the Californian approach to these sub-domains of Cognition).
5. Add standards in domains that need to be added (particularly in the South African national curriculum in relation to: social development, personal development (emotional development), and health promotion to inform locally appropriate items for health and safety domains.
6. Add standards constructed for this study on child participation based on knowledge of cultural practices.
7. Finally, derive questions for adult participants as to '*what children can do at the two age levels*'.

Field Manual

Once the questions for eliciting standards for type 1 indicators had been developed, questions to elicit Type 2 and 3 supports for development from adults were designed. All the steps for the adult and child interview processes introduced below are contained in the Field Manual (Appendix 1). Steps to access T1s, T2s and T3s are illustrated below.

A note on language

All the questions and the Field Manual (see Appendix1) were developed in English before being translated into isiXhosa and isiZulu, and back translated into English to check for equivalence. All field staff were trained in the use of the schedules prior to going into the field. The manual was piloted prior to finalisation.

Adult Interview process Step1: Extracting local understandings of child development

It was necessary to devise ways of gaining an appreciation of local understandings of childhood and child development. Step 1 in the Adult Focus Group Interview procedure (Appendix 1) was an introductory scene setting activity that elicited cultural perspectives on childhood prior to the investigation of local standards.

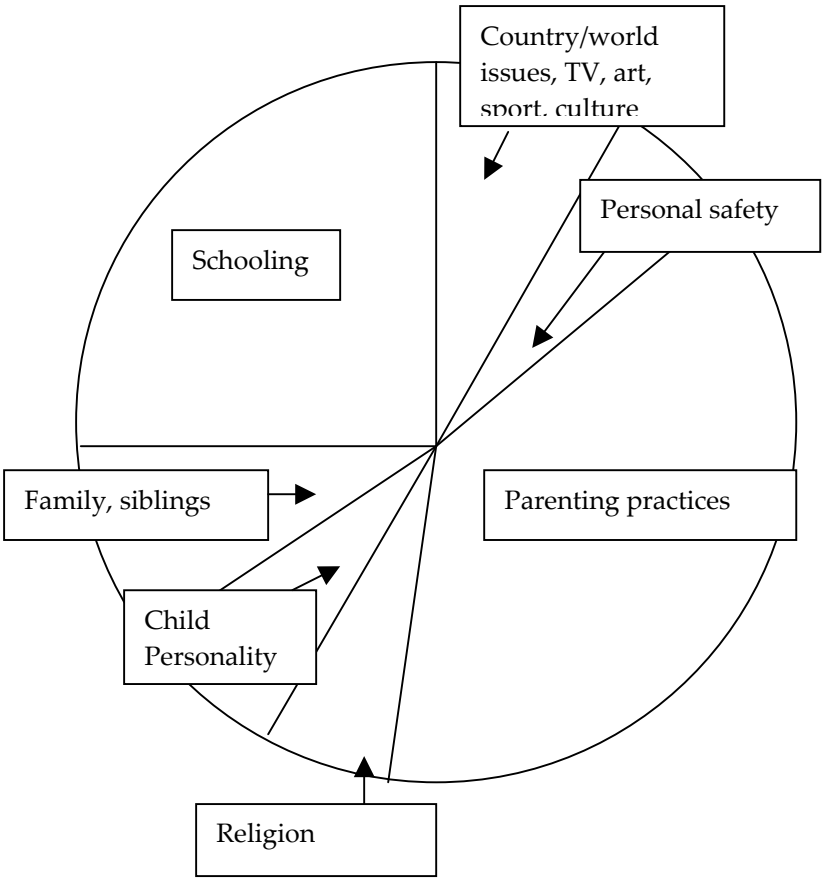
As will be evident from Appendix 1, in order to start this process, the facilitator *drew a child time line from birth to *fourteen years* on a large sheet of paper. He or she explained that it represents the growing child. (see Figure 2 below).

The time line was also used to get the discussion on cultural aspects of development flowing. Participants were asked questions such as the following:

1. What are newborns, infants, toddlers etc called in your language?
2. When does childhood end for girls and for boys – when are children treated as adults?
3. How much does a child's development depend on support from those around him or her?

To extract ideas about patterns of influence on development, facilitators draw a large circle (for a pie chart) on paper and asked participants to decide on how to divide the circle according to the proportion of influence of each factor identified (e.g.: inherited qualities from parents or from the ancestors, the deeds of her parents or ancestors, God's will, learning etc). The circle produced by one group is illustrated in Figure 1.

Figure 4: Influences on child development: Urban middle class parent group.



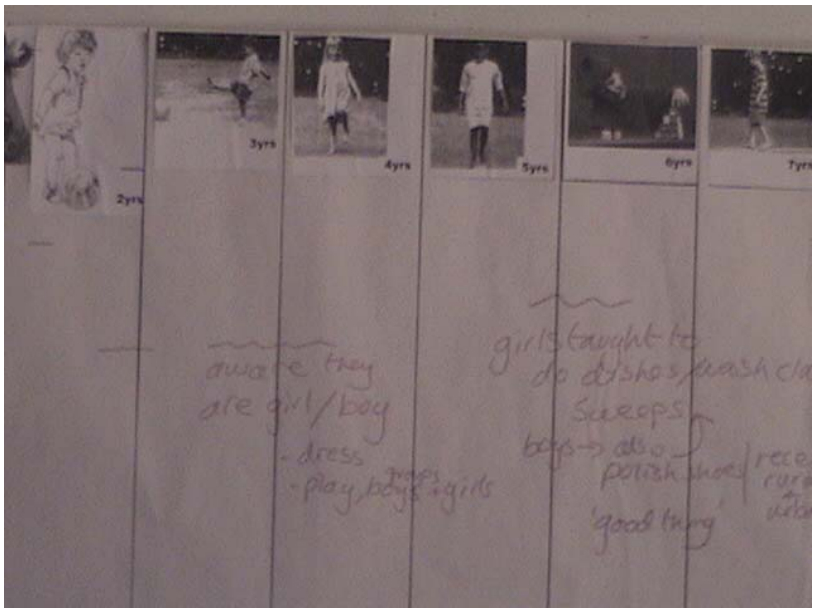
Adult Interview process Step2: Deriving local perspectives on standards for psychosocial development (Type 1 indicators)

T1 Standards and related questions for adult respondents were explored as Step 2 of the interview procedure. The method is displayed in Appendix 1. Examples from the cognitive domain are presented below:

- When can a child use familiar objects, (for example a stick to bang a tin?) [Etic Standard 3 years]?
- When does a child use things in the home to play her own imaginary games? [Etic Standard entry to grade R (5 years)]?
- When can a child do a simple task to the end with an adult or older child (for example washing the dishes) [Etic Standard end of grade R (6 years)]?

Each statement was written on a card. Participants discussed each standard and once consensus had been reached, the card was placed on the time line under the appropriate age. By the end of the meeting the chart was covered with cards, each containing a question. The time line with pictures of children along the top is illustrated in the picture below.

Figure 5: A time line used to orient participants to child development



The following figure shows participants adding standards cards to the time line.

Figure 6: A group discussing the time line and inserting standards

Adult Interview process Steps 3, 4 and 5: extracting indicators of difference and support for ECD in the home (Type 2) and in services (Type 3)

Step 3 of the interview procedure tapped local understandings of differences in behaviour and development in boys and girls, urban and rural children etc.

Investigation of supports for development were investigated in *steps 4 and 5* of the adult focus group interview. The full procedure is contained in Appendix 1.

The key question this aspect of the study attempted to answer in the case of parents (for T2s) was:

- What do parents think that they should provide their children to support their development, their protection, their preparation for schooling and their ability to succeed in the early school years?

In the case of the ECD staff, teachers and social services and health staff (T3s), the question was

- What services and supports are needed to provide for children's psychosocial development?

An example of the method used to investigate these is provided below (See Appendix 1 for the full schedule).

The facilitator stands before a flip chart and says:

> "We have talked about children's interest in learning, and when they learn to use numbers. Let's talk about how the home life can help children develop these skills (like understanding and using numbers)."

For Step 4 of the procedure, and to elicit **T2**s the facilitator drew a child on a sheet of paper and sketches a home and family members to prompt discussion. This will eventually become a map of the resources available to support the child's development. Facilitators then attempted to extract information on what the parents / carers could do to assist child development (and the things they should be doing but are not doing).

The facilitator then asked:

> "Now let's talk about the ways in which the situation at home might hinder (get in the way of) the child's learning or slow down their development".

This was followed up with a question on supports in the wider community:

> "Now let's talk about the ways in which others can help or hinder a child's development."

As the participants discussed this question, additional people would be drawn on the chart (for example - friends and neighbours).

Finally, in for Step 5, and in order to extract **T3**s (supports from services), the facilitator asked:

> "Now let's talk about the ways in which **teachers and the school system** can help or hinder a child's development; What do children need from their school to make sure they learn these skills at the right age?"

As the participants discussed this question, service providers would be drawn on the resource map. The photograph in figure 4 below illustrates the result of such an enquiry.

Figure 7: A Resource map

CHILD PARTICIPATION PROCEDURE

The goal of this child participatory section of the study using Grade 3 participants of around 9-10 years of age was to extract their views on the affordances they require to support them in the development of capacities needed for school success.

As this is an *intensive qualitative* study rather than one from which generalisations are possible, the team was of the view that no new information of significance was likely to be obtained from a larger number of children than indicated below, as saturation would occur with this sample size. In order to improve our understanding of the affordances for development that are necessary to support children (Type 2 and 3 indicators) it is very helpful to obtain children's views.

The team therefore designed a set of questions and procedures for child focus group interviews that tapped the following key areas (see Appendix 1).

1. how children feel that their ability to cope with the learning tasks when they arrive in grade 1 school can be enhanced, and how their coping with the demands of school can be supported through to grade 3.
2. their views on matters concerned with health and safety and how they could protect themselves and be protected by others
3. Their views on coping with loss.

The rationale for the selection of these questions was:

- Children will know the things that helped them to cope in the first years of school and those things they felt were a great challenge.

- Their comments will give insights into the capacities they bring with them to the school setting, and they will also point to the affordances that they perceive as necessary both preschool and in school, that will assist them to cope.

In order to achieve an insight into these issues, the children's focus groups were designed to assess the following:

What / who made it difficult / what was helpful when they first went to school?

What / who made it difficult / what is helpful now at school?

What is a safe / unsafe environment and how do children protect themselves?

What supports do children need when rendered vulnerable by death?

Appendix 1 contains the Field Manual for both adults and children. The manual is very detailed and the content will not be repeated here. The purpose of what follows is to outline the manner in which the interview schedules were constructed. A picture of some of the children engaged in these activities are displayed in the figure below

Figure 8: children engaged in focus group activities

Comment on effectiveness and challenges of the methods in the three sites

The Western Cape peri-urban sample

In this sample, the visual tools worked well in maintaining the focus within a long procedure. Facilitators observed that participants enjoyed being treated as experts in early child development. Teachers in this community arrived at the focus group workshop looking tired and unenthusiastic, but left exclaiming that this was the best workshop that they had ever been to, asking when the next one is due! This seemed to be due to having the opportunity of discussing children rather than being lectured at.

The procedure for the children also appeared to work well, with the children being engaged for the most part. It was inevitable that some children dominated discussion and that the interest of some of the children flagged after the first hour.

The KwaZulu-Natal samples

The ECD workers and parents described the same customs. Their experience with children influenced the way in which they described them on the time line questions – the ECD people for instance did not contribute much to the discussion about older children and the primary school teachers had a difficulty with the time lines because they thought of grades rather than ages.

On the whole the teachers' group discussion was the only one that lacked pace and verve. It was difficult to arrange because teachers were involved in marking tests, and was finally arranged after the other group discussions were complete. It was the only group where the facilitators had difficulty in getting responses from some participants; fortunately there were two or three of the participants who were lively and talkative and carried the discussion.

The children's group enjoyed drawing pictures but was very slow – they struggled to write and took time over this. They demonstrated a sense of pride in all the things they know how to do that help in the home (such as fetching water, firewood) as well as schoolwork (reading and writing). Girls were quicker than boys in responding to the questions, and the children tended to copy one another. The children were aware of some differences between rural and urban areas and spoke about them, but didn't anticipate moving to urban areas. One little boy who was very pleased with the fact that he now has spectacles and can see things that he couldn't see before, and this dominated his responses.

The abasizi (health and social welfare) are used to workshops and chatted in a relaxed manner describing the traditional practices in the area. They made a distinction between customs that are purely local (clan-based) and customs that are widespread amongst Zulus. Not everyone observes these customs. Sometimes, for example, people can't afford to buy a goat to sacrifice.

RESULTS

PRELIMINARY ADULT STANDARDS FOR DEVELOPMENT: TYPE 1 INDICATORS

Derivation of preliminary standards

The ages specified by participants for the standards were derived from the time lines constructed for each interview or focus group in order to gather data on Step 2. The responses of all participant groups for each question posed in step 2 were examined. The objective was to determine whether or not *common* standards were evident in the domains, whether there were *significant* degrees of variation across participants and sites.

As this was primarily a study of "local knowledge" of standards for ECD, care was taken not to place undue weight on the views of the social services, medical and paramedical professionals in arriving at preliminary standards. Other things being equal, standards provided by the parents, ECD staff and primary school teachers were given particular consideration. These groups were likely to have had considerable experience with young children and to be able to provide a reasonably valid perspective.

Where there was narrow variation (of say a year), the age closest to the OBE or Californian standard was chosen as the preliminary standard.

Where there was clearly a wide scatter in responses that showed little relationship to the OBE or Californian standards, this item was regarded as unreliable. In most instances this was likely to have been due to differences in interpretation of the question or a result of a poor question.

A preliminary standard for a sub-domain of ECD was allocated on the basis of the above criteria after examination of the narrative that had emerged from the group discussions.

Where it was evident that the sites differed markedly in the standard (e.g. markedly higher and lower standards were clearly set), a single standard was not derived. Rather, the standards are reported with commentary alongside.

Presentation of results

The results from all the adult interviews were examined and combined in a composite table to facilitate the determination of commonality and variation. The table is presented in Appendix 2. The data was utilized to produce the integrated set of preliminary standards for child development that follow below.

The adult participants' views on *appropriate standards* for development based on interview schedule steps 2 – 5 are presented separately for each developmental domain in tabular format. These are termed "preliminary standards". Differences across communities will be noted where these are evident.

Each table has three columns:

1. The domain standard and the question posed to elicit T1 standards are in the far left column.
2. In the next column we present the local age standard that emerged from the South African adult participants. The Outcomes Based Education (OBE) or Californian standard is in brackets below it (where it exists).
3. The right hand column contains a brief narrative commentary that draws on the discussion during the focus groups.

After each domain table, the preliminary standards are discussed in the light of participants' views of the supports needed for their children's development (T2s and

T3s). Comments derived from the procedure used to extract understandings of childhood and sources of development (Step 1) are used where appropriate.

The views of child participants' as to their perceived needs for support are included where appropriate.

Table 2 (a) Preliminary Standards for Cognitive Development 1: Interest in Learning

INTEREST IN LEARNING	Emerging standards	
Standard: Question posed in study	Local Standard; [Calif / SA OBE standard]	Commentary
Standard: Observes and examines natural phenomena through senses; Combines activities, materials, and equipment in new ways. Question posed in study: When can a child use familiar objects (stick to bang tin?).	No Standard [3 yrs]	This question was not understood in the same way across the sites.
Standard: Creates new uses for materials and equipment in complex ways. Question posed in study: When does a child use things in the home to play her own imaginary games?	3 yrs [5 yrs]	Urban middle class standard is around 2 years, whereas other groups indicate 3 years. As 5 is the OBE standard it is probably appropriate to use it.
Standard: Participates in enrichment and real-life learning experiences with adult supervision. Question posed in study: When can a child do a simple task to the end with an adult or older child (for example washing the dishes).	6 yrs [6 yrs]	Urban middle class standard is around 4-5 years, whereas other groups indicate 6-7 years.
Standard: Persists on a project with a minimum amount of help. Question posed in study: When can a child do a homework task without supervision?	8-9 yrs [9 yrs]	There is a range of responses, with lower age being 8 years and the upper being 14 years. The data suggest that an age of around 9-10 years is appropriate. However, one should note that rural participants in particular set an older standard (possibly reflecting a practice whereby younger children at this particular school do not receive homework) There is an indication that young children in the rural African community do not have support for homework tasks. Outcomes Based Education (OBE) requires parents to work with their children and with teachers and this makes homework a much earlier occurrence. In making these demands on parents, the OBE curriculum does not take sufficient account of the low resource base in poor rural and urban homes.

Table 2 (b) Preliminary Standards for Cognitive Development 2: Numbers and Mathematics

NUMBERS + MATHS	Emerging standards	
Standard Question posed in study	Local Standard; [Calif / SA OBE standard]	Commentary
Standard: Counts to 2 or 3 Question posed in study: When can a child count to two or three?	3 yrs [3 yrs]	The range was 2-3 years, with 3 being the probable standard.
Standard: Counts to 10 by rote memorization. Question posed in study: When can a child count to ten from memory?	4 yrs [5 yrs]	3-4 years in the urban sites, and 5 yrs in the rural site.
Standard: Adds and subtracts orally with numbers up to 10. Question posed in study: When can a child add and subtract with numbers up to 10?	6-7 yrs [6 yrs]	Higher ages were reported from rural sites.
Standard: SA Knows reads and writes number symbols and names 1-1000. Question posed in study: When does a child read, write and understand numbers from 1 to 1000.	9 yrs [9 yrs]	Urban medical and social service professionals working in middle class areas suggest a younger age of around 7 years.

Table 2 (c) Preliminary Standards for Cognitive Development 3: Order and Measurement

ORDER + MEASUREMENT	Emerging standards	
Standard Question posed in study	Local Standard; [Calif / SA OBE standard]	Commentary
Standard: Classifies, labels, and sorts objects by group. Question posed in study: When does she start to arrange objects in groups, (for example sorting things in different piles?)	3 yrs 5-6 yrs [3 yrs]	The urban middle class sample is clearly within the ECD standard, while the poor rural and urban communities suggest a standard 2 years later (5-6 years).
Standard: Orders objects from smallest to largest. Question posed in study: When can she order objects from the smallest to the largest? (for example when can she sort a pile of beans into small beans and big beans?).	5 yrs [5 yrs]	Very little difference across groups.
Standard: Compares and orders objects using appropriate language e.g.: light, heavy, heavier / longer, shorter, taller. Question posed in study: When can a child compare lighter with heavier and longer with shorter?	5 yrs [6 yrs]	There is some variation in response, but it is probable that a question like this is not particularly familiar to lay people which may account for the range. Nonetheless it is important developmentally and the standard should be retained at age 6
Standard: Names the days of the week and months of the year. Question posed in study: When can a child name days of week and months of year?	5-6 yrs [7 yrs]	The younger standard was evident across groups. The oldest standard of 7 years was given by urban middle class teachers.

Table 2 (d) Preliminary Standards for Cognitive Development 4: Language Development: Language comprehension and expression

LANGUAGE COMPREHENSION + EXPRESSION	Emerging standards	
Standard Question posed in study	Local Standard; [Calif / SA OBE standard]	Commentary
Standard: Learns and uses new vocabulary in everyday experiences. Question posed in study: When can a child remember parts of a song that is sung to her, or played on the radio or television?	3 yrs [3 yrs]	The participants of the urban middle class sample were of the view that the standard could be achieved between 2-3 years, whereas the samples from the poor communities suggested a later age (up to 5 years in some instances). The question may not be appropriate for under-resourced communities as the response range was very wide in both poor communities.
Standard: Asks and answers simple questions. Question posed in study: When can a child ask simple questions and give simple answers to questions from others.	3 yrs [3 yrs]	The two urban samples were of the view that the standard could be achieved at 3 years, whereas the rural sample suggested a slightly later age (4 years).
Standard: Participates in songs, rhymes, games, and stories that play with sounds of language. Question posed in study: When can a child play games that use words, numbers and rhymes? (for example, hopscotch, skipping games).	5 yrs [5 yrs]	
Standard: Understands a variety of simple two-step requests. Question posed in study: When can a child follow instructions that have two parts (for example 'please go inside and bring me the broom')	3 yrs [5 yrs]	Amongst African communities especially, respect for one's seniors is highly valued as a developmental outcome. Even this relates most closely to the social domain, it will influence children's behaviour in relation to adults and older siblings across all domains. It is therefore very probable that children in these communities learn to follow instructions when they are very young.
Standard: Tells about own experiences in a logical sequence Question posed in study: When can a child tell their own stories and retell stories of others in their own words?	4 yrs 6 yrs [6 yrs]	Urban middle class respondents set a higher standard, whereas the two poor communities were in line with the pre-school standard that applies in South Africa.
Standard: Picks out selected information from a description. Question posed in study: If you tell a child a story when can she tell you very simply what happened?	3 yrs 5 yrs [6yrs]	Urban middle class respondents set a higher standard, whereas the rural poor community were in line with the pre-school standard that applies in South Africa (no data from urban poor community).

Table 2 (e) Preliminary Standards for Cognitive Development 5: Language Development: Reading

COGNITIVE: READING	Emerging standards	
Standard Question posed in study	Local Standard; [Calif / SA OBE standard]	Commentary
Standard: Enjoys touching, carrying, and looking at books. Question posed in study: When does a child start to look through books, magazines, or anything else with pictures on it (e.g. photographs of family)?	3-4 [3 yrs]	Urban middle class professionals say around 1 year. Everyone else suggests a 3-5 year range.
Standard: Pretends to read books. Question posed in study: When does a child pretend to read books?	No standard [5 yrs]	Responses were very scattered (1-7 years) and we doubt whether the question was interpreted correctly. Probable range due to few reading resources in two of the communities sampled. May not be an appropriate question for SA and developing regions.
Standard: Recognises and names some common letters of the alphabet such as the letter the learner's name begins with. Question posed in study: When can a child recognise and name some common letters (e.g. in their own name)	6-7 yrs [6 yrs]	Responses range from 4-7 years, with urban middle class participants indicating younger ages for this item.
Standard: Enjoys being read to over extended periods of time. Question posed in study: When does a child enjoy being read to / listens closely to a story?	2-3 yrs 5-6 yrs [6 yrs]	Responses range from 2-7 years, with urban middle class participants indicating younger ages for this item. Rural and urban poor groups clearly do not expect children to enjoy being read to until 5-6 years, but this is still in advance of the standard.
Standard: Reads for fun. Question posed in study: When does a child read for pleasure or interest?	9 yrs	There is a range of response (7-9 years), and there is not a great difference evident between communities, but urban tends to be a higher standard.
Standard: Question posed in study: When can a child read a story and talk about what happened, the characters and the setting?	8 yrs [9 yrs]	Response varied from 7-9 years. Rural teachers set a much lower standard of 12 years. This may suggest that these primary school teachers have little experience of children showing such abilities. In addition, it is probable that teachers do not spend much time reading stories to children and then assessing their recall due to large class sizes etc.
Standard: Question posed in study: When does a child read grade level materials clearly and with understanding (e.g. book or homework instructions).	7 yrs 9 yrs [9 yrs]	Responses range from 7-10 years, with urban middle class participants indicating younger ages for this item. This question was probably poorly phrased. It actually refers to the child achieving the standard for the grade (1,2,3 etc). It is an important standard to retain as an indicator of school outcome.

Table 2 (f) Preliminary Standards for Cognitive Development 6: Language Development: Writing

COGNITIVE: WRITING	Emerging standards	
Standard Question posed in study	Local Standard; [Calif / SA OBE standard]	Commentary
Standard: Scribbles with marker or crayon; Names scribbles. Question posed in study: When can a child make a scribble with a pen and give the scribble a name (for example, 'this is mummy')	3 yrs [3 yrs]	
Standard: Uses pretend writing during play activities; Makes attempts at familiar forms of writing, using known letters. Question posed in study: When does a child use pretend writing during play activities?	3 yrs [5 yrs]	It is very probable that people in many communities do not observe this behaviour as the children do not have access to the materials needed to demonstrate this skill. The question may not be appropriate for under-resourced communities as the response range was very wide in both poor communities.
Standard: Uses the writing process. Question posed in study: When can a child try to write lists, or a letter to granny using three or more words?	7-9 yrs [6 yrs]	Responses range from 7-10 years, with urban middle class participants indicating younger ages for this item. All groups suggest a lower standard, particularly the urban and rural poor respondents where the issue appears to be affordances for these skills. Given the central importance of writing, the lower standards suggested by informants could be problematic in that parents and teachers may not expect sufficient proficiency from their children, causing them to lag behind.
Standard: Uses written language in many different forms, to express opinions and communicate with others. Question posed in study: When can a child write a paragraph for different purposes (e.g. in a story and in a letter).	9 yrs [9yrs]	Middle class responses suggest a slightly higher standard than those of the other groups.

Cognitive Development Commentary

Interest in Learning

There was common agreement across all the groups that girls develop faster than boys in this sub-domain as a result of gender socialisation. For example, teachers in the poor urban site believed that girls developed these skills earlier than boys due generally to the socialization in their culture. Whereas girls would spend time playing indoors and would mimic their mothers, boys would be playing physically active games outdoors.

Regarding supports for development siblings were seen as important. This was stressed particularly in the poor rural and urban African communities where older siblings were often referred to as helpful to younger children with school work. It is possible that given the low levels of parental literacy, schooled older sibs are preferred sources of educational support in the home.

As will be evident when we come to discuss children's social development and participation both adults and children spoke of domestic responsibilities as being a central component of children's lives. This is also coupled to learning respect and obedience scripts for social behaviour at the feet of their seniors.

Rural teachers said that they see their role as:

> "like parents and carers, boosting children's interest in learning in everything they do".

ECD staff also suggested that teachers should be:

> "active in encouraging children to learn"

Numbers and Mathematics

Regarding supports for learning numeracy, parents once again recognised the important supportive role of older siblings.

Across all groups, parents noted the little time available, to interact with children due to the everyday demands on their lives.

One example of parental motivation under very difficult circumstances is evident in a recommendation put forward by the rural poor parents. Despite having few or no learning resources they were keen to assist their children with learning to count and *suggested that they (and teachers) could collect bottle caps and matchsticks and use these to teach the children numbers*.

In the poor communities, teachers were very aware of their low resource base. For example, they suggested that children can be taught without sophisticated equipment, using simple affordable teaching aids. The rural teachers saw part of their role as trying to get donations of paper and other teaching aids for their pre-school and primary school.

In contrast the higher resource base of the middle class parent group is reflected in the following discussion centred on making learning fun, involving numbers in daily activities and treating children with respect to their differences.

> "The thing is having fun, if they (school) provided the type of opportunity where kids could learn these type of skills, how to do numbers and that with colours and blocks"

> "Teachers send home things which say '*please play with your child on the way to school, so you would count how many red cars are in front of us, how many buses'*, and like that they are learning to add; or in the store you take them with you when you are buying your bread and milk, and adding and subtracting the change that's given back."

And reflecting a well resourced classroom set up:

> "I think that teachers cannot treat all children as if they have the same needs and same ability, because some children will be better at numbers than they will at numbers and the teachers just teach them like they were a little block, but they are different they need to be treated as different."

Service providers in the poor rural community recognised the importance of demonstrating and engaging with children in play activities that contribute to development. When asked what they and other service providers could do or provide for children to assist them in this area of development, ECD staff in the rural area responded:

> "We do things with them … for example we give children heavy things and light things so that they can compare which is lighter and heavier".

It is not clear however whether or not these teachers have a deeper understanding of the manner in which learning can be scaffolded through the integrated patterning of tasks. This was much more evident in the urban school staff whose answers to questions were much more sophisticated in terms of professional child development knowledge.

Order and Measurement

As is well known, everyday activities support cognitive development. For example, rural teachers reinforced the importance of carers engaging children in domestic activities as the foundation for learning basic cognitive skills such as ordering and sorting:

> "Carers can teach child how to sort things; where to put cups, tumblers, etc. They also learn to sort clean clothes from dirty ones when they undress."

Urban middle class parents recognised the importance of teaching children ordering and measuring concepts (mentioning for example the Montessori pedagogy), and rural poor teachers reflected on the lack of learning aids available in their situation.

Everyone focussed on the need to augment the educational affordances for children in the pre-school environment.

One parent from a middle class group displayed an unwitting insight into affordances (and guided participation) for learning to sort objects with guidance as part of their everyday domestic routines. She noted how children could learn how to sort things by learning where to put cups, tumblers, etc at home:

> "They also learn to sort clean clothes from dirty ones when they undress. The child needs to learn this as early as three years because they need to change their dirty clothes now and again and throw them in the dirty linen bag."

Language: Comprehension and Expression

Parents in the poor urban site felt that the family, more particularly the mothers, could promote these skills by telling stories to children either by reading from a book or from memory. These skills could be further improved by encouraging children to watch educational programmes on TV and listen to the radio. However the major challenge with this is the literacy level in the home. Perhaps the focus should not just be on the parent, but on encouraging 'those who can read' to the child to do so, whether they be parents, siblings or relatives.

Middle class parents referred to the role of extended family in reading stories to children, particularly grandparents.

Although telling stories is very common practice in African communities, it was not mentioned by the African participants. We wondered why little attention was paid to the ancient practice of story telling by the school and ECD staff. Is it perhaps the case that the practice is being displaced by the *higher status skill* of literacy in the form of reading? Are the older less literate folk embarrassed to tell stories, not realizing their value? We cannot answer this question, but it would appear to be important to draw on the storytelling resources of the family and the community, for they are powerful sources of learning an oral literary tradition that would probably stimulate an interest in language and learning to read.

Language: Reading and Writing

Respondents from all three communities discussed the value of reading, and the need to support children's learning in the home.

Of interest was the fact that the urban samples mentioned municipal libraries as an important source of reading materials for carers to use with children, or for children to access directly.

Social workers in the urban poor community explained that the library had only recently opened meaning that only a limited number of children use it.

In discussion about early language and reading skills, rural parents showed an awareness of what they can do assist their children even in a resource poor environment. For example, one participant said she could help her child:

> "by telling a story and after finishing it you let the child repeat the story and make sure you remind the child of the parts they left out so that they won't forget again".

Yet in a later discussion around learning to write, parents responses indicated either that they do not feel it is their role to teach children or that they feel unable to do so owing to a lack of resources:

> "The school is where a child's education starts. Teachers are the ones who can provide all the materials for developing a child's writing skills."

However, teachers in this community see the parent or carer as playing a key role in early language development. They also recognise the importance of reading to a child from books:

> "Children like talking and singing and imitating people. They only need carers to help them as they learn how to talk. They need to get books and read to them."

Not much was said of the challenges that are presented in low-resource communities.

While in poor communities reading materials are likely to be in short supply, the resources in the middle class community are likely to be far more plentiful and rich. The middle class parents spoke of making books available to promote an interest in reading. This included both books that a child can read and books that the parent can read to the child. A suggestion was that preschools should have facilities (small libraries) available which loan out books for parents to read with their children.

These parents felt that too much pressure was put on the children to read in the Foundation Phase of school, and that children where forced to read in a certain way, to read with more accuracy rather than to read for enjoyment, and that this can cause children to lose the enjoyment in reading. Despite this concern, they also thought that if children were not reading properly by 9 that would be "a big problem.".

Children's views

The fact that the children from the three sites faced different challenges was very evident. For example, one middle class child suggested:

> "teachers can give extra (reading and writing tasks) for holiday's. They can give him extra sheets with words on them like cat and mat, then he has to practice writing one and the same thing underneath and do the same thing a couple of times."

Another child from the same community said that a child who struggles to read:

> "needs lots of practice … he needs OT its more for writing, he needs to go to OT and he can learn writing... He might need a pencil grip" (OT is Occupational therapy).

In contrast, the poor children spoke of older siblings as a significant support and noted that sometimes parents could not assist due to low levels of literacy. They also mentioned that because of large classes the teachers were often 'too busy' to assist them'. They spoke of the need for the right basic equipment (pencils, paper etc.), which was apparently not at all salient for the middle class children

All the urban poor children who participated in the focus group for this study use the library, and spoke very positively about it as a place to get books as well as advice with school tasks

Regardless of their differences, all spoke of the need for adult support in this area. They all recognized the teacher and the parents as sources of support.

Overall Comment

The key issue that emerges out of this section concerns the provision of supports for literacy in the poor communities. Challenges include the high load on teachers, lack of reading resources in the schools and the home, low levels of home literacy, and the difficulties children seem to have with getting support with homework at home.

As we have noted, the children in the poor urban community placed considerable emphasis on the new library as a source of support. They would go there after school to finish homework and do other activities.

Perhaps one of the more interesting and important findings concerns the link between the OBE curriculum and homework.

There is an indication from the study that young children in the poor communities possibly don't have support for homework tasks. This may or may not be a widespread problem – we cannot tell from this study.

Urban middle class parents mentioned that Outcomes Based Education (OBE) requires parents to work with their children and with teachers and this makes homework a much earlier occurrence.

In making these demands on parents, the OBE curriculum perhaps does not take sufficient account of the low resource base in poor rural and urban homes, for example low literacy rates, few educational resources (books etc) and little time for care-givers to supervise children's homework.

Despite their limitations, parents in poor communities expressed an awareness of the need to work with their children to improve their educational performance. They pointed to the helpful role played by community-based ECD workers in demonstrating what parents can do to support children's development, even within a poor household environment.

Clearly in poor communities, a range of external agencies can play important supportive roles for the development of literacy and numeracy in children.

Table 3(a) Preliminary Standards for Motor Development 1: Gross Motor Development

GROSS MOTOR SKILLS	Emerging findings	
Standard Question posed in study	Local Standard; [Calif / SA OBE standard]	Commentary
Standard: Stands and walks on tip toe; Walks backwards. Question posed in study: When can a child 'walk backwards' or walk on tiptoe?	2-3 [3 yrs]	
Standard: Gets dressed with minimal help. Question posed in study: When can a child get dressed with minimal help?	4 yrs [5yrs]	Responses range from 3-5 yrs. Parents report a higher standard than professionals. Might this reflect parental wish to report good parenting? And/or are parents needing children to be more independent than professionals think they should be, in the light of pressurised work timetables etc?
Standard: Shows appropriate increasing ability in gross motor eye-hand and body movement coordination. Question posed in study: When can a child play physically active games with other children? (e.g. running games or kicking a ball?)	3 yrs [6 yrs]	Regardless of whether respondents are parents or professionals, the standard was higher than that suggested in the OBE standard for grade R. Responses ranged from 2-5 years old. In the two poor communities, the norm was around 2-3 years.
Standard: Participates in more complex activities exhibiting coordination in body movement in increasingly complex gross motor tasks Question posed in study: When can a child play physical team games like soccer, netball etc	6 yrs [9 yrs]	Regardless of whether respondents are parents or professionals, the standard was higher than that suggested in the grade 3 OBE standard. Responses ranged from 5-9 years. In the two poor communities, the norm was around 5-6 years.

Table 3 (b) Preliminary Standards for Motor Development 2: Fine Motor Skills

FINE MOTOR SKILLS	Emerging findings	
Standard Question posed in study	Local Standard; [Calif / SA OBE standard]	Commentary
Standard: Creates simple block structures. Question posed in study: When can a child balance things on top of one another?	No standard [age 3]	Responses ranged widely. Urban middle class respondents set a much higher standard (1-2 years). The question may be problematic, as the word 'balance' may relate too closely to toys not available in some areas.
Standard: Pours liquid from small pitcher or cup. Question posed in study: When can a child pour liquid from small jug or cup?	3 yrs; 5-6 yrs [3 yrs]	Urban middle class sample including both lay and professionals, gave a higher standard than both poor groups. The latter are about 2 years behind the standard. Is this about affordances - tin cups and water are precious scarce resources. Water is often unavailable in households. This may be an inappropriate standard in the African /developing country context.
Standard: Fastens buttons. Question posed in study: When can a child fasten buttons?	5 yrs [5 yrs]	Middle class sample set a higher standard than the others, but all are within a reasonable range of the standard. This may be an inappropriate question in poor communities where children unlikely to have clothes with buttons, more likely to have T-shirts.
Standard: Shows increasing eye-hand coordination, strength, and control to perform fine motor skills Question posed in study: When can a child use crayons and pencils?	2 yrs 5 yrs [6 yrs]	Large range in responses: Middle class communities suggest a much more advanced than poor communities, who suggest that the standard is appropriate to them. Rural poor responses imply that this standard is reached only when child is in grade 1, probably because they have not had opportunity beforehand. This may be an inappropriate question in poor communities where children are unlikely to have access to crayons and pencils before they go to school.
Standard: Shows increasing ability, strength, and control in fine motor eye-hand coordination as appropriate to age and physical maturity. Question posed in study: When can a child do hand work like sewing or making models?	5-6 yrs [9 yrs]	Response range from 5-9 years. The vast majority suggest a higher standard than 9 years. Parents appear to have higher standards than professionals in the rural poor and urban middle class groups.

Motor Development Commentary

Gross and fine motor development

A limited range of comments were forthcoming in this domain – perhaps because of its nature.

Rural and urban poor participants mentioned the importance of adequate nutrition for physical and motor development. It was clear from the discussion that inadequate nutrition is a significant problem in both areas, although appeared more of a concern in the rural area. ECD staff in this community suggested that social workers can help:

> "by organizing food for the children so that they can have energy to play games".

Regarding differences between boys and girls in physical maturation, parents in the urban poor community felt that boys develop faster than girls and are physically stronger than girls. They saw boys as taking more risks and in this way know their physical abilities earlier than girls.

Also, children with older siblings are believed to develop earlier since they play the games that the older siblings are playing.

Parents in the urban poor community felt that the family (poor nutrition) and community factors can impact positively or negatively on the child's physical development.

For example, they referred to a local CBO with a playground that helps children develop physically by allowing the children to play there. In contrast, minibus taxis inhibit children's development because their perpetual speeding scares parents into preventing their children from playing outside their yards (many children still play on the street).

Their suggestions for improving children's motor development included:

> schools encouraging extra-curricular team sports, and the provision of indoor facilities for the wet winter months.

Children's views

Children were not questioned about these matters in any detail. However, all spoke of the home, their friends and the school as significant sources of support for sporting activities. They recognized how to make use of the affordances in their communities to improve their sporting ability should they wish to do so.

Overall Comment

The point that stands out in the motor domain is the need to ensure the health of children so that they are able to participate fully in physical activities, and also so that their learning in school is not hampered by illness or deficits that are the result of

under-nutrition or other insults to development. Indeed, inadequate nutrition was noted as a particular problem for children in rural areas.

Table 4 (a) Preliminary Standards for Health understanding

HEALTH	Emerging standards	
Standard Question posed in study	Local Standard; [Calif / SA OBE standard]	Commentary
Standard: Can say why drinking only clean water and eating fresh food is important for health. Question posed in study: When can a child tell the difference between fresh and rotten food?	4 yrs [5-6 yrs]	Responses ranged from 3 to 6 years. Poor rural and urban parents suggested a higher standard than professionals in these communities, whose responses were in the 4-6 year range.
Standard: Washes and dries hands before eating and after toileting. Question posed in study: When can a child wipe (or wash and dry) her hands before eating and toileting?	4 years [5 yrs]	Responses ranged from 3 to 5 years. In both poor groups, care-givers set a higher standard (of 3 years) than professionals. Urban middle class care professionals suggested that children learning these behaviours depended on the values of the family.
Standard: Shows awareness of personal hygiene needs. Question posed in study: When can a child say why drinking only clean water and eating fresh food is important for health?	BLANK [6 yrs]	Responses ranged widely from 3 to 10 years. Urban middle class respondents all set a standard equal to, or above, the OBE standard. Parents from both poor communities suggested ages close to the standard (5-7 years), whereas some professionals in these communities gave much lower standards. These differences may be explained by affordances (if clean water and healthy food are rarely available, does it make sense to teach young children about their merits?) and variation in interpretation of the question. For example, teachers in the urban poor community said that children only know this themselves at 10 years, even though they are taught much earlier. By 'know this themselves', they may have meant knowing and acting on it, i.e. choosing healthy foods.
Standard: Can explain the cause of a communicable disease, Question posed in study: When can a child explain how diseases can spread from person to person? [end gr 3]	8 yrs [9 yrs]	With the exception of rural ECD staff, all respondents set a standard equal to or higher than the OBE standard. There is considerable range (4-10 years), with urban middle class respondents setting a higher standard than other groups (although parents in this community were not asked). Teachers in this community mentioned the role that the media plays in informing children about AIDS and other communicable diseases. All Teachers specified the highest standard 6-7 years, saying they taught the children in grade 1.

Table 4 (b) Preliminary Standards for Safety

SAFETY	Emerging standards	
Standard Question posed in study	Local Standard; [Calif / SA OBE standard]	Commentary
Standard: Pays attention to safety instructions. Question posed in study: When does a child listen to and obey instructions about safety?	3 yrs [3 yrs]	Teachers in the urban poor community commented that "it depends what the instruction is. If it is don't play with fire they will obey at 2 years; but if it is don't cross the road this will take time for him to understand because he is used to playing in the road".
Standard: Knows first and last name. Question posed in study: When does a child know his or her first and last name, or learn to know his/her praise name?	4 yrs [5 yrs]	All respondents suggested standards equal to or higher than the OBE standard.
Standard: Knows what to do if someone is injured. Question posed in study: When does she know what to do if someone falls and hurts themselves?	4 yrs [5 yrs]	All respondents suggested standards equivalent to or higher than the OBE standard.
Standard: Says own name and address Question posed in study: When can a child say their own name & the name of the place where they live?	5 yrs [6 yrs]	Responses ranged from 3-6 yrs, hence indicating a higher standard than that specified in the OBE.
Standard applies to all below: Understands that some practices may be personally dangerous based on SA OBE standards where applicable Question posed in study: When can a child say what the dangers are: of deep water?	6-7 yrs [6-7 yrs]	There was consensus amongst urban middle class respondents of a standard around 5-6 years. Respondents in both poor African communities also gave this range, with the exception of teachers and ECD staff who gave a lower standard (9-12 years). Interestingly respondents in the urban poor community explained that rural children know about the danger of deep water at a young age because they are exposed to it, whereas children in their community are ignorant "they want to rush into the sea when we take them to the beach". However, rural participants in this particular site also gave a low standard, saying that children do not discern deep water early enough (possibly because there is no deep river in their area).
of snakes and wild animals?	5 yrs [6-7 yrs]	
of drinking from unmarked bottles? (a key risk for mortality)	6-7 yrs [6-7 yrs]	Responses ranged from 5 to 10 years, with most around 6-7 years. Teachers in the urban poor community gave a lower standard of 10 years, explaining that children have to be taught these things.

SAFETY		
Standard Question posed in study	Local Standard; [Calif / SA OBE standard]	Commentary
of fire (paraffin stoves, candles, lamps) and electricity? (burns are a key risk for injury and mortality)	3 yrs for fire etc; 6 yrs electricity [6-7 yrs]	Urban middle class respondents agreed 5-6 years for all fire and electricity related dangers. Urban poor respondents explained that young children (2-4 years) know the danger of fire and stoves, as they are everyday dangers in the home. However, children learn the danger of electricity a little later (6 years). These responses fit with the higher standard (3-4 years) set by rural poor respondents who do not have electricity.
of older people who might want to hurt them?	5 years [6-7 yrs]	Urban poor parents and teachers emphasised that children needed to be taught about the risk of being hurt by an older person as this is not something that children would just pick up in the course of everyday life.
of walking in, or crossing, roads?	5-6 years [6-7 yrs]	Pedestrian accidents are a key risk for injury and mortality in the under 9s.
Standard applies to all below: Follows safety rules without adult supervision (emergency including fire, crime, abuse, injury and illness). Question posed in study: When does a child know what to do in case of: 1) when there is a fire?	9 yrs [9yrs]	Responses ranged from 6-10 years, with participants from various sites explaining that younger children (7 years) would know what to do if they had been taught. Urban poor respondents all stated that particular tuition, over and above knowledge imparted in the household, is needed to make sure that children know these things. Their sensitivity to this issue is unsurprising given the frequency of shack fires in this community.
2) when there is a robbery, fight or attack?	7 yrs [9yrs]	Teachers and social/health workers suggested lower standards (10-14 years) in all communities. A possible explanation is that this topic is not covered by either professional groups in their interaction with children, so they assume that they only pick up knowledge later, whereas children learn within the home context.
3) when someone has hurt her (physically or sexually)?	6-7 yrs [9yrs]	Parents in the urban poor community said that 7 year olds know this as these days they are taught at school. ECD staff suggested a gender difference, with a lower standard for boys (8-9 years) "because they don't like to tell; they keep it inside as they prefer to take revenge when they are older whereas girls are more likely to talk". Teachers in this community gave a lower standard (10-14 years) for the general norm, but said that this could be higher "if a parent has good relations with their child".
4) when someone else has been hurt (car, fire, snake, etc.) or is very sick?	8 yrs [9yrs]	Responses range from 6 to 10 years across the communities.

Knowledge of Health and Safety Issues Commentary

Conveying knowledge about health

Middle class parents felt that there was nothing they wished to raise concerning the manner in which schools educated the children about safety. They appeared satisfied with the status quo, and obviously the home conditions of these children commonly do not pose a threat to their physical development.

On the other hand, the situation is very different in the poor communities

Discussing the standard for knowing how to distinguish healthy from unhealthy food, a teacher from a poor urban site commented:

> "In very poor households children will learn slower (about healthy and unhealthy food) as if I buy bread today, the family will eat it for 3 days. We cannot say it's stale as there is no money to buy fresh bread"

What she meant was that children have to eat 'unhealthy food' as a matter of course in the very poor households. So how meaningful is it to teach these children these standards when they might make little everyday sense to the child?

Teachers and ECD staff in the urban poor community mentioned that they teach children about health matters in the crèche and the school. They, as well as social workers, clearly consider this an important part of their role.

While emphasising that children should and could be taught about basic hygiene in the home, teachers and social workers felt that this did not occur in many homes because the adults were not sufficiently aware of the issues. Teachers therefore saw themselves as having a key role in health education:

> "Teachers should begin from pre school age to teach children about cleanliness and hygiene. It helps children to learn things early because some parents do not know much about hygiene. Children have their hygiene routines done daily and this helps a lot. Children need to be educated by teachers on diseases because there are serious infectious diseases these days. It is not easy when it comes to fresh and stale food I think that teachers will be effective if they are exemplary in what they do themselves, because children copy everything that they do."

Responses in the rural poor community indicate that young children are taught about health and illness, but that the methods used may only convey partial information leading to misunderstanding.

For example, a social worker related a tale of dangerous linguistic confusion:

> "My child who is 9 years old said that she couldn't sit on grass mat because it has HIV/AIDS .She said teacher told them that AIDS is infected through sex, which is called ucansi (mat) in Zulu."

In some instances the way health education is delivered may also prompt discrimination – something that is not evident to this teacher:

> "In my class I have a child with sores and the other children tell him that he should wash his hands last. He now knows that he is the last to wash."

ECD staff highlighted a more interactive form of teaching children about health and illness:

> "Discussing things with the child would help a lot. Especially with diseases that are spreading, that has to be explained to the child"

Of course this sort of approach could also be used to increase child participation.

Safety

Turning to safety issues, the responses indicate that children learn about the most common dangers in their own communities and from parents, siblings, friends, and school.

There are many sources of risk for injury and injury related mortality to South African children. Burns from paraffin stoves and house fires, paraffin ingestion (from unmarked bottles), and pedestrian accidents together count among the four most important sources of child injury and mortality (Carolissen & . Matzopoulos (2004).

Standards for child health knowledge in this area are clearly very important.

However, health behaviours that are taught out of context are likely to have less impact that when they make local sense. This does not mean they should not be taught of course.

Participants recognized the way children's local experience influences risk. For example, rural participants felt that children growing up in urban areas are used to cars whereas rural children are not. Children who move to the town to stay with relatives face particular risks in relation to road safety (this point was also made by children in the urban poor sample).

Rural teachers (validly or otherwise) asserted that there were differences along racial lines in the extent to which children are informed about safety. They may have a valid point, but the comment may also reflect their awareness of the real distortions in resources between different communities. For example, they commented that:

> "children in White and Indian communities are exposed to these dangers early in life and are taught about them. But our rural black children are always said not to be old enough to be told about these safe behaviours. As a result, they are more exposed to dangers through their ignorance".

Despite this observation, the rural teachers considered themselves to have a key role in safety promotion:

> "Rural teachers should teach children about road signs and take them to town to demonstrate the signs practically. Town teachers must take children

to visit animal farms so that they can become familiar with domestic animals, such as cows. Teachers should also teach children to be aware of dangerous areas and dangerous people."

Their suggestions regarding assistance from social workers in informing children about abuse imply that they find this topic sensitive and uncomfortable to teach:

> "We would be happy if social workers could visit schools and teach children about abuse. We think it could be easy for them to talk to children about these things."

Reluctance to venture into this area is understandable, but failure to do so arguably places the child at risk for the abuses that are known to occur in schools, let alone in other settings (Brookes & Higson-Smith, 2004).

Urban middle class parents were very concerned about their children's safety in a context of high crime. This was echoed by their children.

They mentioned that their schools were very helpful in teaching safe behaviour. The also noted the richness of the resources provided by their schools. As well as being taught about safety in the home, their schools ask experts (e.g. parent nurses, police, security companies) to come and speak to the children. They felt this was likely to increase the effect of the information on the child.

Their school practices fire drills regularly and children are taught a finger memory technique to remember the emergency number (10111).

They also spoke about education with respect to sexual abuse, although there were conflicting opinions about the appropriateness of this (some arguing that it:

> "led to curiosity about each other's bodies".

Indeed, some felt that "Schools have almost gone overboard" in the health education area. One mother recounted the story of her child who is in Grade 8 and had to do a project on childhood sexual abuse. The mother said to the teacher:

> "You've lost your marbles – you must give her a different topic ….so she ended up with one about eating disorders and bulimia."

It is of interest that this was not seen as a dangerous topic for a young girl who lives in a community that is likely to be high risk for such conditions.

Children's views

It was evident from the focus groups with the children that they were well aware of the range of health issues and risks covered in this section.

For example, in response to the scenario in which they were asked what a new girl in the town should do to stay healthy, the poor children in the urban site advised her to

> "Eat porridge in the morning; go to the clinic for check ups, eat stiff pap and meat, and vegetables; make sure she is always clean; and wash her hands."

The middle class girls suggested that "Maybe she needs to learn numbers like 0111" they were also very aware – almost too concerned perhaps, about personal safety. One nine year old said she should keep herself safe at home thus:

> "Like when she's at home alone she must remember that it's not safe that you keep the door open. Or when you are alone to keep the gate open. You have to keep safe because you never know who may turn up in your doorstep. She must go on if somebody gives her lift and say no because that could be somebody very bad who wants to take her to the house and do something very corrupted (sic)."

Another child expressed a sophisticated approach to the precautions to take when helping an injured person:

> " because say she has HIV/AIDS and the other friend has a sore and then she touches the blood and the blood goes inside her into her blood stream then she will also get it and she will die" " I would take gloves, cotton wool and Savlon. If it's a big cut she must call the ambulance"

Overall Comment

It would appear that parents, teachers and children are well aware of the importance of supports for healthy and safe behaviour. The understanding of the children from all three sites suggests that at least in these instances, the schools are providing appropriate information that the children have internalized.

There are, however, concerns that some of the teachings in the life orientation components of the curriculum can be taken up incorrectly and insensitively by some teachers. We have provided examples above.

There are also concerns in the case of the middle class group, that a fear of assault and violence may well be curbing their freedom in ways that are not so apparent among the poorer communities. Ironically there is likely to be a much higher risk of danger for the latter children.

Table 5 (a) Preliminary Standards for Social Development: Social Interaction with Adults

SOCIAL INTERACTION WITH ADULTS	Emerging standards	
Standard Question posed in study	Local Standard; [Calif / SA OBE standard]	Commentary
Standard: Uses words or actions to request assistance from familiar adults. Question posed in study: When can a child ask for help (using words or actions) from familiar adults or older children?	3 yrs ; 5 yrs [3 yrs]	Respondents in both urban samples suggested a standard around 3 years. However, a lower standard was suggested by respondents in the poor rural sample (4-7 yrs). It is possible that this question was interpreted variously leading to the range. However the standard is important as it also bears on child safety and protection.
Standard: Seeks adult help when appropriate. Question posed in study: When does a child learn how to ask for things politely, and respond politely when given something?	5 yrs [5 yrs]	Parents in both poor African communities gave a slightly lower standard (6-8 yrs) than all other respondents. *This may relate to the value placed on respect for seniors leading to high parental expectations around the politeness of their children. The standard is important also bears on child safety and protection.
Standard: Seeks adult help when trying to resolve a conflict or problem on own. Question posed in study: When can a child ask an adult for help to work out a conflict?	6 yrs [6 yrs]	Parents and social workers in the urban poor community gave a lower standard (9-10 years) than other respondents in this and other communities. *Rather spurious/guesswork, but this could relate to perceptions that children younger than this would not communicate with adults about these things, because they are not mature enough to talk about such things? Or because they would sort things out with friends?
Standard: Asks adult for assistance interpreting rules for game or other activity. Question posed in study: When can a child ask an adult for help on the rules for a game?	6 yrs [9 yrs]	Responses ranged from 4 to 7 years, indicating a consistently higher standard than that set by the OBE syllabi. *Some respondents in the urban poor community commented that the question seemed strange as children rarely ask adults how to play a game, they just join in with other children or ask them if they need assistance.

Table 5 (b) Preliminary Standards for Social Development: Social Interaction with Peers

SOCIAL INTERACTION WITH PEERS	Emerging standards	
Standard Question posed in study	Local Standard; [Calif / SA OBE standard]	Commentary
Standard: Approaches or seeks out a particular peer to be near or play with. Question posed in study: When does a child look for a friend their own age to play with?	3 yrs [3 yrs]	
Standard: can care for a younger sibling (standard – specific to SA context). Question posed in study: When does a child start to look after other children?	5 yrs 7 yrs [5 yrs]	Urban middle class respondents set a similar standard to that in the OBE syllabi. However, responses in both poor African communities ranged from 6 to 9 years (averaging at 7 years). Some respondents clarified this higher standard saying that children are able to look after other children at around 6 years, but only considered responsible by adults at 9-10 years. It appears that the phrase 'look after children' is being interpreted differently. In the middle class urban context, it is unusual for children to look after other children for more than a few minutes, whereas in poor African communities children may look after younger children for large portions of the day. *Given this disparity, is this an appropriate question for a developmental standard? *NB Compare with analysis of care for younger children etc below.
Standard: Forms friendships with peers. Question posed in study: When does a child make friends with people her own age?	5 yrs [6 yrs]	
Standard: Show and demonstrates empathy for a friend. Question posed in study: When is a child able to listen to a friend's problem and talk about it with them?	9-10 yrs [9 yrs]	Responses ranged from 6 to 10 years, with most in the upper end of this age bracket. The range in responses may reflect perceptions of gender difference; girls considered to make friendships and listen to each other sooner than boys.

Table 5 (c) Preliminary Standards for Social Development: Dealing with Diversity

DIVERSITY	Emerging standards	
Standard Question posed in study	Local Standard; [Calif / SA OBE standard]	Commentary
Standard: Shows concern about fairness within peer group regardless of group differences. Question posed in study: When does a child have a sense of fairness?	4-5 yrs [5yrs]	Responses were consistent across the groups with the exception of parents in the urban poor sample who have a lower standard of 10 years.
Standard: Is aware of prejudice (no available standard) Question posed in study: When child know that it is wrong to call other children names or tease them?	6 yrs [6 yrs]	Responses varied between 4 and 8 years. Parents in both African poor groups gave a slightly lower standard of 8 years, as compared to a standard of 4 years suggested by parents in the urban middle class sample. *Is this because this is not something African parents would think about in relation to child-rearing, and/or is this another example of low parental expectations around some areas of social competence/responsibility? I.e. underestimating children's agency and connectedness?
Standard: Includes other children in his or her activities. Question posed in study: When does a child invite different children to join in their games?	5-6 yrs 8 yrs [9 yrs]	All responses indicate a higher standard than that set by the OBE. Respondents in both urban sites suggested an even higher standard of 5-6 years, as compared to those in the rural area (8 years).

Table 5 (d) Preliminary Standards for Social Development: Social Participation

SOCIAL PARTICIPATION	Emerging standards	
Standard Question posed in study	Local Standard; [Calif / SA OBE standard]	Commentary
Standard: Right to express choice (No standard) Question posed in study: When can children choose one thing over another and give reasons for the choice?	5-6 yrs [5 yrs]	Urban middle class parents reported slightly higher standards here. They spoke of encouraging their children to make choices from a limited set of options from a young age (e.g. 'You may choose this or that – now why do you want that?), but not too young as "I didn't want them to go through their whole wardrobe". Affordances may affect the extent to which carers feel able to give their children choices; in materially poor households, there may not be a choice of clothing, food or what to do that day.
Able to express an opinion about domestic tasks (SA OBE standard) Question posed in study: At what age is a child capable of expressing a sensible opinion about what chores she should do at home?	Too wide range to settle on a local standard. [6 yrs]	Responses ranged from 5 to 10 years, with some distinct patterns emerging. Urban middle class respondents suggested an equivalent standard to the OBE (5-6 years), and in the two poor African communities parents and ECD staff gave a much lower standard (10 years) than teachers and social/health workers. This reflects a difference between lay and professional opinions, suggesting perhaps that in everyday home life children are expected to do the chores they are assigned and only when they are older might their opinion be consulted.
Standard: Can tell the truth in a consistent manner. (No standard) Question posed in study: At what age can you trust that what a child tells you is probably true?	5 yrs [6 yrs]	This question provoked much discussion amongst all participants in the poor urban community. A wide range of responses were given within each focus group, and discussion revealed that children are trusted up to the age of 5 years, after this they start to lie, and they are trusted again at about 13-14 years. *Might this be more evidence of a perspective on childhood that positions children in a different social category (less competent, less responsible etc)?
Standard: None. Question constructed for SA conditions but based on a higher level that the Calif. Std: Participates in cooperative group efforts (Std: 7yrs.). Question posed in study: When can a child participate in an organized group activity outside school e.g. church group, choir, or sports club?	6 yrs 10+ yrs [9 yrs]	Responses ranged considerably with distinct community and lay-professional differences. Urban middle class respondents gave the highest standard (6 years), and professionals (teachers and social workers) in the urban poor community suggested a standard of 7-8 yrs, whereas parents and ECD staff (reflecting a lay perspective) from both poor African communities stated a standard between 10 and 14 years. These differences can be partly explained by affordances; middle class children have far more opportunities in terms of clubs and activities than their peers in poor communities. Choirs, sports clubs and children's clubs do exist in the urban poor community (but would not be accessible to all children), therefore suggesting a cultural perspective on young and middle childhood (5-10 years) that centres around the home, play with peers, and has connotations of unreliability? (NB parents in the urban poor community are worried about children's safety in relation to abuse, but their concerns centred on children wandering around at night rather than attending daytime activities outside the home or school).

SOCIAL PARTICIPATION	Emerging standards	
Standard Question posed in study	Local Standard; [Calif / SA OBE standard]	Commentary
Standard: Can care for a younger sibling for a short period No standard -- constructed for SA conditions. Question posed in study: When can a child be trusted to look after a younger sibling while the carer goes to the shops for an hour?	9 yrs 12 yrs [no OBE or Californian standard]	Respondents in both poor African communities suggested a higher standard (7-10 years) than those in the urban middle class group (10-14 years). The probable explanation for this difference is that, unlike in (white?) urban middle class communities, in African communities it is common practice to ask children to care for others while adults run errands or even for longer periods. Responses to later questions (below) indicate that this persists in wealthy African households.
Standard: Can care for a younger sibling for a day, No standard -- constructed for SA conditions. Question posed in study: When can a child be trusted to look after a younger sibling for the day while the carer is at work?	10 yrs 12-14 yrs [no OBE or Californian standard]	Responses reflect a similar trend to that described above, with carers and ECD staff (lay persons) in both poor African communities setting the highest standard of 10 years, and the professionals (teachers and social workers) in these communities as well as all middle class respondents setting a lower standard of 12 – 16 years.
Standard: Can care for a sick person for a short period. No standard -- constructed for SA conditions. Question posed in study: When is a child able to take care of a sick or elderly person who cannot move from their bed, for 1-2 hours per day? [mid teens?]	14 yrs [no OBE or Californian standard]	Carers in all sites suggested a standard of 14 years, whereas teachers and ECD staff in both poor African communities say that children can do this from the age of 9 or 10 years if they are responsible individuals. Respondents in the poor urban African community felt that if their child had a close bond to a sick relative in the home (for example a parent, aunt or grandparent), then they would be involved in care from a young age (9 upwards). A statement by teachers in the middle class urban community supports the view that cultural practices are at work here: "some of the African children in my class are likely to have been taught to go to the shops and look after elders…For example someone like X, would definitely know, if there was an aunt in the house who is sick, he would be taught how to take care and be involved".
Standard: Can care for a sick person full-time. No standard -- constructed for SA conditions. Question posed in study: When is a child able to be the full time carer of a sick or elderly person who cannot move from their bed? [mid teens?]	15-16 yrs [no OBE or Californian standard]	Responses ranged from 14 to 20 years, with the highest standard suggested by rural carers and ECD staff (lay persons) and the lowest (20 years) by carers and social workers in the poor urban setting. Although middle class urban respondents suggested mid to late teens to be an appropriate standard, they said that children in their community would not be put in this position, although they are fully aware that children in other communities do perform a caring role.

Social Development Commentary

Social Interaction with Adults

Social interaction between children and adults is a domain that is likely to show cross-cultural variation. This was very clear in the responses to the question. Scripts for obedience and respect predominated in the discussion among black African participants.

Parents in both the black African communities were explicit about children learning to *respect other people, particularly their seniors*. Service providers in these communities also prioritized children's respect for elders in their suggestion as to how they can assist children and carers in the development of social skills. A rural participant said:

> "When we visit homes we tell children that they must respect their family including father, mother, older sisters, aunt then they will know how to respect others from outside the family. They will also know how to respect teachers if they start doing so at home. We normally do some workshops about respect. We also teach them how to pray….".

An ECD staff member from the rural site stressed that:

> "Crèche teachers must teach children respect".

Although the need for children to respect adults was the dominant theme, one rural parent suggested that adults need to engage in a positive way with children in order to maintain a close relationship and indeed to foster respect:

> "Parents should be urged to treat their children well. If they mistreat them, the children feel scared to interact with them".

A rural parent noted the importance of play as helping to form a close bond:

> "When a child wants to play with you, you must play with him/ her. By doing so you are encouraging him to be more open up to you. The next time you play with him/her would have changed his/ her attitude and the way s/he communicates with you"

Other rural parents stressed the value of playing with one's own children in order to build an open communicative relationship with them:

> "When a child wants to play with you, you must play with her. By doing so you are encouraging her to be more open up to you. The next time you play with her, she will have changed her attitude and the way she communicates with you".

Responses in the urban poor community indicate that mothers and female care professionals consider fathers to play a *minor* and occasional role in assisting child development within the home context. Only fathers who are "caring fathers" are said to contribute, and only women were reported to help each other out in terms of care of children. Sadly:

> "Men are not trusted to look after children, and they wouldn't really do this anyway".

In sum, the rural and urban poor stress on respect for seniors is clearly considered a critical component of children's social and moral development. In itself this value could be regarded as positive in that it provides a moral standard within which children may feel secure. However, it is likely to reinforce a status difference between adults and children that makes more open engagement difficult.

The issue of respect was not given the same consideration by the middle class parents. However, some of the middle class parents held that the schools could reinforce respect for adults more by encouraging greeting and standing up when an adult comes into a classroom. One participant said that schools should have monitors and head girls so that children learn respect for peer role models. There was not complete agreement on the point that learning about a hierarchy is a good thing, but mostly they went along with the idea that children could learn respect for a leader at school.

Regardless of the cultural scripts they wished to promote, all participants saw their own daily interactions in the home as key to managing social interaction between adults and children.

Social Interaction with Peers

Teachers in the urban middle class sample reported gender differences in this domain. Girls were said to make friends slightly younger than boys (although personality differences were mentioned). Girls were also said to be more mature with respect to:

> "listening to a friend's problem, looking after each other, all the mothering things".

These parents also recognised that they had a role in supporting their child's friendships.

There are parallels here with comments by teachers in the urban poor sample, namely that girls are more open in their interaction then boys.

Dealing with Diversity (and moral development)

Teachers in the urban middle class community spoke of the strategies they use to encourage social development, including school policies on how to deal with contact across groups and with the development of empathic communication.

For example they use certain words repeatedly and encourage children to "use your words". For example "can I play with you?" and "respect each other", as well as questions such as "Would you like others to do that to you".

No mention was made of similar explicit strategies in the other communities. It could be that this is a choice made by well-resourced schools in certain community contexts, but may not be prioritised in poorer/African communities. The reasons are not clear.

Parents, ECD staff and teachers in all three sites consider themselves as important role players in children's moral development. Rural African parents considered their role to

be ensuring that children follow instructions given by their seniors, and to groom children to be good parents at the near future (see importance of obedience above). They described ECD staff and teachers as playing the most important role in this aspect of children's development (referring to them as "pillars" Because "they spend most of the time with our children." ECD staff suggested that:

> "children must be taught about fairness and parents must ensure that children practice this in their behaviour".

Children's Social Participation

The evidence we gathered suggests that children from poor communities are guided into a wide range of socially responsive behaviour, and that this is strongly supported by the adults (the respect scripts are part of this process).

In the children's groups in the rural and urban African communities, there was constant reference to domestic tasks. There was no mention in this conversation of having to do the tasks. Rather, it appeared that domestic work was mentioned with some pride. For example, in the opening exercise of the children's focus group, they were asked "what they could do" now that they were in grade 3.

The responses of these 9 year olds were revealing:

> "I can sweep and I can cook"; I can make some tea and go to the shop"; "I can wash my school uniform" "I wash clothes"; "I can cook for my mum"; "I wash the younger children at home;" "I can read and can write words straight; I am now able to do Zulu dance which I did not know when I was doing grade 1."

It is of note that both boys and girls spoke of doing domestic tasks, while the girls did more tasks such as cooking and child care.

In contrast, the responses from the middle class children were more conventional for their communities:

> "I can draw neatly, I can spell well, I can read;" "I can do a crossword puzzle;" " I can swim in the sea;" "I like spiders more than I used to"; "I can swim fast …paint"; "I can read books without pictures".

Notwithstanding the responses of the African children, parents in both poor settings reported gender differences regarding social responsibility. For example:

> "Boys do not have (the same) patience as girls, one cannot expert boys to perform care duties. Boys do not look after young siblings because they like to play most of the times. If you leave your child with a boy, you find your child on its own when you come back."

ECD staff also expressed a stark gender difference:

> "Boys cannot be trusted to look after a sick or elderly person. According to our tradition only girls are assigned to do these duties."

Regarding the role of the home in encouraging responsibility, rural parents highlighted the importance of using consistency in their *own* behaviours:

> "Parents (should) encourage them to learn these things and make sure that they follow their house rules. Our behaviour has a great impact on the growth of children because as they grow they copy bad habits more easily than the good ones."

One of the items in this set asked about children looking after younger siblings. While this was not a problem for the African parents (at least in the case of girls), this way of learning social responsibility was not acceptable to the middle class parents (in part because of security concerns).

For example, in response to the question: *When can a child be trusted to look after a younger sibling while the carer goes to the shops for an hour*? one middle class parent said:

> "Not in South Africa – I think we must clarify that – it's because of our security not because the child isn't capable of doing it."

And in response to the question: *When can a child be trusted to look after a younger sibling for the day while the carer is at work?* one middle class mother said she had four children aged between 12 and 14 and she would leave them because "there is safety in numbers" and they are all old enough to look after themselves. But they wouldn't leave an older child to look after a 5 year old – "That's hard work for a start, to look after a five year old all day".

And with reference to caring for the sick a parent from the same community said:

> "We all know what's happening out there it's a social thing. We all know that's happening in other communities but we wouldn't do it".

Children's views

Children were not interviewed about all the issues discussed in this section. However, pertinent comments were derived from questions asked about peer relations and social exclusion.

It is of interest that the poor children expressed particular concern about how a lack of a school uniform resulted in exclusion and teasing. They suggested that the school authorities could assist by being sensitive to these issues that made children sad and resulted in their being picked on by others.

The girls in both the poor and middle class communities mentioned the effects of a child's appearance on inclusion or exclusion. For example:

> "Maybe she's being a bit <u>ugly to them</u> and now everyone knows that she's quite ugly so they don't want to be friends to her."

They suggested that excluded children could be assisted by their peers and also by joining sports teams or by going to the park, or the community hall to be with others.

Some of the children pointed to the supportive role of teachers:

"Maybe she can ask the teacher and the teacher could ask others to be friends with her."

Overall Comment

In sum, we can conclude that children from poor communities seem to be guided into a much wider range of socially responsible behaviours than those in urban settings through the stress on respect for the wishes of seniors, and through the tasks they are expected to carry out at home and at school. This is also evident in the responses of the children and the adults from these communities to questions on caring for the ill and elderly.

While the emphasis on 'respect for seniors' may be valid in many ways, we are concerned that it may block out the space for children's own opinions to be listened to and taken seriously. There is also the risk the reinforcement of status differences between adults and children could lead to a controlling disciplinary (and even abusive) relationship in which children have little scope to challenge the way they are being treated, or even to seek help from other 'seniors'.

This would clearly have an impact on perceptions of the rights of children. As many of these children live in highly vulnerable circumstances, the emphasis on the power of seniors could on occasion be abused by the unscrupulous to take advantage of the young.

Table 6 (a) Preliminary Standards for Emotional Development 1: Emotional Regulation

EMOTIONAL REGULATION	Emerging standards	
Standard Question posed in study	Local Standard; [Calif / SA OBE standard]	Commentary
Standard: Can stay with person he/ she knows without significant distress when the parent / normal caregiver is temporarily away. (no standard- based on literature) Question posed in study: When can a child's caregiver leave the child with somebody she knows for an hour or two and the child settles down quite quickly?	3 yrs [3 yrs]	Urban middle class respondents set a higher standard of 0-2 years. Responses within the urban poor community ranged widely: Carers set a low standard (5 years) whereas social workers said that this occurs all the time from the moment a child is born. Such differences suggest variation in the way the question was interpreted; the carers may have understood 'leaving the child with someone' to be a formal arrangement with a professional, rather than to the informal communal care that is common practice in their own community.
Standard: Can go and play with a group of friends for a morning without the parent being nearby (no standard- based on literature.) Question posed in study: When can a child go and play with a group of friends for a morning without the caregiver being nearby?	6 yrs 10 yrs [5 yrs]	Responses from both poor African communities are within the range suggested by the OBE standard. However, with the exception of ECD staff, urban middle class respondents all suggested a much lower standard (10-14 years) Concerns around security may have influenced these opinions: One carer cited their middle class attitudes/concerns as an explanation, and another said that 'it is quite late nowadays'.
Standard: Can express anger without harming self, others, or property. (no standard- based on literature) Question posed in study: When can a child express anger without harming herself, others, or property?	5 yrs [5 yrs]	Urban poor responses ranged from 4-9 years, with most around a slightly lower standard of 7 years.
Standard: Can willingly and voluntarily separate from a caregiver to attend school (no standard- based on literature) Question posed in study: When can a child voluntarily separate from a caregiver to attend school?	3 yrs 5 yrs [6 yrs]	Urban middle class responses reflect a higher standard of 3 years, and carers in both poor African communities suggested 4 years in comparison to professionals whose responses ranged from 5-7 years.

EMOTIONAL REGULATION		
Standard Question posed in study	Local Standard; [Calif / SA OBE standard]	Commentary
Standard: Can spend time away from home overnight . (no standard- based on literature) Question posed in study: When is a child happy to spend a long time away from home with people she knows and likes?	7 yrs 10-14 yrs [9 yrs]	Carers in all three communities, and professionals in both poor communities, suggested a high standard of around 7 years. However, teachers and social workers in the urban middle class sample gave a standard of 10-14 years. Their concerns relate to safety; teachers explained that if it was up to them as parents, then they would go only once they were over 14 years. Carers and teachers in the urban poor environment made a distinction between staying with relatives or friends very well known to the parents (appropriate at a younger age) and staying with other friends (appropriate one or two years later). In the light of these responses, this question may not be appropriate as it appears to elicit information about when parents are happy about their children being out of the home rather than about the child's emotional regulation.

Table 6 (b) Preliminary Standards for Emotional Development 2: Death and Bereavement

EMOTIONAL: COPING WITH DEATH AND BEREAVEMENT	Emerging standards	
Standard Question posed in study	Participant standard [goal for standard]	Commentary
Standard: Can feel the loss of a parent due to death. Question posed in study: More or less at what age do children feel the loss of a parent?	2 yrs 5-6 yrs = feeling loss / absence 10-14 years = understanding the death and feeling loss again [literature suggests 2-yrs]	Responses ranged widely within each community. [Social workers in both African poor communities reported a slightly higher standard than the other groups, perhaps reflecting the influence of professional approaches that contrast with traditional practices?] Urban middle class respondents suggested a high standard of 1-2 years, qualifying this by saying that a child's feelings of missing the deceased parent would fade over time and that only when a child is 10-14 years would they really miss a parent. Respondents in the two poor African communities said that children aged 5 - 6 years miss a parent who is absent, but usually do not realise if that parent has died. Respondents in the urban poor community spoke of the tradition of whispering into a sleeping child's ear to inform them of parental death; a strategy that means a guardian has done their duty but the child is not disturbed by news that may upset them. Usual practice in the urban poor community seems to be to allow children to assume that the parent is away working, and to either inform them of death when they are old enough i.e. between 12 and 14 years, or let them discover themselves through general neighbourhood chit-chat.
Standard: Adults can talk to children about a death in the family. Question posed in study: From what age is it right for adults to talk to children about a death in the family?	2 yrs 6 yrs (professional) 10 yrs (lay) [Western literature suggests from the age of 4 –5 yrs upwards]	Responses varied considerably. Urban middle class respondents stated 2 years or 'as and when death occurs', saying that religion plays a key role ("Our children believe that they will be with their family members in heaven"). Other illustrative quotes: "it is not right to keep it away from the child" (ECD staff), "we try not to make death a scary thing" (parents/carers). In the two poor African communities, teachers and social workers stated a younger age (6 years on average), than carers and ECD staff (10 years or above). There is evidence of changes in attitudes and practice. One rural social worker explained that "at 14 years we tell them that our family has lost someone, and that they must stay at home to mourn; this is our custom", but another disagreed saying that "it is better to tell them at around 7 years as children nowadays understand death better than us".
Standard: Based on Research: Child understands the inevitability of death. Question posed in study: More or less at what age do children understand that we all die one day and that people who die cannot come back to us?	6-7 yrs [literature suggests 9 yrs]	Although there was some variation in responses, there is sufficient consistency to suggest a standard of 6-7 years. The one notable exception is rural African carers who suggested a lower standard of 13 years. This view fits with a particular strand of wide-ranging attitudes coming through these discussions, namely that young children do not understand death, or death is not something that should concern young children. At the same time, rural children are expected to take part in mourning rituals (see below). Middle class parents said 5 years of age.

Emotional Development Commentary

As in the case of the social participation standards, responses to the questions on emotional development indicate different cultural responses to emotional regulation. We need to be particularly aware of differences across local cultures in standards for emotional regulation and social participation as they have significant implications for standards construction.

In this study, the urban middle class respondents appear to be much more comfortable with children expressing their emotion. For example teachers suggested that children should be given a punch bag in the garden on which to vent their feelings, and

> "allow them to realise that expressing your feelings is normal and natural, something that one needs to be allowed to do without fear of being reprimanded for it".

Other communities spoke of the importance of control – particularly by boys (boys don't cry). Arguably, the use of respect and obedience scripts is likely to lead to higher levels of emotional regulation at younger ages in communities where this occurs (Levine et al 1994).

Death and Bereavement Commentary

Questions in this domain provoked considerable debate in all groups. The topic is a sensitive one amongst all communities and perhaps particularly so among more rural African communities. There are of course wide varieties of practice in Southern Africa, but the topic of dealing with children's reactions to death in this time of AIDS has not been researched to any extent. We do not know what those adults who are left are saying or not saying to the children – we do not know how the children are reacting, and we do not know what might be best to do in these circumstances.

Writing of a Shona community in Zimbabwe, Reynolds (1996), reports on *n'nanga's* (healer's) commenting that children are particularly disturbed by seeing a death (in this case during the liberation war).

This of course is not a culturally particular observation. What was particular was the understanding of the consequences – children who observed the death would be haunted/possessed by the spirit of the person who was killed.

Whether this belief prevails about children who witness the death of a person due to AIDS related illness is not known.

Regardless of culture, it is common across all cultures for adults to be uncomfortable about dealing with children's suffering after the death of a loved one – particularly a caregiver (Bowlby, 1980). The present participants were no exception (regardless of cultural background).

The adults from the African communities readily admitted to avoiding talking to children about death because they find the topic uncomfortable ("we can't find the right words"). A teacher stated (with agreement of others):

> "We don't talk about death, we only talk about it when asked, or when it happens in the family. And even then we don't discuss it. Its something we deny, but its happening, so we don't discuss it".

There was a wide ranging view among the African adults that young children do not understand death, and death is not something that should concern young children. Perhaps what we are seeing here is not an intentional exclusion of children, but a discomfort and unwillingness to engage children in conversation around death?

Children in Masiphumelele (the urban poor community) apparently only attend funerals of close family members (a parent, sibling or grandparent). If adult family members are attending a funeral of a more distant relative, children will usually be left in the care of a neighbour.

There was a difference amongst lay members of the two African communities regarding the age at which children are considered able to understand death, and when it is considered appropriate to talk to children about death.

That said, participants in the urban community were aware of this disjuncture, (asking the facilitator her opinions about when adults should speak to children), thereby indicating that attitudes and practices are in a state of flux. This is also suggested by recent observations made by one of the research team while engaged in another study in a rural area. She was informed that with mounting deaths, 'old ways' are changing because people have to adapt to the scale of deaths in the region.

Views regarding children and their understandings of death appear to be shifting in the African communities, probably in part due to rising HIV-related death rates. The higher standards suggested by professionals than by lay persons in these communities indicate the presence of two alternative set of values and attitudes regarding the inclusion of children in mourning and the coping processes following a family death.

Interestingly, the middle class urban sample had little to say about these issues. They also appeared uncomfortable with the topic, and perhaps had little experience with it. For example, they said that it was right for adults to talk to children about a death in the family "when it happens". They regarded it as a matter for the family and interestingly for the "clinic "– perhaps reflecting the role of professional resources in helping children cope.

Children's views

All the children (aged around 9 years) were able to speak on these issues, but the rural poor group found it particularly difficult. There were long silences and much prompting was needed in their case.

There was clear recognition that children were distressed by death and that they needed assistance to cope with it.

For example, in the urban poor group, children recognized the costs of caring for an ill family member. Unlike the urban middle class children, they frequently and spontaneously mentioned the probability of death (due to an unspecified illness). For example, children in Masiphumelele said in response to the scenario of a girl caring for an ill family member:

> "this child does not concentrate well at school. She does not go to school sometimes because she stays at home to look after her sister, and to feed her. She is afraid because her sister might die.

Asked about resources which could help them cope with loss, family members were prominent across all the children's groups. Those who had been exposed to counseling (Masiphumelele children) and clinic services mentioned these supports as being important. These children also mentioned the important role of the priest in providing comfort. Teachers were also seen as potentially helpful, but to a lesser extent than others. Rural poor African children emphasised traditional healers as a source of support. These children also referred to the fear of not having any caregivers at home (perhaps a risk of orphanhood) e.g.:

> "if there are no parents at home … Themba needs to go somewhere and there is no one to look after her sister."

For the middle class children, the family and the family doctor were important sources of support as in the following:

> "Maybe the doctor can explain what's going on because when you know what's going on you won't worry that much. Like when you have cancer usually they have to take her for chemotherapy and you feel really sick. If her sister had cancer and maybe if she knew what the chemo was doing and is happening inside her body and maybe she'll feel a whole lot better."

Regarding appropriate support for Themba (the child in the scenario), one middle class girl said rather touchingly:

> "Maybe she can get a support group to help her out."

Overall Comment

In sum, we can conclude that that the children, regardless of background had at least some understanding of the distress of those coping with serious illness and death. Of course the African children from the poor communities within which death is commonplace were vary aware of the situation.

All the children made it clear that while other sources could be helpful, immediate family were the most appropriate sources of information and support.

The situation of children in poor communities who face significant amounts of illness and death is not well understood. Adults are struggling to deal with the right ways to inform and helping children. Traditional practices appear to be in flux in the areas in this study, although it was clear from the rural children that traditional healers and

herbalists play an important role. This is an important area that requires intensive study.

CONCLUSIONS AND RECOMMENDATIONS

RECOMMENDED SOUTH AFRICAN NATIONAL LEVEL PRELIMINARY STANDARDS FOR PSYCHOSOCIAL DEVELOPMENT IN THE PERIOD 3 – 9 YEARS

Scope of the standards

We focus on psychosocial standards that pertain to the ECD years (3-5) Grade R (6 years), and the Foundation Phase of primary school (7-9 years). In addition, we have included some standards associated with child protection, participation, health and safety, as these have particular significance for children in this country.

It was of interest that the results of the study showed far more consistency than variability in local standards generated. The areas that proved to be problematic were the reading and writing sub-domains, and the social and emotional domains.

The preliminary standards are based on the Type 1 indicators investigated in the field and are informed by the in depth conversations that occurred in the focus groups with both adults and children regarding expectations for development and supports for development (T2s and T3s). Focus group data gathered with both adults and children also informed decisions to include, exclude or modify a standard.

In generating the standards, we have taken the approach that only a limited number of national standards should be included. The reasons are two fold:

In the first instance we wished to avoid an over-inclusive set that would be costly to develop and measure.

Secondly, we followed a conservative approach with the general principle that standards in which consistent findings were found (across groups and sites) should be included.

Several additional criteria were deployed in this process.

Where the question asked in the study appeared to be poor (and thus unreliable), it was omitted. For example, some of the items in the health standards clearly did not work for the under resourced communities and were excluded.

For these reasons, not all the standards in every domain or sub-domain recorded in the results section of the report are included in the Table below.

Where particular issues emerged from the focus groups that suggested the need for additional standards, these were included.

In this regard, co-operation on domestic tasks emerged as a central component of the lives of the rural and urban African poor communities. While domestic 'work' may be considered by some to be problematic and a hindrance to development, it is probable that domestic work is a central and respected feature of household life for the vast majority of African children. While it is obviously open to abuse, looked at in a more positive way, participation in domestic tasks to assist the family, can be regarded as an important aspect of the child's introduction to socially responsible behaviour, a form of training for prosocial behaviour, and a form of positive social participation.

Similarly, older African girl children are commonly called upon to take care of younger siblings so as to free their mothers for work tasks. Again this practice can lead to abuse. This is probably more likely when household resources are strained for one or other reason. For example, one consequence of maternal illness due to AIDS can be seen in the withdrawal of girl children from school to look after younger siblings for whom the mother can no longer care (Giese, Meintjies, Croke & Chamberlain, 2003a).

Other factors were taken into account.

Under-resourced communities in the study expected children to achieve more slowly in some tasks than those from middle class communities. This was taken into account in setting the standard. In addition, some of the standards assumed the presences of affordances for learning in the home that were not available or less available in the poor communities. Where this was the case the standard was lowered, but these were rare instances.

As we have stressed, social and emotional domains are particularly sensitive to cultural variation. Some areas have been omitted from the social participation domain, particularly those relating to choice, simply because they appeared difficult to deal with at a cross-cultural level.

Regarding children's understandings of death, we have constructed standards based on the literature.

Finally as child safety and protection is such a crucial issue in this country, we have increased the standard in some of these areas.

Clearly the list in Table 8 below is open to debate and should not be considered the final word on the matter. As will be noted at the end of the report there is a need for wide consultation prior to moving forward with this process.

In some domains, the table includes two ages for standards. In these instances, the participatory research process indicated differences between poor and better-resourced groups (lower standards in the latter). Where there are these differences, and it is important to retain the standard, the age in the square bracket indicates the goal towards which South African children's development should aim.

Table 7 (a) Preliminary South African Standards for Cognitive Development

Preliminary Standards for Cognitive Development 1: Interest in Learning	
Standard:	Preliminary standard [indicates goal for standard]
Creates new uses for materials and equipment in complex ways.	5 yrs
Participates in enrichment and real-life learning experiences with adult supervision.	6 yrs
Persists on a project with a minimum amount of help.	9 yrs
Preliminary Standards for Cognitive Development 2: Numbers and Mathematics	
Counts to 2 or 3	3 yrs
Counts to 10 by rote memorization.	5 yrs
Adds and subtracts orally with numbers up to 10.	7 yrs [6 years]
Knows reads and writes number symbols and names 1-1000.	9 yrs
Preliminary Standards for Cognitive Development 3: Order and Measurement	
Classifies, labels, and sorts objects by group.	5 yrs
Orders objects from smallest to largest.	5 yrs
Standard: Compares and orders objects using appropriate language e.g.: light, heavy, heavier / longer, shorter,; taller.	6 yrs
Names the days of the week and months of the year.	6 yrs
Preliminary Standards for Cognitive Development 4: Language Development: Comprehension & Expression	
Asks and answers simple questions.	3 yrs
Participates in songs, rhymes, games, and stories that play with sounds of language.	5 yrs
Understands a variety of simple two-step requests.	3 yrs
Tells about own experiences in a logical sequence.	6 yrs
Preliminary Standards for Cognitive Development 5: Language Development: Reading	
Recognises and names some common letters of the alphabet such as the letter the child's name begins with.	6 yrs
Reads for fun.	9 yrs
Reads a story and talks about what happened, the characters and the setting	9 yrs
Reads grade level materials clearly and with understanding (e.g. book or homework instructions).	Standard for each year: Grade 1 (7); Grade 2 (8) Grade 3 (9 yrs)
Preliminary Standards for Cognitive Development 6: Language Development: Writing	
Uses the writing process.	8 yrs [6 yrs]
Uses written language in many different forms, to express opinions and communicate with others.	9 yrs

Table 7 (b) Preliminary South African Standards for Motor Development

Preliminary Standards for Motor Development	
Standard	Preliminary standard [indicates goal for standard]
Stands and walks on tip toe; Walks backwards.	3 yrs
Gets dressed with minimal help.	5 yrs
Participates in more complex activities exhibiting coordination in body movement in increasingly complex gross motor tasks	6 yrs
Creates simple structures (objects on top of each other).	3 yrs
Pours liquid from small container.	5 yrs
Fastens buttons or is able to complete similar task.	5 yrs
Shows increasing eye-hand coordination, strength, and control to perform fine motor skills (e.g. control pencil or fine stick to make lines and patterns)	6 yrs

Table 7 (c) Preliminary South African Standards for Health Understanding and Safety

Preliminary Standards for Health Understanding and Safety	
Standard	Preliminary standard [indicates goal for standard]
Can say why drinking only clean water and eating fresh food is important for health.	6 yrs
Washes and dries hands before eating and after toileting.	4 years
Can explain risks associated with common local communicable diseases	9 yrs
Pays attention to safety instructions.	4 yrs
Knows first and last name.	4 yrs
Says own name and address	6 yrs
Knows who to call for help if someone is injured.	5 yrs
Risks to child safety: Understands danger of deep water.	7 yrs
Risks to child safety: Understands danger of snakes and wild animals (for rural children.); dogs for urban children	5 yrs
Risks to child safety: Understands danger of drinking from unmarked bottles?	5 yrs
Risks to child safety: Understands danger of fire (paraffin stoves, candles, lamps) and electricity?	4 yrs for fire etc. 6 yrs for electricity if available at home
Risks to child safety: Understands that older people might want to hurt them.	6 yrs [5 yrs]
Can seek appropriate help if someone has physically injured or sexually hurt / touched them.	6 yrs
Risks to child safety: Understands risk of walking in, or crossing, roads.	5 years
Follows safety rules without adult supervision in an emergency (fire, violence, crime, abuse, injury and illness).	9 yrs [7yrs]

Table 7 (d) Preliminary South African Standards for Social Development

Preliminary Standards for Social Development 1: Social Interaction with Adults	
Standard	Preliminary standard [indicates goal for standard]
Uses words or actions to request assistance from familiar adults.	4 yrs [3 yrs]
Seeks adult help when appropriate.	5 yrs
Preliminary Standards for Social Development 2: Social Interaction with Peers	
Approaches or seeks out a particular peer to be near or play with.	3 yrs
Forms friendships with peers.	5 yrs
Shows empathy for a friend.	9 yrs
Preliminary Standards for Social Development 3: Dealing with Diversity	
Shows concern about fairness within peer group regardless of group differences	6 yrs [5 yrs]
Is aware of prejudice and does not make prejudiced remarks.	6 yrs
Includes children from different backgrounds in games	7 yrs [6 yrs]
Preliminary Standards for Social Development 4: Social Participation	
Can assist in simple domestic chores (e.g. sweeping the yard)	6 yrs
Can participate in an organized group activity outside school e.g. church group, choir, or sports club.	9 yrs
Can care for a younger sibling for a short period	10 yrs
Can care for a younger sibling for a day.	14 yrs
Can care for a sick person for a short period.	14 yrs
Can care for a sick person full-time.	16 yrs

Table 7 (e) Preliminary South African Standards for Emotional Development

Preliminary Standards for Emotional Development 1: Emotional Regulation	
Standard	Preliminary standard [indicates goal for standard]
Can stay with person he/ she knows for an hour or two without significant distress when the parent / normal caregiver is temporarily away.	3 yrs
Can go and play with a group of friends for a morning without the parent being nearby.	6 yrs [5 yrs]
Can express anger without harming self, others, or property	5 yrs
Can voluntarily separate from a caregiver to attend school without being distressed for a long period.	7 yrs
Preliminary Standards for Emotional Development 2: Coping with Death and Bereavement	
Can feel the loss of a parent due to death	5 yrs [2- 3 yrs]
Adults can talk to children about a death in the family	6 yrs [4 –5 yrs]
Can understand the inevitability of death.	10 yrs [7 yrs]

RECOMMENDED NEXT STEPS FOR THE IMPLEMENTATION OF STANDARDS IN SOUTH AFRICA

Recommendations for Consultation

1. *Consultation with Government*: It is essential that UNICEF embark on a process of consultation with stakeholders in the national and provincial governments responsible for ECD policy and its implementation. Key sectors in the areas investigated in this report would be Education (Grade R – Foundation Phase; Special Education), and Social Development (responsibility for preschool ECD between the ages of 3 and 5. It should be stressed that the implementation of policy is a provincial function and that provincial level buy in is essential if ECD provision is to be strengthened and appropriately monitored (using the final standards).
2. *Consultation with ECDNGOs and associated research staff*: There are a number of South African NGOs with extensive experience in the field – including expertise in research and practical service delivery). These role players would provide a key informant group to consult in order to adjust and fine tune emerging standards. They would also provide invaluable advice as to appropriate assessment tools for the measurement of child outcomes and institutional quality (see for example Biersteker's work and the standards developed by Myers referred to in the first Report).
4. *Consultation with ECD staff and Foundation Phase Teachers*. This group would provide key input on the finalisation of standards and assessment tools.

Recommendations for Development and piloting of measures

Type 1 Indicators and Standards for psychosocial ECD outcomes in the years 3-9

1. The standards will need to be finalized.
2. Measures will have to be developed and piloted. Some possibilities are contained in Report 1.
3. All psychometric tools will need to be scrutinised for their cross-cultural and cross-language suitability for each national standard to which psychometric assessment may apply. Other tests will have to be developed if there is not an appropriate local tool. For Grade R and the Foundation Phase of primary school, assessment tools should where possible be linked to the Outcomes Based Education Standards developed for those periods in the Education system.

Type 2 Indicators of supports for ECD in the home

The study has pointed to the need to provide assistance to caregivers, particularly those in poor communities, to enable them to support their children's psychosocial development in preparation for school. Just as important is to the need to find ways to improve children's affordances in the home context for supporting learning in those areas taught in school (particularly literacy and numeracy).

In the course of the study, and bearing in mind its limited scale, we noted that many parents probably cannot provide the reading materials and other supports that could help a child to progress at school. In addition, parental limitations with respect to numeracy and literacy place further constraints on their ability to assist in this area.

Appropriate indicators and measures need to be developed. This requires further desk and field research to identify appropriate instruments. Some possibilities are contained in Report 1.

Type 3 Indicators and Standards for ECD service quality

It is essential that the quality of services designed to support children's psychosocial development should be measured. While this component was beyond the scope of the present study, there is a need for rigorous examination of the standards and measures available in South Africa to assess and monitor ECD services in the age band 3-5 and school environments for Grade R to Grade 3.

Recommendation for baseline Research

A national baseline survey of early childhood psychosocial functioning should be conducted in order to provide baseline data against which progress in ECD services development can be assessed in a future system designed for the regular monitoring of ECD.

Associated with the child survey, an audit of ECD service quality based on indicators referred to above should be conducted in order to provide baseline data on service quality that can be used to monitor improvement over time (in Type 3 indicators).

Additional observations concerning support for development in vulnerable communities

Given the high levels of long term poverty that characterize the home lives of a very significant proportion of South African children, and the low resource base of many schools and ECD centers, it is essential to find ways of supporting psychosocial and educational development in settings beyond the home and the school.

In this regard, our research suggests that the provision of *libraries or similar resource centers* that can give learning support to children may be considered a useful intervention.

The research we have conducted suggests that OBE activities intended for implementation in the home may well be too demanding for parents (and probably teachers) in low resource settings. The present study cannot tell us the extent of this problem. However, it would be wise to try to establish whether some of the demands of the curriculum may be difficult to implement in low resource settings – particularly where teachers are very overburdened by large classes, and where the resources at home are also unlikely to be able to meet the demands of the curriculum.

A very significant number of families and children are affected by HIV / AIDS. As a result, early psychosocial development is likely to become increasingly compromised for significant numbers of children. Schools and ECD centres could become important

"nodes of support" for these children (Dawes, 2003). In order to achieve this objective, they require the appropriate given assistance so that they may provide the necessary support (see: Giese, Meintjes, Croke & Chamberlain, 2003b).

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CHILD, YOUTH & FAMILY DEVELOPMENT

HUMAN SCIENCES RESEARCH COUNCIL

GOING GLOBAL WITH INDICATORS OF CHILD WELL-BEING

INDICATORS OF SOUTH AFRICAN CHILDREN'S PSYCHOSOCIAL DEVELOPMENT IN THE EARLY CHILDHOOD PERIOD

PHASE 3 REPORT

Appendix 1: Field Manual

The purpose of this document is to orient the research team to the fieldwork phase of the project. It includes the fieldwork methods for both adults and children.

ADULT PARTICIPANTS

The following groups have been selected for investigation.

- Caregivers / parents who have a child of at least 9 years of age and under 18 years.;
- Grade R and Foundation Phase teachers;
- Primary level health and social services workers.

The research team realised that for all adult participants to discuss all the psychosocial domains would be very time-consuming, sustained attention on the part of participants would be very difficult to achieve, and the data quality would, as a result be poor. It was therefore decided to proceed as follows.

Following the introductory section, and with the exception of the Social Workers & Public Health workers, groups will be divided into two sub-groups of plus minus 5 members each:

- one group will discuss cognitive, language, safety and physical domains, and
- the second will discuss social, emotional and participation domains.

Focus group sessions with adults must be held in a *day workshop environment* using visual tools and photographs as discussion prompts and to gather participants' opinions (see below).

In the rural site, and perhaps elsewhere as necessary and due to the difficulties of getting these people together at the same time on the same day, the opinions of health and social workers may have to be gathered through individual interviews. That is up to the field worker co-ordinators on site to determine.

Ethics

Co-ordinators in each province will approach the relevant gatekeepers (school principals, social work and health work supervisors) to explain the proposed research and seek their cooperation.

When meeting potential participants, facilitators should explain the purpose, methods and timetable of the research, as well as issues of confidentiality.

The procedure must be explained to participants. Adult participants must sign consent forms. (Forms Appended).

CHILD PARTICIPANTS

Participants will be Grade 3 pupils aged 9-10 years (preferably 9 years). Two focus groups will be conducted in each of the three field sites; one group for boys and one group of girls. Site co-ordinators must seek a suitable way of recruiting children.

Ethics

Parents must sign a consent form prior to the child's participation (Forms Appended)..

Children must give verbal assent to participate. The text of the assent form for children will be read to them. They will be told they may withdraw at any time. They will be asked if they have any questions. Participants will be asked for consent to record the session. They will be assured of confidentiality. Children will sign the assent form (Forms Appended).

We have a scenario in the focus group on serious illness (see below). This scenario was included so as to be more sensitive to participants who may have recently experienced, but not been able to work through, a death in the family. Facilitators will nonetheless be aware of the sensitivities that may arise. Children who become distressed will be offered immediate support, and should the need arise, their parents will be informed, and referred to appropriate agencies.

ADULT FOCUS INTERVIEW SCHEDULE

AIM

To gather participants views on factors influencing child development, and the ages at which children can achieve key developmental standards (as laid out in international frameworks)

As far as possible, the adult focus group interview process must proceed according to the same steps in all sites (regardless of whether or not group or individual interviews occur).

Where individual interviews may be necessary with the health and social workers, the process below will have to be adapted.

PRACTICAL ARRANGEMENTS

Location and related practicalities

Focus groups should be conducted in a comfortable, quiet location that is as 'neutral' as possible to enable participants to express their views openly. Because each group will be split into two sub-groups, two spaces suitable for discussion and recording will be needed.

Facilitators should make sure that they allocate sufficient time to welcome participants, serve refreshments, introduce everybody and do any 'ice-breaker' exercises before beginning the focus group itself.

The entire focus group session should be completed in half a day (any more is impractical and an unreasonable demand on participants' time). Within this half day, data collection should be broken down into sections of 45 mins to one hour.

Refreshments must be served to welcome people and during breaks, and time allowed for people to get some fresh air.

Translation of the questions

Prior to conducting the focus group facilitators (and translators) must:

- translate questions (in the schedules below) from the current English version to isiIsiXhosa and isiIsiZulu and back translate to ensure that meanings have been captured.
- Ensure local relevance by going through questions and where necessary, insert examples of children's skills and indicators of developmental stages that are appropriate to the local context

Personnel and equipment requirements

Personnel

Each group of adult participants will be divided into two subgroups. Each subgroup session (not individual interview) will require the following:

- An experienced facilitator 2 'recorders' (for each subgroup). Facilitators must be entirely familiar with the project's aims/methods. Recorders will be fluent in English and the regional language - IsiZulu / IsiXhosa as required.
- Facilitators will pose the questions, ensuring that they are understood.
- One Recorder will make a video clips of the session from time to time to provide a visual record of procedures and settings.
- One Recorder will act as translator/note-taker to jot down responses on the time-line (see below) and issues that stimulated debate. Their notes will provide essential back up in case video recording fails or does not capture sufficient detail.

Equipment required for Focus Groups in each site

- Video recorder.
- Tape recorder/minidisk recorder as back-up if problems with video recorder.
- Flip chart paper to make 2 timelines (see Adult focus group procedure below)
- Flip chart paper and 2 stands for recording discussion in step 1
- 2 sets of Koki pens of different colours
- 2 sets of pictures of children from 0-9 years (a mix of gender and race)
- 2 sets of coloured cards about matchbox size with the standards written on them.
- Recording sheets for recording responses on timeline.

Recording

Facilitators record as much as possible from the timelines (using sheets described below), and the video recorders are used to capture the process as well as discussion of issues. Video recordings can then be shown to other groups when we pull the issues together in a later phase. As a back up to audio and video recording, and guide to transcriptions, note-takers to hand write notes on the following,

- Issues that prompt discussion and large differences of opinion amongst the group.
- Questions that are quickly understood and that elicit ready responses and a fair degree of consensus; in other words they seem relevant to the way participants are thinking about the issues. Where this is the case, the indicators derived from the

international standards would appear to fit well with emic understandings. Those questions that do not elicit such responses may refer to indicators that are not part of, or are not prioritised within, indigenous/local knowledge systems.

To keep in mind for data analysis

Data on T1 indicators from ECD staff and teachers may be more valid than that from parents *simply because they have observed more children*.

The most valuable information from parents is whether the T1 question *makes sense* or not.

APPROACH

In what follows:

- **Step 1** is an introductory scene setting activity that elicits cultural perspectives on childhood;
- **Step 2** explores participants views on individual outcomes in key periods - Type 1 (T1) indicators;
- **Step 3** explores perceived differences in standards on the basis of race gender etc);
- **Step 4** explores Type 2 (T2) indicators (role of parents / caregivers), and
- **Step 5** explores Type 3 (T3) indicators (the role of services).

As will be evident below, questions are grouped into domains. Note well that:

- One of the adult focus groups, "G*roup 1*" will be asked questions in the cognitive, language and physical domains.
- The other group, "G*roup 2*" will answer questions in the health, safety, social, participation and emotional domains.
- Both groups go through **Step 1** below.

STEP 1: SETTING THE SCENE AND EXPLORING BELIEFS RELATING TO CHILD DEVELOPMENT.

Purpose: To focus participants on the topic, to establish a relaxed, open atmosphere for discussion, and to discuss general beliefs and attitudes relating to child development.

This step is the same for **both** groups.

A) Instruction to Facilitators: First draw the Child Development <u>timeline</u>

Facilitator *draws a child timeline from birth to *fourteen years* (to allow for responses to T1 Qs way above 9 years) on a large sheets of paper. Explain that it represents the growing child.

Place pictures of babies and young children appropriately at different ages to the timeline to give visual cues (pictures to represent the appropriate ages from infancy to 14.

1. Ask participants what they call newborns, infants, toddlers etc in their own language (both official and affectionate terms).
2. Write these onto the timeline in the relevant age brackets (NB recording differences in names for girls and boys).
3. Ask participants when they think childhood ends for girls and for boys, and when children are treated as adults. Mark these ages on the far end of the timeline, beyond the 9-year mark.
4. IF TIME PERMITS Ask about and mark any important celebrations (life-cycle rituals) that take place in the 0-9 year period.

B) Initial Questions for group discussion:

Ask:

1. Do some children develop faster than others?
2. If so, why is this? What makes some children develop faster than others? Possibilities to discuss: personality they are born with, physical attributes such as how big or strong they are.
3. How much does a child's development depend on support from those around him or her?
4. Who are the most important people in terms of supporting children as they grow up?
5. What are the factors that influence the kind of person the child grows up to be?

Suggested method to elicit group opinions on question 5:

Facilitator draws a large circle (for a pie chart) on paper and asks participants to decide on how to divide the circle according to the proportion of influence of each factor identified. Use these prompts if necessary: child's own characteristics or personality, inherited qualities from parents or from ancestors, the deeds of her parents or ancestors, God's will, what he or she experiences in childhood, what he or she has been taught, the environment in which child grows up).

Initial Questions continued:

1. Please tell us how people in this community tell whether a child is developing normally or not?
2. What do people here do when children are not developing normally like other children?

3. How do people around here treat a disabled child? Why do you think this is the case?

STEPS 2-5: EXPLORING DEVELOPMENT STANDARDS AND THE ROLES OF THOSE IN POSITIONS TO SUPPORT CHILD DEVELOPMENT (CARERS AND SERVICE PROVIDERS)

Aims of the Steps

- To gather participants' understandings of children's capacities at critical stages in development between 0 and 9 years;
- To discuss differences in children's ability to reach these targets (by gender, race, area of residence, size, birth order);
- To discuss the roles of those caring for children in assisting children to achieve development targets;
- To discuss the roles of service providers in assisting children to achieve development targets.

Instruction to Facilitator: General format of questions for Step 2:

Before starting, facilitator demonstrates the use of the question cards on the timeline, and asks for a volunteer in the group to be the first to place the cards according to group opinion in response to step 2 questions, then rotate this task amongst group members.

Unless specified in italics below, pose each question to the whole group and asks one person to record the group response using cards on the timeline. Stick the cards on with Press stick.

Keep things moving in order to prevent the task becoming repetitive and boring.

Ask questions relating to *T1 indicators* and use any disagreements within the group to explore differences (gender etc). Then after a group of related domains, ask questions relating the role of *the home and carers* to elicit T2 indicators (step 4); the role of *services* to elicit T3 indicators (step 5), and finally the interaction between these groups.

SEE GUIDELINES BELOW ON DIAGRAMMING THESE THEMES ON FLIPCHART

QUESTIONS FOR GROUP 1: COGNITIVE, LANGUAGE AND PHYSICAL DOMAINS

Cognitive Domain: Theme 1 = interest in learning and cognitive competence

STEP 2

When can a child do a homework task without supervision? [End of grade 3]

- When can a child use familiar objects, (for example a stick to bang a tin?) [3 years]
- When does a child use things in the home to play her own imaginary games? [entry to grade R]
- When can a child do a simple task to the end with an adult or older child (for example washing the dishes)? [end of grade R]

STEP 3: FACILITATOR; As the group is discussing the age, listen for any disagreements and ask questions to elicit ideas around difference; for example, ask if people are thinking about:

- Girls, or boys or both?
- Children living in rural areas or the city?
- First borns (or only children), or children with older siblings?
- Children in economically secure households or poor households?

*Suggested prompt question: "*Some people say that there are differences between boys and girls in how quickly they learn these skills. What do you think?"

Cognitive Domain: Theme 2 = Number/maths concept

STEP 2

- When can a child count to ten from memory? [entry to Grade R].
- When can a child count to two or three? [3 years of age].
- When can a child add and subtract with numbers up to 10 (for example, if you ask her what is 3 plus 5)? [end of Grade R].
- When does a child read, write and understand numbers from 1 to 1000? [end of grade 3].

STEP 3: AS ABOVE

Cognitive Domain: Theme 3 = Measurement, order and time

STEP 2

- When can a child compare lighter with heavier and longer with shorter? (give example in context) [end of Grade R]
- When can a child name days of week and months of year? [end of Grade 3]

- When does she start to arrange objects in groups, (for example sorting things in different piles?) [3 years old]
- When can she order objects from the smallest to the largest? (for example when can she sort a pile of beans into small beans and big beans?) [entry to Grade R]

STEP 3: AS ABOVE

NB if there has been no discussion of difference along gender, residence, family structure etc lines, then prompt some brief comments on this for all 3 themes using statements such as*: "Some people say that there are differences between boys and girls in how quickly they learn these skills. What do you think?"*

STEPS 4+5 for the 3 cognitive themes above

Instruction to Facilitator:

USING FLIP CHART ON STAND: "We have talked about children's interest in learning, and when they learn to use numbers. Let's talk about **how the home life can help** children develop these skills (like understanding and using numbers)." DRAW CHILD IN CENTRE OF SHEET, AND SKETCH A HOME AND FAMILY MEMBERS TO PROMPT DISCUSSION, NOTE RESPONSES ON FLIP CHART.

a) "Now let's talk about the **ways in which the situation at home might hinder** (get in the way of) the child's learning, or slow down their development" NOTE RESPONSES ON FLIP CHART.

MAKE SURE that the discussion covers things **carers are doing** / can do to assist child development, and things they should be doing (but are not doing).

b) "Now let's talk about the ways in which **others** can help or hinder a child's development" DRAW THESE PEOPLE & NOTE RESPONSES ON FLIP CHART **in the community, like friends and neighbours.**

c) "Now let's talk about the ways in which **teachers and the school system** can help or hinder a child's development; DRAW THESE PEOPLE & NOTE RESPONSES ON FLIP CHART: Prompt questions:

> "What do children need from their school to make sure they learn these skills at the right age?"
>
> "What do you think that <u>teachers</u> should do or provide in order to ensure that children develop an interest in learning and learn how to use numbers?"

d) "Are there ways in which these **different groups of people (family, friends, teachers) can work together** to help children develop to their best potential?" DRAW ON ARROWS TO SHOW AN INTERACTION BETWEEN THE DIFFERENT GROUPS.

Language Domain: Theme 1 = Language comprehension and expression

STEP 2

- When can a child tell their own stories and retell stories of others in their own words? [end of grade R].
- When can a child read a story and talk about what happened, the characters and the setting? [end of grade 3].
- When can a child remember parts of a song that is sung to her, or played on the radio or television? [3 yrs old].
- When can a child play games that use words , numbers and rhymes? (for example, hopscotch, skipping games) [entry to grade R].
- When can a child follow instructions that have two parts (for example 'please go inside and bring me the broom') [entry to grade R].
- When can a child ask simple questions and give simple answers to questions from others? [3 yrs old].

STEP 3: FACILITATOR; As the group is discussing the age, listen for any disagreements and ask questions to elicit ideas around difference; for example, ask if people are thinking about:

- Girls, or boys or both?
- Children living in rural areas or the city?
- First borns (or only children), or children with older siblings?
- Children in economically secure households or poor households?

*Suggested prompt question: "*Some people say that there are differences between boys and girls in how quickly they learn these skills. What do you think?"

Language Domain: Theme 2 = Reading skills / interest in books

STEP 2

- When does a child read for pleasure or interest? [end of grade 3].
- When does a child show and interest in books, magazines, or anything else with pictures on it (e.g. photographs of family members)? [3 yrs old].
- When does a child enjoy being read to / listens closely to a story? [end of grade R].
- When does a child pretend to read books? [entry to grade R].
- When can a child recognise and name some common letters (e.g. in their own name)? [end of grade R].

- When does a child read grade level materials clearly and with understanding (e.g. book or homework instructions) [end of grade 3].

STEP 3: AS ABOVE

Language Domain: Theme 3 = Writing skills

STEP 2

- When can a child try to write lists, or a letter to granny using three or more letters? [end of R].
- When does a child use pretend writing during play activities? [entry R].
- When can a child write a paragraph for different purposes (e.g. in a story and in a letter)? [end of 3].
- When can a child make a scribble with a pen and give the scribble a name (for example, 'this is mummy')? [3 yrs].

STEP 3: AS ABOVE

NB if there has been no discussion of difference along gender, residence, family structure etc lines, then prompt some brief comments on this for all 3 themes using statements such as*: "Some people say that there are differences between boys and girls in how quickly they learn these skills. What do you think?"*

STEPS 4+5 for the reading and writing themes above

Instruction to Facilitator:

USING FLIP CHART ON STAND: "We have talked about reading and writing. Let's now talk about **how the home life can help** children develop their reading and writing skills." DRAW CHILD IN CENTRE OF SHEET, AND SKETCH A HOME AND FAMILY MEMBERS TO PROMPT DISCUSSION. NOTE RESPONSES ON FLIP CHART.

a) "Now let's talk about the **ways in which the situation at home might hinder** (get in the way of) the child learning to read and write, or slow down their development" NOTE RESPONSES ON FLIP CHART.

MAKE SURE that the discussion covers things **carers are doing** / can do to assist child development, and things they should be doing (but are not doing).

b) "Are there ways in which **others in the community, like friends and neighbours**, can help or hinder a child in learning to read and write" DRAW THESE PEOPLE & NOTE RESPONSES ON FLIP CHART.

c) "Now let's talk about the ways in which **teachers and the school system** can help or hinder a child in learning to read and write. DRAW THESE PEOPLE & NOTE RESPONSES ON FLIP CHART: Prompt questions:

"What do children need from their school to make sure they learn to read and write at the right age?"

"What do you think that teachers should do or provide in order to ensure that children learn to read and write well and at the right age?"

d) "Are there ways in which these **different groups of people (family, friends, teachers) can work together** to help children make good progress in reading and writing?" DRAW ON ARROWS TO SHOW AN INTERACTION BETWEEN THE DIFFERENT GROUPS.

Physical Domain: Theme 1 = Gross motor skills

STEP 2

- When can a child play physically active games with other children? (e.g. running games or kicking a ball?) [end of grade R].
- When can a child walk backwards [age 3].
- When can a child get dressed with minimal help? [entry to grade R].
- When can a child play physical team games like soccer, netball etc [end of grade 3].

STEP 3: FACILITATOR; As the group is discussing the age, listen for any disagreements and ask questions to elicit ideas around difference; for example, ask if people are thinking about:

- Girls, or boys or both?
- Children living in rural areas or the city?
- First borns (or only children), or children with older siblings?
- Children in economically secure households or poor households?

*Suggested prompt question: "*Some people say that there are differences between boys and girls in how quickly they learn these skills. What do you think?"

Physical Domain: Theme 2 = Fine motor skills

STEP 2

- When can a child fasten buttons? [entry to R].
- When can a child do hand work like sewing or making models? [end of grade 3].
- When can a child balance things on top of one another? [age 3].
- When can a child use crayons and pencils? *NB issue of context and affordances [end of R].
- When can a child pour liquid from small jug or cup? [age 3].

STEP 3: AS ABOVE

NB if there has been no discussion of difference along gender, residence, family structure etc lines, then prompt some brief comments on this for all 3 themes using statements such as*: "Some people say that there are differences between boys and girls in how quickly they learn these skills. What do you think?"*

STEPS 4+5 for physical development themes above

Instruction to Facilitator:

USING FLIP CHART ON STAND: "We have talked about when children learn to use their bodies. Let's now talk about **how the home life can help** children's physical development." DRAW CHILD IN CENTRE OF SHEET, AND SKETCH A HOME AND FAMILY MEMBERS TO PROMPT DISCUSSION, NOTE RESPONSES ON FLIP CHART.

a) "Now let's talk about the **ways in which the situation at home might hinder** (get in the way of) a child's physical development, or slow it down" NOTE RESPONSES ON FLIP CHART.

MAKE SURE that the discussion covers things **carers are doing** / can do to assist child development, and things they should be doing (but are not doing).

b) "Are there ways in which **others in the community, like friends and neighbours**, can help or hinder a child in learning to use their bodies" DRAW THESE PEOPLE & NOTE RESPONSES ON FLIP CHART.

c) "Now let's talk about the ways in which **teachers and the school system, social workers, or health services** can help or hinder a child in learning to read and write; DRAW THESE PEOPLE & NOTE RESPONSES ON FLIP CHART: Prompt questions:

> "What do children need from their school / the clinic / social services to make sure they develop physical skills at the right age?"
>
> "What do you think that <u>teachers / health professionals / social workers</u> should do or provide in order to ensure that children learn to read and write well and at the right age?"

d) "Are there ways in which these **different groups of people (family, friends, teachers) can work together** to help children develop physically?" DRAW ON ARROWS TO SHOW AN INTERACTION BETWEEN THE DIFFERENT GROUPS.

QUESTIONS FOR GROUP 2: (HEALTH, SAFETY, SOCIAL, PARTICIPATION AND EMOTIONAL DOMAINS)

Social Domain: Theme 3 = Health habits

STEP 2

- When can a child say why drinking only clean water and eating fresh food is important for health? [end of grade R].
- When can a child tell the difference between fresh and rotten food? [age 3].
- When can a child explain how a disease can spread from person to person (*this could be any disease*). [end of grade 3].
- When can a child wipe (or wash and dry) her hands before eating and after toileting? [entry to grade R].

STEP 3: FACILITATOR; As the group is discussing the age, listen for any disagreements and ask questions to elicit ideas around difference; for example, ask if people are thinking about:

- Girls, or boys or both?
- Children living in rural areas or the city?
- First borns (or only children), or children with older siblings?
- Children in economically secure households or poor households?

*Suggested prompt question: "*Some people say that there are differences between boys and girls in how quickly they learn these skills. What do you think?"

Physical/Social* Domain: Theme 4 = Safe behaviour

STEP 2

- When does a child know his or her first and last name, or learn to know his/her praise name? [entry to R].
- When can a child say their own name and the name of the place where they live? [end of R].
- When does a child obey instructions about safety, for example the danger of fire? [age 3].
- When does she know what to do if someone falls and hurts him or herself? [entry to R].

1. When can a child say what the dangers are: [end of R for all]

- of deep water?
- of snakes and wild animals?
- of drinking from unmarked bottles?
- of fire (paraffin stoves, candles, lamps) and electricity?
- of older people who might want to hurt them?

- of walking in, or crossing, roads?

2. When does a child know what to do: [end of grade 3 for all]

- when there is a fire?
- when there is a robbery, fight or attack?
- when someone has hurt her / him (physically or sexually)?
- when someone else has been hurt (car, fire, snake, etc.) or is very sick.?

STEP 3: AS ABOVE

NB if there has been no discussion of difference along gender, residence, family structure etc lines, then prompt some brief comments on this for both themes using statements such as*: "Some people say that there are differences between boys and girls in how quickly they learn these skills. What do you think?"*

STEPS 4+5 for health and safety themes above

Instruction to Facilitator:

USING FLIP CHART ON STAND: "We have talked about when children learn about health and safety. Let's now talk about **how the home life can help** children learn these skills." DRAW CHILD IN CENTRE OF SHEET, AND SKETCH A HOME AND FAMILY MEMBERS TO PROMPT DISCUSSION, NOTE RESPONSES ON FLIP CHART.

a) "Now let's talk about the **ways in which the situation at home might hinder** (get in the way of) a child developing skills to keep them healthy and safe, or to slow down development in this area." NOTE RESPONSES ON FLIP CHART

MAKE SURE that the discussion covers things **carers are doing** / can do to assist child development, and things they should be doing (but are not doing).

b) "Are there ways in which **others in the community, like friends and neighbours**, can help or hinder a child in learning to behave in a healthy and safe way" DRAW THESE PEOPLE & NOTE RESPONSES ON FLIP CHART.

c) "Now let's talk about the ways in which **teachers and the school system, social workers, or health services** can help or hinder a child developing skills around health and safety; DRAW THESE PEOPLE & NOTE RESPONSES ON FLIP CHART: Prompt questions:

> "What do children need from their school / the clinic / social services to make sure they learn about health and safety at the appropriate age?"
>
> "What do you think that <u>teachers / health professionals / social workers</u> should do or provide in order to ensure that children develop skills to keep themselves healthy and safe?"

d) "Are there ways in which these **different groups of people (family, friends, teachers) can work together** to help children learn about health and safety?" DRAW ON ARROWS TO SHOW AN INTERACTION BETWEEN THE DIFFERENT GROUPS.

Social Domain: Theme 1 = Social interaction with adults

STEP 2

- When can a child greet and respond in the right way to other people? [entry to R]
- When does a child learn how to ask for things politely, and respond politely when given something? [entry to R].
- When can a child ask for help (using words or actions) from familiar adults or older children? [age 3].
- When can a child ask an adult for help on the rules for a game? [end of grade 3].
- When can a child ask an adult for help to resolve a conflict? (e.g. to sort out an argument) [end of R].

Social Domain: Theme 2 = Social interaction with peers

STEP2

- When does a child look for a friend his or her own age to play with? [age 3].
- When does a child make friends with people her own age? [end of R].
- When is a child able to listen to a friend's problem and talk about it with them? [end of grade 3].
- When does a child start to look after other children? [entry to R].

STEP 3: FACILITATOR; As the group is discussing the age, listen for any disagreements and ask questions to elicit ideas around difference; for example, ask if people are thinking about:

- Girls, or boys or both?
- Children living in rural areas or the city?
- First borns (or only children), or children with older siblings?
- Children in economically secure households or poor households?

*Suggested prompt question: "*Some people say that there are differences between boys and girls in how quickly they learn these skills. What do you think?"

Social Domain: Theme 3 = Diversity (Use pilot to assess whether this should be run as a separate theme or merged with 'interaction with peers' or dropped altogether)

STEP 2:

- When does a child invite different children to join in their games? (e.g. those of different backgrounds, gender, or special need) (diversity) [end of grade 3].
- When does a child have a sense of fairness? (for example, that boys and girls, older and younger children should get the same) (diversity) [entry to R].
- When child know that it is wrong to call other children names or tease them? (e.g. those of different backgrounds, gender, or special need) (diversity) [end of R].

STEP 3: as above

Social Domain: Theme 4 = Participation

STEP 2

- When can a child participate in an organized group activity outside school e.g. church group, choir, or sports club? [end of grade 3].
- When can children choose one thing over another and give reasons for the choice (use example appropriate to context)? [entry to R].
- At what age is a child capable of expressing a sensible opinion about what chores she should do at home? [end of R].
- At what age can you trust that what a child tells you is probably true? [end of R].
- When can a child be trusted to look after a younger sibling while the carer goes to the shops for an hour?
- When can a child be trusted to look after a younger sibling for the day while the carer is at work?.
- When is a child able to take care of a sick or elderly person who cannot move from their bed, for 1-2 hours per day?.
- When is a child able to be the full time carer of a sick or elderly person who cannot move from their bed? [in mid teens?].

STEP 3: as above

NB if there has been no discussion of difference along gender, residence, family structure etc lines, then prompt some brief comments on this for both themes using statements such as*: "Some people say that there are differences between boys and girls in how quickly they learn these skills. What do you think?"*

STEPS 4+5 for social interaction themes above

Instruction to Facilitator:

USING FLIP CHART ON STAND: "We have talked about when children develop social skills. Let's now talk about **how the home life can help** children learn these skills." DRAW CHILD IN

CENTRE OF SHEET, AND SKETCH A HOME AND FAMILY MEMBERS TO PROMPT DISCUSSION, NOTE RESPONSES ON FLIP CHART.

a) "Now let's talk about the **ways in which the situation at home might hinder** (get in the way of) a child developing social skills, or to slow down development in this area" NOTE RESPONSES ON FLIP CHART.

MAKE SURE that the discussion covers things **carers are doing** / can do to assist child development, and things they should be doing (but are not doing).

b) "Are there ways in which **others in the community, like friends and neighbours**, can help or hinder a child in learning social skills" DRAW THESE PEOPLE & NOTE RESPONSES ON FLIP CHART.

c) "Now let's talk about the ways in which **teachers and the school system, social workers, or health services** can help or hinder a child developing social skills; DRAW THESE PEOPLE & NOTE RESPONSES ON FLIP CHART: Prompt questions:

> "What do children need from their school / the clinic / social services to make sure they learn social skills at the appropriate age?"
>
> "What do you think that <u>teachers / health professionals / social workers</u> should do or provide in order to ensure that children develop social skills?"

d) "Are there ways in which these **different groups of people (family, friends, teachers) can work together** to help children learn social skills?" DRAW ON ARROWS TO SHOW AN INTERACTION BETWEEN THE DIFFERENT GROUPS.

Emotional Domain: Theme 1 = Self regulation

- When can a child go and play with a group of friends for a morning without the caregiver being nearby? [Entry to R].
- When is a child happy to spend a long time away from home with people she knows and likes (e.g. a night or a weekend with a relative or close friend)? [end of grade 3].
- When can a child's caregiver leave the child with somebody she knows for an hour or two and the child settles down quite quickly? [age 3].
- When can children voluntarily separate from a caregiver to attend school without being distressed for a long period? [end of R].
- When can a child express anger without harming herself, others, or property (for example if left out of a game?) [Entry to R].

STEP 3: FACILITATOR; As the group is discussing the age, listen for any disagreements and ask questions to elicit ideas around difference; for example, ask if people are thinking about:

- Girls, or boys or both?

- Children living in rural areas or the city?
- First borns (or only children), or children with older siblings?
- Children in economically secure households or poor households?

*Suggested prompt question: "*Some people say that there are differences between boys and girls in how quickly they learn these skills. What do you think?"

Emotional Domain: Theme 2 = Coping with death and bereavement

STEP 2

- More or less at what age do children understand that we all die one day and that people who die cannot come back to us? [end grade 3 around 9 years of age].
- More or less at what age do children feel the loss of a parent? [age 3-4].
- From what age is it right for adults to talk to children about a death in the family? [from about age 3-4].

STEP 3: As above

STEPS 4+5 for emotional domains above

Instruction to Facilitator:

USING FLIP CHART ON STAND: "We have talked about when children develop emotional skills. Let's now talk about **how the home life can help** children learn these skills." DRAW CHILD IN CENTRE OF SHEET, AND SKETCH A HOME AND FAMILY MEMBERS TO PROMPT DISCUSSION, NOTE RESPONSES ON FLIP CHART.

a) "Now let's talk about the **ways in which the situation at home might hinder** (get in the way of) a child developing emotional skills, or to slow down development in this area" NOTE RESPONSES ON FLIP CHART.

MAKE SURE that the discussion covers things **carers are doing** / can do to assist child development, and things they should be doing (but are not doing).

b) "Are there ways in which **others in the community, like friends and neighbours**, can help or hinder a child in learning emotional skills" DRAW THESE PEOPLE & NOTE RESPONSES ON FLIP CHART.

c) "Now let's talk about the ways in which **teachers and the school system, social workers, or health services** can help or hinder a child developing emotional skills. DRAW THESE PEOPLE & NOTE RESPONSES ON FLIP CHART: Prompt questions:

> "What do children need from their school / the clinic / social services to make sure they learn emotional skills at the appropriate age?"

"What do you think that teachers / health professionals / social workers should do or provide in order to ensure that children develop emotional skills?"

d) "Are there ways in which these **different groups of people (family, friends, teachers) can work together** to help children learn emotional skills?" DRAW ON ARROWS TO SHOW AN INTERACTION BETWEEN THE DIFFERENT GROUPS.

ENDS

SCHEDULE FOR FOCUS GROUPS WITH CHILDREN

GOALS

1. To gather children's views on type 2 and type 3 indicators, in other words, to identify supports from the family, friends and larger community help them to gain skills in each development domain.
2. To explore affordances from children's perspectives; what enables or prevents children accessing the supports they need to support them in the development of capacities needed for school success and coping with difficult situations.

PRIOR TO THE CHILD FOCUS GROUP:

Obtain informed consent from parents, and assent from the children. Ask parents whether their child went to a crèche or pre-school, and for how long (age they started and finished) in order to clarify the educational background of sample (as this should influence children's skill development and their perceptions of supports)

EQUIPMENT NEEDED

- A4 paper, pens and pencils for drawing exercise.
- Flip chart paper as 'background' on which to act out scenarios (placing pictures upon it).
- Simple line drawing pictures (or photographs) of:
    - children of mixture of ages and genders (see scenarios below),
    - family members, friends, teachers, social workers, health workers, and
    - buildings (school, clinic, community centre, church, home, friend's home and any other locally relevant services).
- Spare paper and kokis to make more line drawings of people and places that come up in discussion.
- Video recorder and tape-recorder (as back-up).

FORMAT OF FOCUS GROUP

The sessions should be active, fun and short (maximum of 1.5 hours with a break after 45 minutes). The method should be *accessible and sensitive towards children's self esteem* (it should *not* probe into personal weaknesses).

Data collection should focus on the present. Asking nine year olds questions about their own abilities; when they started school is not wise; the data will be flawed by poor recall and the desire to show self as 'good at things'. That is why use scenarios (see below).

The focus group will consist of an icebreaker activity (drawing) followed by scenario building using pictures to elicit children's views on the supports they require to achieve developmental targets, and factors enabling or preventing their access to such supports.

1) Icebreaker activity

Aims:

1. To set the tone of the session as creative and fun.
2. To focus participants on the topic of growing up and learning new skills.
3. To generate data on children's perceptions of important developmental goals by the age of 9 years.

Give participants an A4 sheet of paper and ask them fold it in half, and on one half draw '*this is me when I started school*', and on the other half '*this is me now*'.

When they have finished drawing, ask them to think of the things they can do *now* that they *could not do* when they started school, and to jot these down on the paper around their drawing of 'this is me now'.

Facilitator and recorder spend a short amount of time (2-3 mins) with each child listening to their thoughts on 'what I can do now' and helping them write them down (or draw something to represent the skill).

NB Be careful not to spend too long in this activity as the resulting data are less pertinent to our question than the data that should arise from the scenario building.

2) Scenario-building

Use short stories/scenarios to draw out children's understandings of how they learn and acquire skills (see examples below with type 1 indicator domains in italics).

When introducing the characters in each scenario, use the pictures of children of the appropriate age and gender and move them about on a large piece of paper.

Use other simple picture cards to help children answer the 'Who can help X do Y?' questions [mother, father, aunty, uncle, grandparent, sister, brother, friend, teacher, social

worker, health worker] and the 'Where can X get help with Y?' questions [a school, a home, a friend's home, a relative's home, a soccer pitch/netball court, clinic, community centre, and any other relevant local service.]

REMEMBER: Before beginning questions and discussion, demonstrate the recording equipment to participants by encouraging them to say their names, favourite colour etc and then playing back to them. Check their consent to use the recorder then switch on for discussion.

SCENARIOS TO USE:

Note: the names used below are those chosen for the Poor Urban site.

1. This is Sipho and Thandi. They are 6 years old and have just started school (grade 1);
    - What do they need to learn?
    - How will they learn these things?
    - Who can help them learn?
2. Sipho is finding it hard to learn at school;
    - Why do you think it is difficult for him? (affordances in learning environment)
    - Where can Sipho and other young children get help if they are struggling with their schoolwork? (T2s relating to cognitive: learning)
3. Thandi cannot do her homework in time:
    - Why do you think she has this problem? (affordances in home environment)
    - Where can Thandi get help so that she can do her homework in time? (T2s relating to cognitive: learning)
4. This is Nomsa. She is in grade 2 and she finds reading very difficult; she is not very good at it.
    - How can she improve her reading? Who could help her? (T2s relating to Language; reading)
5. Zanele is 6 years old. She wants to learn to write;
    - What are some of the things she needs to start writing, and to practice her writing? (T2s relating to Language; writing)
    - Who can help her write? Where else can she get help? (T2s + T3s relating to Language; writing)

6. Vusi is in grade 3, and he likes soccer. He wants to play on a team, but he is shy to join one because he cannot kick the ball very well.
    - How could he improve his soccer?
    - Who could help him? (T2s + T3s Gross motor skills; social skills)
7. Winnie is 9 years old and has grown up in the (use appropriate rural/urban area). She is coming to live here in (name the home community).
    - What are some of the things she needs to know to keep herself safe here? (safe behaviour)

      Ensure that situations below are covered

      -when there is a fire

      -when there is a robbery, fight or attack

      -when someone has hurt her (physically or sexually)

      -when someone else has been hurt (car, fire, snake, etc.) or is very sick.
    - How will she learn these things? And what to do in the above situations?
    - Who will teach her?
8. Remember that Winnie has just arrived in (name the home community), and is starting to get to know her new home. It is quite different to the village that she grew up in.
    - What are the things she needs to learn in order to stay healthy in (site name)?
    - Who can help her learn these things? (T2s relating to health habits)
    - Where else can she learn about things we can do to stay healthy? (T3s relating to *healthy habits*)
9. Winnie has started going to school in (name the home community), but is finding it difficult to fit in; she does not have many friends.
    - Why do you think she is struggling to make friends?
    - What would make it easier for her to make friends?
    - Is there somewhere she could go to find people who will be friendly towards her? (T3s relating to social interaction with peers + participation)
    - Who could help her to make friends? (T2s relating to social interaction with peers)
10. Themba is nine years old and her older sister Joyce has been very sick for a few months. Now Joyce cannot move from her bed.

- How is Themba feeling about this? What is she worried about? (Emotion: coping with death/bereavement)
- What does she need to help her cope with her worries about Joyce? (T2s +T3s)
- Who can help her understand what is happening to Joyce? (T2s)
- Who can comfort her when she feels sad?

ENDS

CONSENT FORM FOR CAREGIVER FOCUS GROUPS: UNICEF ECD STUDY

Hello, I am …….. I am from the Human Sciences Research Council. We study a range of issues affecting South Africans, including the development of children and families. We are conducting research on what parents, educators, and health and social service workers *think about the development of young children. We are also interested in what these people think should be done to improve the development of children.*

We are working in communities in KwaisiZulu-Natal and the Western Cape. When the study has been completed, we will write a report for the United Nations Children's Emergency Fund (UNICEF). They will put all the information together in order to advise government on policies for young children.

We would like you to participate in a discussion with other educators. We will talk about **how children aged 0-9 develop and grow up**. We will also discuss how parents and educators can **support children's development**.

We will NOT ask you for any personal information about yourself or your family, other than your name and age, and the age and sex of your children. We need your name so that we can talk with you in the group discussion. It will not be used for any other purpose. All information from the group discussion will remain confidential (will only be known by the researchers). Please note that we will record the discussion on videotape. It will not be shown to anyone outside the research team without your permission.

Please understand that you can decide whether or not you want to join the group discussion. If you do not want to participate, that is fine, just tell us you do not want to participate.

If you say yes, and at some point you do not want to continue, you may tell the group facilitator that you don't want to go on. If you say yes but change your mind later on, that is fine, we will accept your decision and there will be no problem.

The group discussion will last about half the day. Refreshments will be provided, and there will be breaks after each hour. We will ask you questions about children's development and the sorts of things that can improve their development – particularly in relation to doing well in school.

Once the study is over, and if you wish, we will come back to this area and inform people about the results.

Do you want to participate? (If Yes, ask person to read form below and sign)

CAREGIVER CONSENT

I hereby agree to participate in research and discussions on the development of children. I understand that I am participating freely and without being forced to do so. I also understand that I can leave at any point should I not want to continue and that this decision will not affect me negatively in any way.

I understand that this is a research project that will not benefit me personally.

I have received the telephone number of a person to contact should I need to speak about any issues which may arise in this interview.

I understand that this consent form will not be linked to the questionnaire, and that my answers will remain confidential.

I understand that if at all possible, feedback will be given to my community on the results of the completed research.

……..

Signature of participant **Date**:……..

[This introduction and consent form as well as the questionnaire will be translated (and back translated) into the first language of participants].

ASSENT FORM FOR UNICEF ECD STUDY FOCUS GROUPS: CHILDREN.

Hello, I am …….. . I am from the Human Sciences Research Council.

Your parent / mother / father / carer has given us permission to ask you to join a group of other boys / girls to discuss how you get along at school with the school work, and how children get along with each other in school.

We would very much like you to join the group and talk to us, but just because your parent / mother / father / carer etc has given us permission to talk to you, does not mean you have to do it. It is not a problem if you don't want to. All you have to do is say so. Also, even if you agree, you can decide to leave the group if you want to. Just tell me if you want to do this.

We are going to do some fun things together for an hour or so, and while we do this we will discuss things about school together with the other children. In order to record what we do, we will make a video of us talking together. We will not show it to anyone else.
Once the study is over, and if you wish, we will come back to this area and inform people about the results.

Do you want to participate? (If Yes read form below and ask child to sign)

CHILD ASSENT FORM: READ TO CHILD AND ASK CHILD TO SIGN.

I agree to participate in the group discussions research about school. I understand that I am not being forced to do this, and that I can leave at any time if I don't want to continue. I know I will not be punished for this.
I understand that I wont get anything for myself if I join the group discussion.

I understand that the researchers wont tell anyone about personal things that we talk about in the group. However, I understand that if I talk about some danger to myself that my parents don't know about, then the researchers will have to inform my parent or guardian.

……..
Signature of participant **Date**:……..

[This introduction and consent form as well as the questionnaire will be translated (and back translated) into the first language of participants].

CAREGIVER CONSENT FOR CHILD PARTICIPATION: UNICEF ECD STUDY

Hello, I am …….. I am from the Human Sciences Research Council. We study a range of issues affecting South Africans, including the development of children and families. We are conducting research on what parents, educators, and health and social service workers *think about the development of young children. We are also interested in what these people think should be done to improve the development of children.*

We are working in communities in KwaisiZulu-Natal and the Western Cape. When the study has been completed, we will write a report for the United Nations Children's Emergency Fund (UNICEF). They will put all the information together in order to advise government on policies for young children.

As part of our studies we want to speak to a group of children from this community who are in Grade 3. We want to ask them some questions about what they need to do well academically, and what they need to get along with the other learners in the school. We will also ask them about the sorts of help children need to deal with illness in their families. No sensitive personal questions will be asked about the child or her / his family. Any personal information that might emerge in the discussion group will remain confidential. If your child tells us of any problems that we feel you should know about, you will be informed.

Please understand that **if you consent to the participation of your child, we will also ask the child whether or not she/he wishes to participate. The child's participation is entirely voluntary** and he or she will not be forced to take part in this study. Please note that we will record the children's discussion on videotape. It will not be shown to anyone outside the research team without your permission.

If you do not wish your child to participate, you will not be affected in any way.

If your child agrees to participate, and at some point he / she does not want to continue, he or she may tell the group facilitator that she / he does not want to carry on. If your child does this there will be no penalties for you or your child.

The children's group discussion will last not more than 11/2 hours and will be arranged with the child's school at a time that is convenient for the school. Refreshments will be provided for the children.

CAREGIVER CONSENT FOR THE CHILD'S PARTICIPATION

I hereby consent to my child's participation in this research. I understand that my child will be asked whether or not she or he wishes to participate, and that he / she will participate freely and without being forced in any way to do so. I also understand that the child can leave the group discussion at any point, and that this decision will not in any way affect me or my child negatively.

I understand that this is a research project that will not benefit me or my child personally.

I have received the telephone number of a person to contact should I need to speak about any issues which may arise from my child's participation in this study.

I understand that if at all possible, feedback will be given to my community on the results of the completed research.

……..

Signature of participant **Date**:……..

[This introduction and consent form as well as the questionnaire will be translated (and back translated) into the first language of participants].

CONSENT FORM FOR UNICEF ECD STUDY FOCUS GROUPS: EDUCATORS.

Hello, I am …….. I am from the Human Sciences Research Council. We study a range of issues affecting South Africans, including the development of children and families. We are conducting research on what parents, educators, and health and social service workers *think about the development of young children. We are also interested in what these people think should be done to improve the development of children.*

We are working in communities in KwaisiZulu-Natal and the Western Cape. When the study has been completed, we will write a report for the United Nations Children's Emergency Fund (UNICEF). They will put all the information together in order to advise government on policies for young children.

We would like you to participate in a discussion with other educators. We will talk about **how children aged 0-9 develop and grow up**. We will also discuss how parents and educators can **support children's development**.

We will NOT ask you for any personal information about yourself or your family, other than your name, age, the classes you teach, and how long you have been in the profession. We need your name so that we can talk with you in the group discussion. It will not be used for any other purpose. All personal information from the group discussion will remain confidential. Please note that we will record the discussion on videotape. It will not be shown to anyone outside the research team without your permission.

Please understand that you can decide whether or not you want to join the group discussion. If you do not want to participate, that is fine, just tell us you do not want to participate.

If you say yes, and at some point you do not want to continue, you may tell the group facilitator that you don't want to go on. If you say yes but change your mind later on, we will accept your decision and there will also be no penalties and or other problems.

The group discussion will last around half the day. Then in the afternoon, seeing as you have given us your time, we will provide the opportunity for those who wish, to seek guidance from the research team on any issues they want to raise concerning the children with whom they work. This session is voluntary as well.

Once the study is over, and if you wish, we will come back to this area and inform people about the results.

Do you want to participate? (If Yes, ask person to read form below and sign)

EDUCATOR CONSENT

I hereby agree to participate in research regarding young children's development. I understand that I am participating freely and without being forced in any way to do so. I also understand that I can leave the discussion at any point should I not want to continue and that this decision will not in any way affect me negatively.

I understand that this is a research project that will not benefit me personally.

I have received the telephone number of a person to contact should I need to speak about any issues which may arise in this interview.

I understand that the researchers will keep personal information that arises in the group discussion confidential.

I understand that if at all possible, feedback will be given to my community on the results of the completed research.

……..

Signature of participant **Date**:……..

[This introduction and consent form as well as the questionnaire will be translated (and back translated) into the first language of participants].

CONSENT FORM FOR UNICEF ECD STUDY FOCUS GROUPS: SOCIAL SERVICES AND HEALTH WORKERS.

Hello, I am …….. I am from the Human Sciences Research Council. The Human Sciences Research Council is a national research organization. We are conducting research on what parents, educators, and health and social service workers *think about the development of young children. We are also interested in what these people think should be done to improve the development of children.* We are working in communities in KwaisiZulu-Natal and the Western Cape. When the study has been completed, we will write a report for the United Nations Children's Emergency Fund (UNICEF). They will put all the information together in order to advise government on policies for young children.

We would like you to participate in a discussion with other (*SOCIAL SERVICES OR HEALTH WORKERS*). We will talk about **how children aged 0-9 develop and grow up**. We will also discuss how parents and educators can **support children's development**.

We will NOT ask you for any personal information about yourself or your family, other than your name and age, and the age and sex of your children. We need your name so that we can talk with you in the group discussion. It will not be used for any other purpose. All personal information from the group discussion will remain confidential. Please note that we will record the discussion on videotape. It will not be shown to anyone outside the research team without your permission. (leave out if individual interview).

Please understand that you can decide whether or not you want to join the group discussion. If you do not want to participate, that is fine, just tell us you do not want to participate.

If you say yes, and at some point you do not want to continue, you may tell the group facilitator that you don't want to go on. If you say yes but change your mind later on, we will accept your decision and there will also be no penalties and or other problems.

The group discussion will last around half the day. Then in the afternoon, seeing as you have given us your time, we will provide the opportunity for those who wish, to seek guidance from our research team on any issues they want to raise concerning the children with whom they work. This session is voluntary as well.

Once the study is over, and if you wish, we will come back to this area and inform people about the results.

Do you want to participate? (If Yes, ask person to read form below and sign)

SOCIAL SERVICES AND HEALTH WORKER CONSENT

I hereby agree to participate in research regarding young children's development. I understand that I am participating freely and without being forced in any way to do so. I also understand that I can leave the discussion at any point should I not want to continue and that this decision will not in any way affect me negatively.

I understand that this is a research project that will not benefit me personally.

I have received the telephone number of a person to contact should I need to speak about any issues which may arise in this interview.

I understand that the researchers will keep personal information that arises in the group discussion confidential.

I understand that if at all possible, feedback will be given to my community on the results of the completed research.

……..

Signature of participant **Date**:……..

[This introduction and consent form as well as the questionnaire will be translated (and back translated) into the first language of participants].

CHILD, YOUTH & FAMILY DEVELOPMENT
HUMAN SCIENCES RESEARCH COUNCIL

GOING GLOBAL WITH INDICATORS OF CHILD WELL-BEING

INDICATORS OF SOUTH AFRICAN CHILDREN'S PSYCHOSOCIAL DEVELOPMENT IN THE EARLY CHILDHOOD PERIOD:

PHASE 3 REPORT

APPENDIX 2: COMPOSITE TABLE OF ADULT STANDARDS FROM ALL STUDY SITES

APPENDIX 2: COMPOSITE TABLE OF ADULT STANDARDS FROM ALL STUDY SITES

INTERPRETATION

The Table is stratified by domain and within each domain, the pertinent sub-domains. Each sub-domain includes the question asked and the standard (Californian; South African or 'no standard' in some cases) in the left hand column. In the next four columns to the right are the local standards expressed by the different groups. Participants and sites are identified by the codes below. Pertinent commentary designed to assist interpretation of variation and commonality is provided for each sub-domain ("quotes and discussion" column). Comments relating to the domain as whole are included under the right hand column: "Notes: Differences between groups and sites". These comments serve to highlight site variation. Information derived from, 4 and 5 of the adult schedule are noted under each domain table. Empty cells indicate that there was not much comment worth reporting. The information from all adult participants across all the domains has been integrated and stratified by adult informant type: parents, ECD staff (preschool teachers); primary school teachers and child professionals (health workers and social services workers).

KEY

In the table, sites are coded as follows:

UM = Urban middle class (Durban Kwazulu-Natal).

RP = Rural poor black African (Ndonyana, Kwazulu-Natal).

UP = Urban poor black African (Masiphumelele, Western Cape).

Adult participant categories are coded as follows in order to identify source of comment from the interviews:

P: Parent; **ECD:** Preschool teacher / ECD staff; **T**: Primary school teacher; **CP:** Child care professional staff including social service workers, medical professionals, OTs, nurses etc

N/A = question not asked of a particular group.

Local Standards for Cognitive Development 1: Interest in Learning

Step 4-5 UM: (P) Parents mentioned that OBE requires parents to work with their children and with teachers and this makes homework a much earlier occurrence. The importance of good municipal libraries was also mentioned along with media rooms and access to computers.

Question	Participant Responses by Adult Category and Study Site					Notes: Differences between Groups and Sites
[South African Grade and Californian standard (ages)]	P	ECD	T	CP	Quotes and discussion Specify group (P1, P2, ECD, T, CP)	Specify group (P1, P2, ECD or T, CP) (P1) = Parents of School 1 in Durban (Manor) (P2) = Parents of School 2 in Durban (Westville)
When can a child do a homework task without supervision? [end of Grade 3]	UM: 10 -14 UP: 8:	UM: 14 + UP: 9 RP: 10-14	UM: 8 UP: 8-9 RP: 14	UM: 8 – 9		UM: P1) Parents thought that there were gender differences, saying that boys develop later than girls on item 4 (doing a task without an adult). Cultural differences were also mentioned in that Indian girls were taught how to cook from an earlier age. UP: P1) Parents thought that 'richer ones' develop faster since they had access to healthy food and could attend preschool. Only children also developed faster since they were the only ones their parents had to spend money on. These children did not have to share their parents' resources with other siblings. UP: T) Teachers felt that girls developed these skills earlier than boys due generally to the gender socialization in their culture. Whereas girls would spend time playing indoors and would mimic their moms, boys would be playing physically active games outdoors. RP: T) younger children learn from older children; town children and more independent; rural children need to be supervised till older. UM: ECD) Preschool teachers mentioned boys might be older for some of these items, especially homework. UM: T) "Girls can probably do their homework sooner unsupervised, they are more responsible, more mature than boys" UM: CP) " It doesn't always work gender wise but it can work gender wise, boys for example could be into banging more, but it really depends on the personality". "The type of imaginative play is often culturally and or gender , because the mommies will teach the little girls to play dolls, and the boy to play girls" "Also in terms of what they see in the home, the moms will often encourage the little girls to do the dishes."
When can a child use familiar objects, (for example a stick to bang a tin?) [3 yrs]	UM: 0 -1 UP: 0-1	UM: 0-1 UP: 1 RP: 8 (invalid)	UM: 0-1 UP: 0-1 RP: 2	UM: 0 – 1		
When does a child use things in the home to play her own imaginary games? [entry to grade R]	UM: 2 –3 UP: 1-2	UM: 2 UP: 3 RP: 8 (invalid)	UM: 2 UP: 3-4 RP: 4	UM: 2		
When can a child do a simple task to the end with an adult or older child (for example washing the dishes)? [end of grade R]	UM: 4 UP: 5	UM: 3 UP: 10 RP: 7	UM: 5 UP: 6-7 RP: 6	UM: 4-5		

"I think the amenities, the facilities, the stuff that's available should be made more available." In addition, parents emphasized that teachers should make the syllabus interesting by not repeating the same thing every year, and adding more variety and innovation to their teaching. "I think also in terms of the curriculum there are some things that they talk about in primary school, that they have done every year, so…does it have to be like that, by the time they reach grade three its like ok the human body, the interest isn't sparked they have done it and they have done it…teachers can be more innovative." Parents felt that the family, more particularly the mothers, could promote these skills by telling stories to children either by reading from a book or from memory. These skills could be further improved by encouraging children to watch educational programmes on TV and listen to the radio. Family and Community Motivators (FCM's) could assist mothers in this by showing mothers how they could use things in and around the home to stimulate their children.

Step 4-5 UM: (T) "We give them homework books, check homework is done, if a child is absent minded we check they have got everything they need for homework." "Some parents know and help their kids, others don't". "Teachers send letters home to the parents asking them to sign when their children had completed their homework etc".

Step 4-5 UM: (CP) "These ones are mainly the mother, or main caretaker because a lot of people have au pairs."

Local Standards for Cognitive Development 2: Numbers and Mathematics

Question	Participant Responses by Adult Category and Study Site					Notes: Differences between Groups and Sites
[South African Grade and Californian standard (ages)]	P	ECD	T	CP	Quotes and discussion *Specify group* (P1, P2, ECD, T, CP)	Specify group (P1, P2, ECD or T, CP) (P1) = Parents of School 1 in Durban (Manor) (P2) = Parents of School 2 in Durban (Westville)
When can a child count to ten from memory? [entry to Grade R].	UM: 3 UP: 2-3 in richer families 4 in poorer families	UM: 3 UP: 4 RP: 5-6	UM: 2- 3 UP: 3-4 RP: 5	UM: 3-4	UM: P1) Discussion centred on the difference between rote recall and actually understanding numbers. CP) "Rote count?"	UM: P1) Differences centred on older and younger siblings (younger siblings learning faster), and whether the family puts in time learning with the child. For example whether parents teach their children to count or not. "Possibly older siblings, they teach you a lot with numbers and alphabet." " The second sibling learns faster" " The second child is always a quicker learner" "My eldest son, he taught the young one how to do it , and then he stands back and says but I only did this when I was…and he gives a day" "Would not say gender" "The school, the family, how much time parents have to spend teaching them the stuff they actually pay the school to teach their child, …most parents think you go to school that's where you learn all that" UM ECD) No gender differences were mentioned initially, however when probed, one of the teachers mentioned that "their girls count better". Others then commented that "they are more interested in letters and numbers." Teachers also mentioned that some children could do the above items at an earlier age. UM CP) "Definitely how much those things are valued in the family, and how much the parents are involved, it might be genetic as well". "I noticed the parents who do a lot of reading and read to the kids, the 0, 2, 3 year olds understand and can focus on
When can a child count to two or three? [3 years of age]	UM: 2 UP: 3	UM: 2 UP: 3 RP: 2	UM: 3 UP: 5 RP: 3	UM: 2	UM: P1) "This is purely repetition, whether they understand it?" "My three year old can't count to 10 from memory because we have never taught her, we have taught her like one and two with objects" "Some children at 3 can recite the whole alphabet but they don't know what it is"	
When can a child add and subtract with numbers up to 10? [end of Grade R].	UM: 6-7 UP: 7-8	UM: 6 UP: 7 RP: 6-7	UM: 6 UP: 6 RP: 6	UM 6-7	UM: Most parents said there children started earlier, but that the 6-7 was the average. "By the time my kids had finished preschool they were adding subtracting"	

Question	Participant Responses by Adult Category and Study Site					Notes: Differences between Groups and Sites
[South African Grade and Californian standard (ages)]	P	ECD	T	CP	Quotes and discussion *Specify group* (P1, P2, ECD, T, CP)	Specify group (P1, P2, ECD or T, CP) (P1) = Parents of School 1 in Durban (Manor) (P2) = Parents of School 2 in Durban (Westville)
When does a child read, write and understand numbers from 1 to 1000? [end of grade 3].	UM: 9-10 UP: 9-10	UM: 7 UP: 9 RP: 9	UM: 9 UP: 9 RP: 8	UM: 6-7	UM: CP) "Depends which school you go to"	books, those who don't read and don't value it is as much." "The more they know of parenting skills, they can extend the route learning." RP: ECD) girls are cleverer than boys; younger copy from older. RP: T) boys are better at figures. "Children learn faster from other children."

Step 4-5 UM (P1): Discussion centred on making learning fun, involving numbers in daily activities and treating children with respect to their differences. "The thing is having fun, if they (school) provided the type of opportunity where kids could learn these type of skills, how to do numbers and that with colours and blocks" "Teachers send home things which say please play with your child on the way to school, so you would count how many red cars are in front of us, how many buses, and like that they are learning to add, or in the store you take them with you when you are buying your bread and milk, and adding and subtracting the change that's given back." "Interacting with the children with games." "I think that teachers cannot treat all children as if they have the same needs and same ability, because some children will be better at numbers than they will at numbers and the teachers just teach them like they were a little block, but they are different they need to be treated as different."

Step 4-5 UM (T): "We teach the children and parents would teach the children when they are little, and then maths would be actively taught".

Local Standards for Cognitive Development 3: Order and Measurement

Question	Participant Responses by Adult Category and Study Site					Notes: Differences between Groups and Sites
[South African Grade and Californian standard (ages)]	P	ECD	T	CP	Quotes and discussion *Specify group* (P1, P2, ECD, T, CP)	Specify group (P1, P2, ECD or T, CP (P1) = Parents of School 1 in Durban (Manor) (P2) = Parents of School 2 in Durban (Westville)
When can a child compare lighter with heavier and longer with shorter? (give example in context) [end of Grade R]	UM: 3 UP: 3	UM: 5 UP: 5-6 RP: 4	UM: 4 UP: 6 RP:2	UM: 4		UM: P1) One mother suggested their may be gender difference with regard to things like organising, but conceded that this may "be just a personality thing" of her own child. The others where unable to comment. UM CP) "Cognitive ability" "Innate" " Some of the children just do it, others just can not get it" "Abstract classification". "It's also got to do with language development". "One of things that happens in middle class families, is that quite often both parents work and quite often those are the children who come in here." "I wonder whether they lose out on some of those things, the incidental learning." "Because they go into big crèches and things where they run about madly but they don't get a lot of individual attention".
When can a child name days of week and months of year? [end of Grade 3]	UM: 6-7 UP: 2-3 if attending crèche 5-6 if not	UM: 5 UP: 4-5 RP: 5	UM: 7 UP:5-6 RP: 5	UM: 5	UM: P1) "But they lose perspective, they can't understand weeks and months, it's when they start writing the date every day at school that they really understand it" T) "They used to in the old days" "They definitely don't, if you just follow what day they can play on the Jungle Jim, they ask every day" CP) "We test that at preschool level"	
When does she start to arrange objects in groups, (for example sorting things in different piles?) [3 years old]	UM: 3-4 UP: 5-6	UM: 3 UP: 6 RP: 6	UM: 4 UP: 5-6 RP: 5	UM:2-3	UM: P1) "My daughter is a neat freak" ECD) Tidy up was mentioned here as a class activity (e.g. Lego, and objects in the garden). CP) "We test that on the START which goes up to 36 months"	

Question	Participant Responses by Adult Category and Study Site					**Notes: Differences between Groups and Sites**
[South African Grade and Californian standard (ages)]	P	ECD	T	CP	Quotes and discussion *Specify group* (P1, P2, ECD, T, CP)	Specify group (P1, P2, ECD or T, CP (P1) = Parents of School 1 in Durban (Manor) (P2) = Parents of School 2 in Durban (Westville)
When can she order objects from the smallest to the largest? (for example when can she sort a pile of beans into small beans and big beans?) [entry to Grade R].	UM: 3-4 UP: 6-7 RP: 4-5	UM: 5 UP: 6 RP: 5	UM: 5 UP: 5-6 RP: 5	UM: 3	UM: P1) Mothers thought this occurred quite young, particularly since two of the mothers had children who had been at Montessori schools. "At Montessori they have a pink tower, with sorting into different shapes." One mother wanted to put this age as older, saying children try it at a younger age but whether they get it right was another matter. In response a mother commented that the "The equipment at Montessori was self correcting, you could not get it wrong, you could not put the biggest thing in the smallest hole."	RP: ECD) girls faster; white children faster than black; younger copy from older RP: T)great difference between races: black children have no aids to teach them but other races are lucky to have parents who can buy learning aids." "Town children exposed to more learning aids – TV – picture books –schools have more learning aids. "

Step 4-5 UM (P1): Mothers suggested that making equipment available such as self correcting toys would aid in children's learning. Mention was also made of the difference between preschools (for learning) and playschools (for playing). "They should make those kind of facilities available." "You get playschool and you get preschool, and playschools are just play and art, and a proper preschool will have equipment which allows the inquiring mind to grow."

Step 4-5 UM (ECD): Teachers felt that they practiced all the above skills at the preschool, and mentioned the importance of equipment. Teachers also pointed out that parents "do the days of the week with their children", but that "not many parents go into the classifications, although they probably do sorting with tidying up bedrooms."

Local Standards for Cognitive Development 4: Language Development: Language comprehension and expression

Question	Participant Responses by Adult Category and Study Site					Notes: Differences between Groups and Sites
[South African Grad and Californian standard (ages)]	P	ECD	T	CP	Quotes and discussion *Specify group* (P1, P2, ECD, T, CP)	Specify group (P1, P2, ECD or T, CP) (P1) = Parents of School 1 in Durban (Manor) (P2) = Parents of School 2 in Durban (Westville
When can a child tell their own stories and retell stories of others in their own words? [end of grade R].	UM: 4 UP: 6-7	UM: 3 UP: 6 RP: 3-4	UM: 3 and 5 UP: 6 RP: 6	UM: 3	UM: P1) Mothers commented that at this early age, they would open a book with their children, and the child would make up their own story. However one mother felt that her daughter could not make a coherent story at nine. "They can look at a book and they can tell a story, but if you were to say to them please tell me what happened in such and such an incident, my daughter would say um uh and their would be lots of umms and like's, and my son would say he can't remember." Other mothers were happy with a younger age for this item, given that their children could tell a story of for example what happened when someone did something at preschool. T)"They can tell their on stories earlier but can only retell others stories latter."	UM: P1) Television and radio definitely makes a difference, in that if one links a song or something visual, this aids learning. Gender was mentioned in relation to telling a story, with mothers suggesting that boys keep things simple, whereas "girls elaborate and tell you all sorts of stuff that really is not necessary, whereas boys tell you nothing, the bare minimum." UM ECD) Preschool teachers suggested there were gender differences with respect to language; older sibs help younger to learn; "Girls are more language oriented than boys are" , although one of the teachers disagreed with this. In terms of following instructions, girls were said to do so sooner because " girls are more eager to please" whereas boys "are always very busy" UM CP) "Generally we find that girls acquisition of language seems to be differently developed" "And some times the position in the family provide different things, because the first child, they learn a particular language often adult taught , whereas the second or third child learn a lot more from peers or other children, so their vocabulary is sometimes is, certainly equal, and they might even have more of certain things but it might not be as perfect because it hasn't been trained by an adult to the same extent but it doesn't mean

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[South African Grad and Californian standard (ages)]	P	ECD	T	CP	Quotes and discussion *Specify group* (P1, P2, ECD, T, CP)	Specify group (P1, P2, ECD or T, CP) (P1) = Parents of School 1 in Durban (Manor) (P2) = Parents of School 2 in Durban (Westville
If you tell a child a story when can she tell you very simply what happened ? [end grade R]	UM: 5 UP: skip	UM: 3 UP: skip RP: 5	UM: 3 UP: skip RP:7	UM: 3	UM: CP) "We test it from 3"	adult to the same extent but it doesn't mean that they are going to have less skill in the long run , its just a different way of acquiring it" Their grammar might be poorer, but they might have longer sentences, more vocabulary" "For example younger children may know numbers like 13, 14 because they have heard it , but they may not be as good at counting to start with because they haven't had the route drill". " Often child whose moms are at home with them have a better language skill as compared to children who might have been to day care, and possibly the amount of ear infections they have got at crèche because that does make a big difference".
When can a child read a story and talk about what happened, the characters and the setting? [end of grade 3].	UM:7 UP:9	UM:7 UP: 7 RP: 8	UM: 8 UP: 8-9 RP: 12	UM: 6-7		
When can a child remember parts of a song that is sung to her, or played on the radio or television? [3 yrs old].	UM: 2 UP: 3	UM: 2 UP: 5-6 RP: 3	UM: 2 UP: 3 RP: 6	UM: 2 -3	UM: P1) Mothers laughed at this item, saying this happened at a very early age "Barbie girl" for example.	UM: ECD) Teachers unanimously thought that "first borns are a lot slower to develop, since the second born has siblings to copy and to mimic." However teachers also added that in some cases "parents often have more time to spend with the first one than with the siblings, in some cases they are more advanced because

Question	Participant Responses by Adult Category and Study Site					Notes: Differences between Groups and Sites
[South African Grad and Californian standard (ages)]	P	ECD	T	CP	Quotes and discussion *Specify group* (P1, P2, ECD, T, CP)	Specify group (P1, P2, ECD or T, CP) (P1) = Parents of School 1 in Durban (Manor) (P2) = Parents of School 2 in Durban (Westville
When can a child play games that use words , numbers and rhymes? (for example, hopscotch, skipping games) [entry to grade R].	UM: 4- 5 UP: 5-6 especially girls	UM: 3 UP: 4-5 RP: 4	UP: 6-7 RP: 5	UM: 5 and 7	UM: P1) Initially this was put younger, but one mother objected saying "mine only started playing those games when they got to school, otherwise it was just play in the playground…not that they where not capable but it wasn't something that they did" T) "They don't do that stuff anymore" "Doesn't work with urban middle class children, they are not exposed, they are stuck in front of the TV." Some cultural differences were mentioned. CP) "From a coordination point of view it has to be older" "It's a different question because they can play games that use words and number and rhymes early, but the second part makes in older because of the coordination "	in some cases they are more advanced because the parents had more time to spend with them." If there were more than two children then this was said to definitely have an effect on language development (the last being quicker). Again however teachers stressed that "having siblings doesn't necessarily mean the child is going to be brighter, it depends on the quality of the parent." In terms of temperament teachers thought that "First children are normally more laid back, the next born is normally more intense, more feisty". "The first children are more acceding, the older ones are definitely more laid back". "The second one has to fight for what they want from the big one." The first children has had the individual attention, had everybody 'going and going' over it, and it can be very aggravating to the big one when the little one comes along and disturbers everything." RP T): "girls like stories and music and they like talking a lot – they do as they are told." RP ECD): "3-4 older sibs helps younger to learn."
When can a child follow instructions that have two parts (for example 'please go inside and bring me the broom') [entry to grade R].	UM: 5 UP: 3	UM: 3 UP: 2-3 RP: 3	UM: 3 UP: 2-3 RP: 4	UM: 2	UM: P1) Mothers suggested the age above, however joked that children lose it in-between (when they don't want to do things, they refuse) and regain it only latter.	
When can a child ask simple questions and give simple answers to questions from others? [3 yrs old].	UM: 6 UP: 3	UM: 2 UP: 3-4 RP: 4	UM: 2-3 UP: 2 RP: 4	UM: 2	UM: P1) Mothers laughed, saying they never ask simple questions, "when you hear the why you know its not a simple question its something you can't answer."	

Step 4-5 UM (P1): Mothers thought that better mediums of teaching were required in general (although not for their schools as these were sufficient). Examples included television, educational programmes, magazines, books and playground equipment. The latter was thought to be particularly important for item 6 (following instructions) since an appropriate playground allows one to teach a child how to follow two part instructions, like go around and fetch. Teachers were said to be able to play a role, in teaching children songs and poems, and importantly listening to a child (in order to encourage talking). This last was also said to be very important for parents to do.

Step 4-5 UM (ECD): Preschool teachers promoted language development through songs and stories, which was also said to occur at home. The role of extended family in reading stories to children was also mentioned – "in lots of our children extended family play a bigger role than parents themselves", "Yes lots of grandparents pick up".

Local Standards for Cognitive Development 5: Language Development: Reading

Question	Participant Responses by Adult Category and Study Site					Notes: Differences between Groups and Sites
[South African Grade and Californian standard (ages)]	P	ECD	T	CP	Quotes and discussion *Specify group* (P1, P2, ECD, T, CP)	Specify group (P1, P2, ECD or T, CP) (P1) = Parents of School 1 in Durban (Manor) (P2) = Parents of School 2 in Durban (Westville)
When does a child read for pleasure or interest? [end of grade 3].	UM: 9 UP: 8-9 RP: 9 white children start using reading material earlier than other races; they are better at reading	UM: 7 UP: 9-10 RP: 7	UM: 7 UP:6-7	UM: 8-9	UM: P1) Mothers suggested that if this included reading with the parent, then it would be very young, since a child would pick up a book and ask a parent to read it to them from quiet young. However in terms of reading for their own interest, this would be at the above age. T) "They start reading earlier, but its more learning to read" CP) "Most of them don't do it (for pleasure) earlier"	UM: P1) Parents though gender did not make a difference here but highlighted the influence of the family, suggesting some parents read a lot at home, and have books available for the children to read whereas others do not. T) "Siblings yes, if they have got siblings they sometimes develop more quickly, they want to copy the older children"
When does a child start to look through books, magazines, or anything else with pictures on it (e.g. photographs of family members)? [3 yrs old].	UM:3- 4 UP: 2 RP: 4	UM: 0-1 UP: 3-4 RP: 3	UM: 1 UP: 5-6	UM: 0-1	UM: P1) Mothers thought this occurred from very young. One mother thought that if this included the issue of content then this would occur later on. Other mothers thought that children from very young would look for things in a picture (like frogs). RP P) : 4 we also have crèches this helps children to learn fast RP ECD): girls like to read a lot more than boys	
When does a child enjoy being read to / listens closely to a story? [end of grade R].	UM: 2 UP: 7 RP: n/a	UM: 3 UP: 5-6 RP: 5	UM: 1 UP: 4-5	UM: 0-1		

Question	Participant Responses by Adult Category and Study Site					Notes: Differences between Groups and Sites
[South African Grade and Californian standard (ages)]	P	ECD	T	CP	Quotes and discussion *Specify group* (P1, P2, ECD, T, CP)	Specify group (P1, P2, ECD or T, CP) (P1) = Parents of School 1 in Durban (Manor) (P2) = Parents of School 2 in Durban (Westville)
When does a child pretend to read books? [entry to grade R].	- UP: 3 RP: 7	UM: Skip UP: 7 RP: 4	UM: 1-2 UP: 2-3	UM: 2		
When can a child recognise and name some common letters (e.g. in their own name) [end of grade R].	UM: 3 –4 UP: 6-7 RP: 9	UM: 3 UP: 5-6 RP: 4	UM: 5 UP: 6-7	UM: 4	UM: CP) "I had a parent come to me saying the child could not remember all the letters in the alphabet, but I said to her she's only three" " I had a mother say the same thing, she said look at the writing, the school said the writing is not good enough, her child was 3 and a half"	
When can a child recognize printed letters around her? [Entry grade R]	UM: 4 UP: skip RP: 9	UM:4 UP: skip RP: 5	UM: 3-4 UP: skip	UM: 4	UM: P1) "stop signs." CP) "They pick up those things quickly"	
When does a child read grade level materials clearly and with understanding (e.g. book or homework instructions) [end of grade 3].	UM: 5 UP: 9-10 RP: 10	UM: 7 UP: 8 RP: 10	UM: 7 UP: 6-7	UM: 7	UM: P1) Parents said, "when they have to", and that "they don't have a choice since this was determined by the school."	

Step 4-5 UM (P1): Parents spoke of making books available to promote an interest in books. This included both books that a child can read and books that the parent can read to the child. A suggestion was that preschools should have facilities (small libraries) available which loan out books for parents to read with their children. With respect to school parents felt that too much pressure was put on the children to read, to have "five book reviews" for example. Also that children where forced to read in a certain way, to read more accurately rather than to read for enjoyment, and that this can cause children to lose the enjoyment in reading. " They say to the kids you must get every single word right rather than the kid understanding". Parents also thought that if children were not reading properly by 9 that would be "a big

problem." One parent commended service providers, commenting that municipalities are providing good libraries for children, and that there are even mobile libraries available in rural areas.

Step 4-5 RP (T): girls like to read a lot more than boys. "Exposure to books is a big factor"

Step 4-5 UM CP: "Preschools are a big influence, because they are starting so much earlier with things like letter land, and there is so much visual input, kids are exposed to visual stuff early".

Local Standards for Cognitive Development 6: Language Development: Writing

Question	Participant Responses by Adult Category and Study Site					Notes: Differences between Groups and Sites
[South African Grade and Californian standard (ages)]	P	ECD	T	CP	Quotes and discussion *Specify group* (P1, P2, ECD, T, CP)	Specify group (P1, P2, ECD or T, CP) (P1) = Parents of School 1 in Durban (Manor) (P2) = Parents of School 2 in Durban (Westville)
When can a child try to write lists, or a letter to granny using three or more letters? [end of R]	UM: 8 UP: 9-10 RP: 10	UM: 7 UP: 7 RP: 9	UM: 5-6 UP: 8-9	UM: 7 RP: n/a		UM: P1) Parents thought there was no real difference with respect to gender. The interviewer prompted the issue of neatness, to which the parents replied that the move has been away from neatness, and that neatness was more in their day. CP) " I do think that the visual perception is a more cognitive thing, as a pose to the writing which is based on the development of the body and hand, it is (writing) more dependent on maturation, often we have children with very good visual skills but their hand can only perform at the chronological age. " Yes we get more and more of this" " I recommend those kids go to OT, because the frustration level, they have got cognitive function at an 8 year old level but their hand can only work at a 4 year old level , and they just wont do the work, the cant write the things down , and they don't get the gold star - the acknowledgement" "And there is a lot of visual stimulation these days, from TV, and from educational toys, but they are not necessarily physically stimulating" "I think they are not playing outdoors as much, not walking to school etc." "I have found that a lot of parents have stopped their children watching TV and playing video games, it's a trend , parents are wanting the children to get out", "But generally there is a lot more visual stuff for all of us" "The trend is visual , but there is an awaking to the fact that hey we have to do some physical stuff." "If you look in middle class gardens you will find a heck of a lot of jungle jims".
When does a child use pretend writing during play activities? [entry R]	UM:3 UP: 3 RP: 7	UM: 3 UP: 4-5 RP: 3-4	UM: 2-3 UP: 2	UM: 2-3	UM: CP) "It depends on what they see, because sometimes they start quite early if they see their parents writing"	
When can a child write a paragraph for different purposes (e.g. in a story and in a letter) [end of 3]	UM: 7 UP: 9-10 RP: 14	UM: Skip UP: 9-10 RP: 9	UM: 8-9 UP: 9	UM:8		
When can a child make a scribble with a pen and give the scribble a name (for example, 'this is mummy') [3 yrs]	UM: 3 UP: 4-5 RP: 2	UM: 2 UP: 3 RP: 2	UM: 0-1 UP: 3-4	UM: 3		

Steps 4-5 UM (P): The suggestion was that caregivers could encourage children to use their imagination, because children's scribbles were the foundation of writing. "If you get told what is this rubbish, then you are going to lose interest very fast." One mother brought up the

issue of computers affecting children's learning to write, suggesting that children were not getting the fine motor schools required for this skill. In respect of preschools and schools parents said more equipment (like Montessori equipment) was required to encourage fine motor skills, like painting, threading beads, moving beads with tweezers, rather than just gross motor skills.

Local Standards for Motor Development 1: Gross Motor Development

Question	Participant Responses by Adult Category and Study Site					Notes: Differences between Groups and Sites
[South African Grade and Californian standard (ages)]	P	ECD	T	CP	Quotes and discussion *Specify group* (P1, P2, ECD, T, CP)	Specify group (P1, P2, ECD or T, CP) (P1) = Parents of School 1 in Durban (Manor) (P2) = Parents of School 2 in Durban (Westville)
When can a child play physically active games with other children? (e.g. running games or kicking a ball?) [end of grade R]	UM: 3 UP: 6 RP: 2 UM: 6	UM: 4 UP: 2-3 RP: 2	UM: 3 UP: 2	UM: 4 RP: 3	UM: ECD) "Kick a ball" T) "As soon as they can walk, but they don't play with each other" CP) "They have to be watched otherwise they get squashed" "With supervision" "At 2 and a half they are playing physical games with each other" "Expect that its parallel play so that would make it older". "If with means interaction".	UM: P) Parents mentioned genetic differences in terms of dispositions towards physical games. Gender was also said to play a role, with boys being more interested in playing physical games than girls, although parents thought this in turn might be influenced by the parents expectations "you should rather do ballet darling." One mother did not think there were gender differences, while another mother thought that it depended on when and how you exposed the child to such activities. CP) "Boys tend to play a lot more physical active games than boys do, but often the girls do the skipping etc., they are just not madly rushing about" " Boys are more interested in kicking and hitting" "The hitting and bashing is definitely innate, I have seen it not be influenced". "I think the schools are very influential like ball skills, if you go to a lower socio-economic schools they won't have things like ball skills" "A lot of kids go to swimming lessons from the age of 2 or 1 they go to ball games"
When can a child 'walk on tip toe'? [age 3] Walked backwards	UM: 1-2 UP: 7 RP: 3 UM: 3	UM: 3 UP: 1-2 RP: 3	UM: 2 UP: 3	UM: 3 RP: 4	UM: T) "Yes X does ballet"	
When can a child get dressed with minimal help? [entry to grade R]	UM: 2-3 UP: 4-5 RP: 4 UM: 6	UM: 3 UP: 4 RP: 4	UM: 6 UP: 3	UM: 5 RP: 5	UM: ECD) "Its lovely" T) "Never, laughs" "Definitely a difference with boys, they are lazy to get dressed."	

Question	Participant Responses by Adult Category and Study Site					Notes: Differences between Groups and Sites
[South African Grade and Californian standard (ages)]	P	ECD	T	CP	Quotes and discussion *Specify group* (P1, P2, ECD, T, CP)	Specify group (P1, P2, ECD or T, CP) (P1) = Parents of School 1 in Durban (Manor) (P2) = Parents of School 2 in Durban (Westville)
When can a child play physical team games like soccer, netball etc [end of grade 3]	UM: 5-6 UP: 8-9 RP: 5	UM: 9	UM: 6 UP: 5-6 RP: 5	UM: 5-6 UP: 6	UM: 9 RP: boys 4 – girls over 10 years because netball takes longer to learn.	

Local Standards for Motor Development 2: Fine Motor Skills

Question	Participant Responses by Adult Category and Study Site					Notes: Differences between Groups and Sites
[South African Grade and Californian standard (ages)]	P	ECD	T	CP	Quotes and discussion *Specify group* (P1, P2, ECD, T, CP)	Specify group (P1, P2, ECD or T, CP) (P1) = Parents of School 1 in Durban (Manor) (P2) = Parents of School 2 in Durban (Westville)
When can a child fasten buttons? [entry to grade R]	UM: 2-3 UP: 7 RP: 6	UM: 4-5 UP: 5-6 RP: 4	UM: 5 UP: 7	UM: 4 RP: n/a/		UM: ECD) Teachers said they teach a number of activities at the school designed to develop fine motor skills, for example threading, cognitive toys and games, water trough activities, and pouring. For activities such as doing buttons caregivers were said to be more involved T) "Low muscle tone, especially when you come to school and you are now asked to sit at a desk, and they cant sit still it's uncomfortable" "Recent difference". "And it is just that they are not doing activities to strengthen these muscles". " Children are coming into primary school having already had OT, that was unheard of in the good old days" " When there was no TV". "Its more boys than girls, more boys going to OTs and remedial schools". "Boys are more vulnerable" " The weaker sex". "The reason children aren't coming in as well prepared as they used to be, besides the TV, it's because both parents are working, I think that makes a big difference".
When can a child do hand work like sewing or making models? [end of grade 3]	UM: 5-6 (At school they only start when they're about 9.) UP: 8-9 RP: 4-5	UM: 5 UP: 5-6 RP: 5	UM: 7 UP: 5	UM: 8	UM: T) " If the parents spend time showing them"	
When can a child balance things on top of one another? [age 3]	UM: 1.5-2 yrs UP: 6 RP: 6	UM: Skip UP: 2-3 RP: 6	- UP: 3	UM: 1-2		
When can a child use crayons and pencils? [end of R]	UM: 2-3 UP: 4-5 RP: 7	UM: 2 UP: 2-3 RP: 6	UM: 1-2 UP: 5	UM: 1-2		

Question	Participant Responses by Adult Category and Study Site					Notes: Differences between Groups and Sites
[South African Grade and Californian standard (ages)]	P	ECD	T	CP	Quotes and discussion *Specify group* (P1, P2, ECD, T, CP)	Specify group (P1, P2, ECD or T, CP) (P1) = Parents of School 1 in Durban (Manor) (P2) = Parents of School 2 in Durban (Westville)
When can a child pour liquid from small jug or cup? [age 3]	UM: 2 UP: 5 RP: 7	UM: 4 UP: 5-6 RP: 6	UM: 2-3 UP: 4-5	UM: 2-3	UM: T) "Accurately (laughs), they get half in"	

Step 4-5: No relevant Comment

Local Standards for Health

Question	Participant Responses by Adult Category and Study Site					Notes: Differences between Groups and Sites
[South African Grade and Californian standard (ages)]	P	ECD	T	CP	Quotes and discussion *Specify group* (P1, P2, ECD, T, CP)	Specify group (P1, P2, ECD or T, CP) (P1) = Parents of School 1 in Durban (Manor) (P2) = Parents of School 2 in Durban (Westville)
When can a child say why drinking only clean water and eating fresh food is important for health? [end of grade R]	UM UP: 5 RP: 7	UM: 3 UP: 7-8 RP: 10	UM: 6 UP: 10-14 they are told earlier than 10-14 but it is only later that they know themselves RP: water 4 food 6	UM: 4 UP: skip RP: 4		UM: T) "It depends on individual differences and the home environment". "Rural children know more about malaria and bilharzia and those things". CP) "Cultural or family norms, and whether one rigidly does those things, I am thinking about Muslim families, it would be set down in stone from early, and they would just do it, and the personality of the child".
When can a child tell the difference between fresh and rotten food? [age 3]	UM: N/A UP: 2-3 when they taste it 5 years without tasting RP: 4	UM: 3 UP: 7 RP: 9	UM: 3-4 UP: 6 RP: 5-6	UM: 4 UP: skip RP: 4	UM: T) "They show a disgust face early." CP) "I think at 4 they start to be able to verbalise things better, they can give you some reasons."	
When can a child explain how diseases can spread from person to person? [end grade 3]	UM: N/A UP: 7 RP: 9	UM: 5 UP: 7-8 RP: 10-14	UM: 7 UP: 6 we teach them this in school so they know in grade 1 RP: 6	UM: 4 UP: skip RP: 9	UM: T "A lot of the children know about AIDS, from the media." "In grade 2 we discuss aids, but only contaminating." "A lot of the children know about it because it has been discussed at home."	

Question	Participant Responses by Adult Category and Study Site					Notes: Differences between Groups and Sites
[South African Grade and Californian standard (ages)]	P	ECD	T	CP	Quotes and discussion *Specify group* (P1, P2, ECD, T, CP)	Specify group (P1, P2, ECD or T, CP) (P1) = Parents of School 1 in Durban (Manor) (P2) = Parents of School 2 in Durban (Westville)
When can a child wipe (or wash and dry) her hands before eating and toileting? [entry to grade R]	UM: N/A UP: 3 RP: 3	UM: 3 UP: 5-6 RP: 3	UM: 5 UP: 4 they are taught at preschool RP: 5	UM: 7 UP: skip RP: 5	UM: ECD) "Depends on family practice" T) "On her own or because she is told…laughs" CP) "Again it can happen earlier but you can't rely on them to do it without supervision until older" " It also depends on the values of the family, whether they do these kind of things rigidly, or whether they don't."	

Step 4-5: No relevant Comment

Local Standards for Safety

Question	Participant Responses by Adult Category and Study Site					Notes: Differences between Groups and Sites
[South African Grade and Californian standard (ages)]	P	ECD	T	CP	Quotes and discussion *Specify group* (P1, P2, ECD, T, CP)	Specify group (P1, P2, ECD or T, CP) (P1) = Parents of School 1 in Durban (Manor) (P2) = Parents of School 2 in Durban (Westville)
When does a child know his or her first and last name, or learn to know his/her praise name? [entry to grade R]	UM UP: 3 RP: 3	UM: 4 UP: 7 RP: 3	UM: 3 UP: 4-5 "they know their first name when they start talking, but not their surname – this happens in preschool." RP: 4	UM: 2 RP: 3-5 UP		UM: T) "Some children are a lot more sensitive and responsible, mostly because of parental influence and from the nature of the child." CP) "Because its (sexual abuse) represented in the media, I don't think its limited to any one class." "Even if they don't get into a preschool there is so much from parents and the media".
When can a child say their own name & the name of the place where they live? [end of grade R]	UM UP: 5-5 RP: 6	UM: 3 UP: 6 RP: 3	UM: 5 UP: 6-7 "in g 1 they don't know address; it varies a lot with development." RP: 6	UM: 3 UP RP: 3	UM: T) "It depends if they are taught."	
When does a child listen to and obey instructions about safety? [age 3]	UM UP: 3 RP: 5	UM: 4 UP: 1-2 RP: 3	UM: 2-3 UP: 2-3 " it depends what the instruction is. If it is don't play with fire they will obey at two; but if it is don't cross the road this will take time for him to understand because he is used to playing in the road." RP: 5	UM: 10-14 UP RP: 3	UM: T) "Laughs...trial and error. Are they learning from experience?" "They do know, but often it's because they have experienced something, like burnt themselves".	

Question	Participant Responses by Adult Category and Study Site					Notes: Differences between Groups and Sites
[South African Grade and Californian standard (ages)]	P	ECD	T	CP	Quotes and discussion *Specify group* (P1, P2, ECD, T, CP)	Specify group (P1, P2, ECD or T, CP) (P1) = Parents of School 1 in Durban (Manor) (P2) = Parents of School 2 in Durban (Westville)
When does she know what to do if someone falls and hurts themselves? [entry to R]	UM UP: 4 RP: n/a	UM: 3 UP: 4-5 RP: 3	UM: 3 UP: 5-6 at this age they won't be able to help the child but will seek help RP: 6	UM: 4-5 RP: 4-5 UP	UM: T) "We say clean up your own blood (joking)." "You should not have asked us on a Friday…laughs." "They are mostly taught those skills earlier at preschool and at home." CP) "That's difficult because they do start to obey instructions early but they can't be relied upon"	

Question	Participant Responses by Adult Category and Study Site					Notes: Differences between Groups and Sites
[South African Grade and Californian standard (ages)]	P	ECD	T	CP	Quotes and discussion *Specify group* (P1, P2, ECD, T, CP)	Specify group (P1, P2, ECD or T, CP) (P1) = Parents of School 1 in Durban (Manor) (P2) = Parents of School 2 in Durban (Westville)
When can a child say what the dangers are of deep water? [end grade R for all below] Snakes and wild animals? Drinking from unmarked bottles? Fire (paraffin stoves, candles, lamps) and electricity? Older people who might want to hurt them? Walking in, or crossing, roads?	Deep water UM: 5-6 for all UP: 6-8 RP: 8 for all Snakes UP: 4-5 UM RP Bottles UP: 7 UM RP Fire etc UP: 7 UM RP Hurt? UP: 5 if child taught UM RP Cross road UP 6 if taught	Deep water UM: 6 UP: 6 RP: 3 years for all Snakes UM: 6 UP: 4 RP Bottles UM: 6 UP: 7-8 RP Fire etc UM: 6 UP: 7 RP Hurt? UM: 6 UP: 4-5 RP Cross road UM: 6 UP: 5-6 RP	Deep water UM: 5-6 UP: 10 RP: 10 Snakes UM: 5-6 UP: 8 RP: 4 Bottles UM: 5-6 UP: 10-14 but have to be taught RP: 11 Fire etc UM: 5-6 UP: fire candles stoves 2 yr; Electric 6-7 RP: 3 (no electricity) Hurt? UM: 5-6 UP: 6-7 but must be taught RP: 12 (few roads) Cross road UM: 5-6 UP: 8-9 RP	Deep water UM: 4-5 RP: 12 UP Snakes UM: 4-5 RP: 6 UP Bottles UM: 4-5 RP: 5 UP Fire etc UM: 4-5 RP: 3-4 UP Hurt? UM: 4-5 RP: 4 UP Cross road UM: 4-5 RP: 4 RP	UM: T) "They are all the sort of things you would discuss together, and it should be done in the pre-primary". UP: Deep water: Rural children know but not urban poor in Masip. because they are not exposed – at the seaside they want to rush in. Fire etc UP (T): fire candles stoves @ 2 yrs; Electricity @ 6-7 (they are taught in grade 1).	

Question	Participant Responses by Adult Category and Study Site					Notes: Differences between Groups and Sites
[South African Grade and Californian standard (ages)]	P	ECD	T	CP	Quotes and discussion *Specify group* (P1, P2, ECD, T, CP)	Specify group (P1, P2, ECD or T CP) (P1) = Parents of School 1 in Durban (Manor) (P2) = Parents of School 2 in Durban (Westville)
When does a child know what to do ? [end grade 3 for all below] 1) when there is a fire 2) when there is a robbery, fight or attack? 3) when someone has hurt her (physically or sexually)? 4) when someone else has been hurt (car, fire, snake, etc.) or is very sick.?	RP: 10 yrs <u>all</u> dangers: UM: 9 yrs <u>all</u> dangers. Fire UP: 7-8 – 10 if taught at school Robbery UP: Wide range from 4-14 years. Hurt phys/sex UP: 7 (taught at school) Hurt other UP 9-10	RP: 3 years for <u>all</u> dangers Fire UM: 6 UP: 5-6 taught at crèche Robbery UM: 6 UP: 7-8 Hurt phys/sex UM: 6 UP: 8-9 Hurt other' UM: 6 UP: 7	Fire UM: 6-7 UP: 7 RP: 8 Robbery UM: 6-7 UP: 10 RP: 12 Hurt phys/sex UM: 6-7 UP: 13-14 RP: 6 Hurt other UM: 6-7 UP: 5-6 RP: 6	Fire UM: 4-5 and 10 -14 RP: 7 UP Robbery RP: 7 UM: 4-5 and 10 -14 UP Hurt phys/sex RP: 5 UM: 4-5 and 10 -14 UP hurt other RP: 10 UP UM: 4-5 and 10 –14	UM: T) At preschools they teach the 10111 number, and *childline*." CP) "They might know, but the actually doing is later" UP T): must be taught – have awareness day at school. UP ECD): Hurt: boys don't like to tell – they keep it inside as they *prefer to take revenge when older*; girls more likely to talk. UP T): Hurt phys/sex: 13-14 but earlier if you have good relations with child.	

Step 4-5 UM (ECD): The teachers spoke of a number of policies that they have at the school with respect to health and safety. For example "If it is wet and comes from another body don't touch" Children are taught if they get hurt they must "Sit on the spot with bleeding sores, the teachers will come to you, and the teacher uses gloves". The school also asks parent nurses to come and speak to the children. Similarly the police and security companies have been called in to talk to the children. The school practices fire drills regularly and children are taught a finger memory technique to remember the emergency number (10111). Teachers thus are confident that "Most children know how to call the police." The teachers also spoke about education with respect to sexual abuse, although there were conflicting opinions. They had had a clinic sister come and talk to the children about "good touching and bad touching" with the aid of dolls but one teacher thought this was negative because "it led to curiosity about each others bodies". Apart from discussion sessions the school also had a policy of teaching the children from reception that "its your body and its private" and that the children must "use your words" e.g. "it's my body".

Local Standards for Social Development 1: Social interaction with Adults

Question	Participant Responses by Adult Category and Study Site					Notes: Differences between Groups and Sites
[South African Grade and Californian standard (ages)]	P	ECD	T	CP	Quotes and discussion *Specify group* (P1, P2, ECD, T, CP)	Specify group (P1, P2, ECD or T, CP (P1) = Parents of School 1 in Durban (Manor) (P2) = Parents of School 2 in Durban (Westville)
When does a child learn how to ask for things politely, and respond politely when given something? [entry to grade R]	UM: 4 UP: 6-7 RP: 8-14	UM: 4 UP: 4 RP: 4	UM: N/A (i.e. Not Asked) UP: 4-5 RP: 5	UM: N/A UP: 4-5 RP: 4		
When can a child ask for help (using words or actions) from familiar adults or older children? [age 3]	UM: 2-3 UP: 3 RP: 5	UM: 3 UP: 1 RP: 4	UM: N/A UP: 3 RP: 6	UM: N/A UP: 2-3 RP: 7		
When can a child ask an adult for help on the rules for a game? [end gr3]	UM: 6-7 UP: 5-6 RP: 7	UM: 6 UP: 7 RP: 5	UM: N/A UP: 5 RP: 6	UM: N/A UP: 3-4 RP: 6		
When can a child ask an adult for help to work out a conflict? [end of R]	UM: 6-7 UP: 9-10 RP: 5	UM: 3 UP:4 RP: 6	UM: N/A UP: 5 RP: 6	UM: N/A UP: 9-10 RP: 8		

Step 4-5: No relevant Comment

Local Standards for Social Development 2: Social interaction with Peers

Question	Participant Responses by Adult Category and Study Site					Notes: Differences between Groups and Sites
[South African Grade and Californian standard (ages)]	P	ECD	T	CP	Quotes and discussion *Specify group* (P1, P2, ECD, T, CP)	Specify group (P1, P2, ECD or T, CP) (P1) = Parents of School 1 in Durban (Manor) (P2) = Parents of School 2 in Durban (Westville)
When does a child look for a friend their own age to play with? [age 3]	UM: 3 UP: 10 RP: 3	UM: 3 UP: 3-4 RP: 3	UM: N/A UP: 5 RP: 9	UM: N/A UP 3 RP N/a		**UM:** ECD) Teachers said that there were gender differences in this domain. Girls were said to make friends slightly younger than boys (although personality differences were mentioned). Girls were also said to be more mature with respect to "listening to a friend's problem, looking after each other, all the mothering things".
When does a child make friends with people her own age? [end of R]	UM: 5 UP: 3, 4-5 RP: 6	UM: 4 UP: 5-6 RP: 3	UM: N/A UP: 5 RP: 9	UM: N/A UP 4-5 RP N/a		
When is a child able to listen to a friend's problem and talk about it with them? [end of grade 3]	UM: 4-10 UP: 10 RP: 10	UM: 7 UP: 10-14 RP: 6	UM: N/A UP: 10-14 RP: 7	UM: N/A UP: 9 RP: N/A		
When does a child start to look after other children? [entry to R]	UM: 5 UP: 9-10 RP: 9	UM: 4-5 UP: 9-10 RP: 6	UM: N/A UP 7-10 RP 7	UM: N/A UP: 6-7 ABLE; 9-10 considered responsible by adults RP: N/A	UP CP): at 6-7 they are considered capable, but from 9-10 they are considered responsible by adults.	

Steps 4-5 (UM ECD): Teachers repeated the "use your words" technique that they teach children to enable them to join in with others. Apart from teaching them strategies teachers also assign them "friends that are their buddy for the day", and have tasks (e.g. serving) where children must chose others to aid them.

The urban middle class teachers also spoke of encouraging friendships across age groups by having an open playground.

Local Standards for Social Development 3: Dealing with Diversity

Question	Participant Responses by Adult Category and Study Site					Notes: Differences between Groups and Sites
Diversity questions	P	ECD	T	CP	Quotes and discussion *Specify group* (P1, P2, ECD, T, CP)	Specify group (P1, P2, ECD or T, CP) (P1) = Parents of School 1 in Durban (Manor) (P2) = Parents of School 2 in Durban (Westville)
When does a child invite different children to join in their games? [end of grade 3]	UM: 5-6 UP: 5-6 RP: 9	UM: 5 UP: N/A RP: 8	UM: N/A UP: until 6 RP: N/A	UM: N/A UP: 7 RP: N/A	UP: P): "by 10 girls and boys play separately." UP: T) "After this they are more choosy about who they invite." UP CP): "when they start school – more open later."	
When does a child have a sense of fairness? [Entry to R]	UM: 3-4 UP: 10 RP: 4	UM: 5 UP: 4-5 RP: 5	UM: N/A UP: N/A RP: N/A	UM: N/A UP: ?? RP: N/A	UM: ECD) Teachers laughed at this, a seemingly popular protest of children being "it's not fair". UP CP): "Depends on upbringing."	
When child know that it is wrong to call other children names or tease them? [end of R]	UM: 4 UP: 8 RP: 8	UM: 4 UP: N/A RP: 5	UM: N/A UP: 7 RP: N/A	UM: N/A UP: 13-14. RP: N/A	UP CP): "by 13-14 – kids know it's wrong and they do not do it – they are socialised not to do it even though they may wish to."	

Step 4-5 (UM ECD): Teachers spoke of the strategies they use to encourage social development; these included set school policies on how to deal with certain situations. For example they use certain words repeatedly and encourage children to "use your words". For example "can I play with you" and "respect each other", as well as questions such as "Would you like others to do that to you". "Our school has a laid down policy on respecting yourself, respecting others and respecting the environment and taking responsibility for actions and we use those words when we are dealing with situations." Teachers also emphasised that they focus on dealing with dealing with the self-confidence "of the one that was wronged."

Local Standards for Social Development 4: Social Participation

Question	Participant Responses by Adult Category and Study Site					Notes: Differences between Groups and Sites
[South African Grade and Californian standard (ages)]	P	ECD	T	CP	Quotes and discussion *Specify group* (P1, P2, ECD, T, CP)	Specify group (P1, P2, ECD or T CP) (P1) = Parents of School 1 in Durban (Manor) (P2) = Parents of School 2 in Durban (Westville)
When can a child participate in an organized group activity outside school e.g. church group, choir, or sports club? [end of grade 3]	UM: 6 UP: 10-14 RP: 10	UM: 5 UP: 9-10 RP: 10-14	UM: N/A UP: 8 RP: N/A	UM: N/A UP: 7 RP: N/A	UM: ECD) Ages varied depending on what the activity was, for example church groups were regarded as quite organised and therefore were trusted to take children at younger ages.	UM: ECD) Teachers mentioned cultural differences with respect to household responsibilities among black children.
When can children choose one thing over another and give reasons for the choice? [entry to R]	UM: 4 UP: 5-6 RP:6	UM: 5 UP: 5-6 RP: 10-14	UM N/A UP 8 RP: N/A	UM: N/A UP: 6-7 RP: N/A	UM: P2) "We encourage our children choices from a very young age. . but I would qualify that – I *give* them a choice – 'You may choose this or that – now why do you want that?'". "I didn't give my children choices at a very early age – you didn't want them to go through their whole wardrobe".	
At what age is a child capable of expressing a sensible opinion about what chores she should do at home? [end of R]	UM: 5-6 UP: 10 RP: 10	UM: 5 UP: 10 RP: 10-14	UM: N/A UP: 8 RP: N/A	UM: N/A UP: 6-7 RP: N/A	UM: P2) "but by 10 years they rebel."	

Question	Participant Responses by Adult Category and Study Site					Notes: Differences between Groups and Sites
[South African Grade and Californian standard (ages)]	P	ECD	T	CP	Quotes and discussion *Specify group* (P1, P2, ECD, T, CP)	Specify group (P1, P2, ECD or T CP) (P1) = Parents of School 1 in Durban (Manor) (P2) = Parents of School 2 in Durban (Westville)
At what age can you trust that what a child tells you is probably true? [end of R]	UM: 3 RP: 4-5 UP: 4-5 and then again after 14	UM: 6 RP: 5 UP: 3-4 The older they are the less they can be trusted.	UM: N/A UP: 4-5 after this they start to lie. RP: N/A	UM: N/A UP: 12 years – "differs according to the personality of child and relation-ship." RP: N/A	UM: ECD) Teachers thought this depended very much on the child's personality. "We have had some crackers, one of the moms phoned because the child told her she had set fire to the school" The tendency of young children to generalise mentioned occurrences to their own situations was also mentioned. " And the amount of moms that are pregnant its amazing, when one parent is pregnant then suddenly everyone is pregnant."	
When can a child be trusted to look after a younger sibling while the carer goes to the shops for an hour? [?]	UM: 14+ UP: 8-9 RP: 14	UM: 10-14 UP: 9 RP: 8	UM: N/A UP: 7-8 RP: N/A	UM: N/A UP: 12 RP: N/A		
When can a child be trusted to look after a younger sibling for the day while the carer is at work? [?]	UM: 14+ UP: 10-14 RP: 14		UM: 14+ UP: 10-14 RP: 10-14	UM: N/A UP: 13-14 RP: N/A	UM: N/A UP: 16 RP: N/A	
When is a child able to take care of a sick or elderly person who cannot move from their bed, for 1-2 hours per day? [no SA standard]	UM: 14+ UP: 14-15 RP: 14		UM: 14+ UP: 9 RP: 10-14	UM: N/A UP: 10 if child is responsible otherwise 16 RP: N/A	UM: N/A UP: 13-14 (younger children get distracted). RP: N/A	

Question	Participant Responses by Adult Category and Study Site					Notes: Differences between Groups and Sites
[South African Grade and Californian standard (ages)]	P	ECD	T	CP	Quotes and discussion *Specify group* (P1, P2, ECD, T, CP)	Specify group (P1, P2, ECD or T CP) (P1) = Parents of School 1 in Durban (Manor) (P2) = Parents of School 2 in Durban (Westville)
When is a child able to be the full time carer of a sick or elderly person who cannot move from their bed? [no SA standard]	UM: 14+ UP: 20 RP: 15-16		UM: 14+ UP: 16-18 RP: 14	UM: N/A UP: 18 RP: N/A	UM: N/A UP: 20 RP: N/A	

Step 4-5 (ECD): In respect of organised activities teachers said that they did offer extra activities at school but that "unfortunately most of those you have to pay for separately". Teachers said they also made recommendations about which activities were appropriate and safe and where these occurred. "The function of the school is to make recommendations." "Awareness". One teacher thought they as a school could offer more activities during the school calendar given that some children likely could not afford extra school activities. "I think you need to offer more activities during the normal school calendar – because there will be children who are not participating because they can't afford it."

Local Standards for Emotional Development 1: Emotional Regulation

Question	Participant Responses by Adult Category and Study Site					Notes: Differences between Groups and Sites
Emotional domain questions	P	ECD	T	CP	Quotes and discussion *Specify group* (P1, P2, ECD, T, CP)	Specify group (P1, P2, ECD or T, CP) (P1) = Parents of School 1 in Durban (Manor) (P2) = Parents of School 2 in Durban (Westville)
When can a child go and play with a group of friends for a morning without the caregiver being nearby? [entry to grade R]	UM: 14 RP: 7 UP: 6-7	UM: 3 RP: 5 UP: 5	UM: 10-14 RP: N/A UP: 6-7	UM: 10-14 RP: N/A UP: 8-9	UM: ECD) "At 3 they go to birthday parties". T) "Its quiet old now days". CP) "My middle class thing would say *late*". UP ECD: boy 5/ girl 6.	
When does a child happy to spend a long time away from home with people she knows and likes? [end of grade 3]	UM:4-5 RP: 8 UP: 5-6	UM: 3 RP: 14 UP: 4	UM: 10 RP: N/A UP: 7	UM: 10 RP: N/A UP: 4-5	UM: ECD) Teachers laughed, saying that this applied to the child not the mommy since "if it was up to us it would be there (past 14)". One teacher though there was a gender difference "I think girls are different from boys." Others thought how secure the child was and whom they were going to stay with was important. "It depends on the home environment , on how secure they are, and it depends on who they are staying with." UP ECD): 4 with granny; 7 yrs friend. UP P): 5-6 with a relative; 9-10 with friend.	
When can a child's caregiver leave the child with somebody she knows for an hour or two and the child settles down quite quickly? (3 yrs)	UM: 2 RP: 3 UP: 5-6	UM: 0-1 RP: 3 UP: 2-3	UM: 0-1 RP: N/A UP: 4	UM: 0-1 RP: N/A UP: 0-1	UM: T) "It depends on the child and the caregiver" CP) "Again you could do it earlier, but then the fear of strangers kicks in and you cant" "It also depends on the relationship, I breastfed my children and I think they find it harder to separate" UP: CP): From day 1. It happens all the time	

Question	Participant Responses by Adult Category and Study Site					Notes: Differences between Groups and Sites
Emotional domain questions	P	ECD	T	CP	Quotes and discussion *Specify group* (P1, P2, ECD, T, CP)	Specify group (P1, P2, ECD or T, CP) (P1) = Parents of School 1 in Durban (Manor) (P2) = Parents of School 2 in Durban (Westville)
When can a child voluntarily separate from a caregiver to attend school without being distressed for a long period? [end of R]	UM: 2-3 RP: 5 UP: 3	UM: 4 RP: 7 UP: 3-4	UM: 3 RP: N/A UP: 6	UM: 3 RP: N/A UP: 6-7	UM: Teachers said this depended largely on the family "It depends on the family". They also commented that between certain ages separating was particularly difficult: "Either earlier or later but not between 2 and 3". That children often arrived at preschool from crèche rather than separating from mom was also considered, "But how many of those young ones have come from home to school, not from crèche, from home separating from mom." CP) "Its dependent on the child" "Plus if you send them off at 2 then separation anxiety is a problem."	

Question	Participant Responses by Adult Category and Study Site					Notes: Differences between Groups and Sites
Emotional domain questions	P	ECD	T	CP	Quotes and discussion *Specify group* (P1, P2, ECD, T, CP)	Specify group (P1, P2, ECD or T, CP) (P1) = Parents of School 1 in Durban (Manor) (P2) = Parents of School 2 in Durban (Westville)
When can a child express anger without harming herself, others, or property? [entry to R]	UM: 4-5 RP: 5 UP: 6	UM: 4 RP: 5 UP: 7	UM: 5 RP: N/A UP: 8-9	UM: 5 RP: N/A UP: 4	UM: One teacher questioned this asking if children can talk accurately about emotions at this age, " Can they even express it at 4, I mean are your children saying I am angry". When another teacher commented that today she had two children say to her "I am sad today", the others pointed out that this was "very much a school thing" it's very much a "we use our words, how are you feeling today". Teachers were referring here to the strategies they use with children which involve teaching them to use certain words for certain important things such as joining others to play a game, expressing themselves, asking for things and making friends. T) "After the terrible twos.", "We don't have them throwing tantrums at school here." "It depends if they have got siblings as well, because they do sometimes get physical with siblings." CP) "It depends on the child's verbal skills."	

Step 4-5 (ECD): To help with emotional regulation teachers thought that they should "give them outlets to express them (emotions) freely." "A punching bag in the garden". "Allow them to realise that expressing your feelings is normal and natural, its something that one needs to be allowed to do without fear of being reprimanded for it"

Local Standards for Emotional Development 2: Death and Bereavement

Question	Participant Responses by Adult Category and Study Site					Notes: Differences between Groups and Sites
[South African Grade and Californian standar (ages)]	P	ECD	T	CP	Quotes and discussion *Specify group* (P1, P2, ECD, T, CP)	Specify group (P1, P2, ECD or T, CP) (P1) = Parents of School 1 in Durban (Manor) (P2) = Parents of School 2 in Durban (Westville)
More or less at what age do children understand that we all die one day and that people who die cannot come back to us? [end grade 3]	UM: 5 RP: 13 UP: 7	UM: 6 RP: 6 UP: 8-9	UM: N/A RP: N/A UP: 6-7	UM: N/A RP: 5 UP: 5-6	UM: ECD) Teachers said this was hard since "Television makes it worse because in all the cartoons they get shot and they fall down and get back up again". One teacher added that pets were helpful in explaining death, " Stories about pets, or the children will come some days and say my dog died, this helps to be able to teach them that things do come to an end."	

Question	Participant Responses by Adult Category and Study Site					Notes: Differences between Groups and Sites
[South African Grade and Californian standar (ages)]	P	ECD	T	CP	Quotes and discussion *Specify group* (P1, P2, ECD, T, CP)	Specify group (P1, P2, ECD or T, CP) (P1) = Parents of School 1 in Durban (Manor) (P2) = Parents of School 2 in Durban (Westville)
More or less at what age do children feel the loss of a parent? [age 3-4]	UM: 1-2 but it fades; true understand @ 10 RP: 10 UP: 7-8	UM: 1 RP: 14 UP: 9-10	UM: N/A RP: N/A UP: 10-12	UM: N/A RP: 6 UP: 5-6 (see note)	UM: ECD) Teachers said that although a 1 year old would "get used to it quicker than say a 3 year old there would still be a difference at 1". UP CP: 5-6 but not told about it – parent is absent but not deceased. UP P 10 –14 "they can be told and they understand. You can whisper in the child's ear when she is asleep and she will understand." UP: CP) "At an early age if you leave them they think you are gone for good" "In cases of divorce they will mourn that parent like they are dead and gone, because they don't have the reasoning to understanding they are just away". "If the mom left the child during the attachment phase they would recognize that loss." "In an African culture everyone looks after the child, so there is not just a single bond, there are multiple attachments."	
From what age is it right for adults to talk to children about a death in the family? [no SA standard: from about age 3-4]	UM: (when it happens) RP: 14 UP: 10	UM: 2 RP: 9 UP: 9-10	UM: N/A RP: N/A UP: 4-6	UM: N/A RP: 7	UM: ECD) "Its not right to keep it away from the child, you would have to explain it to them anyway". "At 2 you should talk to the child about it." CP) "When it comes up" " Some children are just not exposed to things." They are talking about it, it somehow seems to come up here."	

Step 4-5 (UM ECD In coping with bereavement teachers said that they "talk about it, and we have books we give to parents." Teachers stressed empathy and "establishing an environment of trust so that the children will open up to you" was important.

CHILD, YOUTH & FAMILY DEVELOPMENT
HUMAN SCIENCES RESEARCH COUNCIL

GOING GLOBAL WITH INDICATORS OF CHILD WELL-BEING

INDICATORS OF SOUTH AFRICAN CHILDREN'S PSYCHOSOCIAL DEVELOPMENT IN THE EARLY CHILDHOOD PERIOD:

PHASE 3 REPORT

APPENDIX 3: SUMMARY OF STATES STANDARDS IN THE USA: 0-9 YEARS OF AGE

Appendix 3: Summary of States Standards in the USA: 0-9 years of age.

Contents

TABLE 1: THREE YEAR OLDS

Source: PreK Standards and Florida Standards

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Are preoperationally bound to perception in their thinking. Are egocentric in their thinking (PreK).	Achieve rapid growth on vocabulary, gaining an average of 2000 words during the first year (PreK).	Can walk, turn, and stop efficiently (PreK). Examples of moving around the classroom without bumping into furniture, starting, turning, and stopping when running without crashing into things (Florida).	Try new things, ride new toys, and will persist until they have mastered the task (PreK).	Are gaining growing control of their emotions (PreK). Show sympathy (PreK), empathy and caring for others (Florida).
Begins to use simple tools and equipment for investigation. They do not have much experience focusing on specific characteristics of objects. Tools (magnifiers, lenses, and eyedroppers) can help them attend to a particular object or specific aspects of an object (Florida).	Talk in monologue, as if practicing language (PreK).	Are able to jump off low steps or objects (PreK). They can jump with two feet, hop a few times on each foot, and climb stairs, as well as using alternating feet when going up stairs (coming down stairs may still be one step at a time without alternating feet) (Florida).	Do not describe themselves in terms of traits, but know their own names and, when asked to talk about themselves, will talk about the toys they have or what toys do (PreK).	Seeks adult help when needed to resolve conflicts. They do not have the skills to settle conflicts on their own. They learn to solve conflicts gradually by watching a teacher model effective conflict resolution strategies and by experiencing compromises facilitated by teachers or other adults. The expectation is that children will begin to recognize when they need some help to solve a problem (Florida).

TABLE 1: THREE YEAR OLDS

Source: PreK Standards and Florida Standards

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Have an abundance of 'why' questions. Ask many questions- why, how and when type questions (PreK).	May have difficulty taking turns in conversation (PreK).	Explore the use of various art and drawing tools. As a result of these explorations, they develop the control from which writing skills eventually emerge. They use many different grasps, both hands, and even whole arms as they practice (Florida). Hold crayons with fingers instead of fists- tight, overhand grip. May use both hands as they scribble (PreK). In the pre-schematic stage of art, produce uncontrolled scribbles in paint, crayon and marker, documenting that art of three year olds is partially a sensory motor activity (PreK).	Three-year-olds are very egocentric. Functioning as a group member and accommodating group expectations are difficult for many 3-year-olds; they need guidance to learn these things and adjust to being in school. At this age, children enjoy participating in simple action games that involve minimal time spent waiting for a turn (Florida). Are also, egocentric in thought, and treat others as objects or toys (PreK).	Managing transition- they are beginning to learn how to accept change without undue distress. Although they may be uncomfortable with the major transition from home to school, they can learn simple classroom transition routines and begin to show comfort with small changes. (Florida).
Attribute life (intent) to things that move, however know that machines are different from either animals or inanimate objects (PreK). Know objects exist even when not present (PreK).	Can adapt their speech and style of nonverbal communication to listeners in culturally accepted ways, but need to be reminded of context (PreK).	Uses hand eye coordination to perform simple task. They learn to combine their fine motor and perceptual abilities when they play and work with manipulatives in the classroom (Florida) (PreK.	At 3, children are just beginning to learn social skills and how to interact with peers (Florida). Engage primarily in solitary and parallel play (PreK).- Sign of independence (Florida), but	

TABLE 1: THREE YEAR OLDS

Source: PreK Standards and Florida Standards

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
			need considerable practice and support to improve interaction with peers (Florida).	
Uses senses to observe and explore classroom materials and natural phenomena. They are very curious. They naturally explore and study most common objects and living things. They will study an ant crawling on the sidewalk or an interesting twig they find lying on the ground. They are more apt to express their wonder about the world by commenting about their observations than by asking meaningful questions (Florida). Understand that specific seeds produce mature plants (PreK).	Have a sense of time, remember events, and have some sense of today and tomorrow (PreK).	Express rhythmic movements that develop from large muscle, gross movements to specific and finer movements (PreK). Play actively and tire easily (PreK).	Show self-direction- Helping children make choices and perform tasks they are able to do fosters their independence. Some 3-year olds appear more independent than they really are because they frequently refuse to do things when they are asked. At this age, children can only make very simple choices (for example, between sand play and playing in the housekeeping area) (Florida). Beginning of independence (PreK).	

TABLE 1: THREE YEAR OLDS

Source: PreK Standards and Florida Standards

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Are beginning the initial phases of inquiry. When unfamiliar with material, may spend time simply exploring art materials, dumping markers or crayons on table etc (PreK).	Can tell a simple story but not in sequence, and often forget the point of the story, focusing on favourite or remembered parts (PreK). Comprehends and responds to stories read aloud. Three-year-olds are actively engaged in understanding stories. They begin to follow what characters say and do in a story. Frequently, children memorize some of the words of the story or can finish sentences in books that have repetitive patterns of phrases (Florida).	Coordinates movements to perform simple tasks. They are able to combine several independent skills to perform more advanced movements (Florida).	Three-year-olds usually come to school feeling competent, ready to take pride in their ability to do familiar things. However, when the school experience is unfamiliar, young children can be very tentative. After invitations to participate in activities, they usually begin to play with materials and interact with other children and teachers (Florida).	
Express chants as a foundation for singing- just experiment with the idea of singing (PreK).	Are unable to conserve number, matter or quantity (PreK).	Move with some balance and control. Three-year-olds are very focused on practicing their newly acquired physical skills. Increasing body control (Florida).	Begins to use classroom materials carefully- put things away, standing in line, cleaning up- learning responsibility (Florida).	
Participates in measuring activities- Three-year-olds enjoy using cups and measuring spoons in the	Gains meaning by listening - Three-year-olds learn about their world through watching and listening. They find it	Uses strength and control to perform simple tasks. Three-year-olds are just beginning to develop enough fine motor	Follow simple classroom rules and routines with guidance. Three-year-olds function primarily within a	

TABLE 1: THREE YEAR OLDS

Source: PreK Standards and Florida Standards

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
dramatic play corner and are just beginning to understand the teacher's use of measuring cups for a cooking project (Florida).	easier to listen with understanding in one-on-one situations than in groups. The ability to listen in a group emerges slowly and with practice. They can listen to familiar stories and videos for relatively longer periods of time than when they are asked to attend to unfamiliar materials (Florida).	ability to perform many simple tasks. They are very interested in trying to use new materials and tools that are available in the classroom. They will engage in the same task over and over again, gaining mastery and strength as they work. They show persistence in gaining fine motor (Florida).	world of their own making. They are only beginning to respond to simple rules and routines. They need many reminders and much support in learning the expectations of the classroom and appropriate behaviour in preschool or child care (Florida).	
Shows understanding of some comparative words- Words describing size are used frequently in everyday conversation (for example, "big," "little," "tall," "short," "long"). Three-year-olds are beginning to experiment with measurement concepts when they describe people and objects (Florida).	Follows two-step directions- Three-year-olds still need substantial individual support, instruction, and physical guidance to be able to follow directions. They show skills in this area by following directions given to them specifically (such as, "Please pick up that toy and put it on the shelf."); remembering to clean up their place at lunch after eating; matching movements and actions to the music and directions in a song; or go	Shows characteristics of good health to facilitate learning: Good general health and adequate development are necessary to optimize learning. Children exhibit good health when they demonstrate: physical stature within the typical range; active participation in daily events; a developing ability to coordinate eye-hand movements; large motor skills such as jumping, galloping, running (Florida).	Three-year-olds vary greatly in how they relate to adults. Some are comfortable and interact spontaneously, while other children need time to warm up, become comfortable, or feel safe with adults. Children show increasing comfort by entering the classroom in the morning with a greeting for the teacher; responding to questions the teacher asks, running over to the adult who is bringing in lunch and asking if they can help; or	

TABLE 1: THREE YEAR OLDS

Source: PreK Standards and Florida Standards

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
	home and remembering to take their backpacks (Florida).		communicating with the teacher or other adult (Florida).	
Shows understanding of several positional words- Three-year-olds tend to describe things in relation to their own position in space, but show understanding of common positional words when asked to place objects on top of or below something, or when asked to point to the bottom, or to indicate up and down. They can understand such positional words as "over," "under," "above," "on," and "next to." (Florida).	Shows interest in letters and words. By the age of 3, children are beginning to become aware of how letters and words look and sound. They may show interest in letters, especially the letters in their names. They notice labels and signs in their environment and ask caregivers and teachers what the signs say (Florida).	Demonstrates visual ability to facilitate learning. A great amount of learning in the classroom is dependent upon visual abilities. Reading, writing, computer education, spelling, and chalkboard demonstrations are part of most children's school days. Examples include: using both eyes in coordination; holding materials at appropriate distance; moving eyes rather than head to track; or visual focusing without squinting or strain (Florida).		

TABLE 1: THREE YEAR OLDS

Source: PreK Standards and Florida Standards

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Shows interest in solving mathematical problems- Three-year-olds are drawn into the world of mathematics in many ways. They observe people counting money, measuring things, and talking about two shoes and two eyes. Adults frequently ask them how old they are (Florida). Know how old they are and how old they will be next year. (PreK). They show their beginning of understanding of mathematical thinking by talking about who has more cookies or more play dough; or sorting the counting bears by color (Florida).	Speaks clearly enough to be understood by most listeners- Three-year-olds usually speak in short sentences. Articulation errors may be present, but speech is usually clear enough to be understood with little difficulty. When 3-year-olds are given many opportunities to talk, the length and complexity of their sentences increase. Speaking clearly for 3-year-olds includes requesting information and being understood; describing a recent event and answering questions about it; or signing or using a communication board to indicate their food choices at snack (Florida).	Exhibits auditory ability to facilitate learning. A great amount of learning in the classroom is dependent upon auditory skills and hearing, especially language development. Examples include: participating in listening activities; selecting listening centre activities; orienting to a speaker when addressed by name; producing speech that is generally understandable (Florida).		

TABLE 1: THREE YEAR OLDS

Source: PreK Standards and Florida Standards

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Shows curiosity and interest in counting and numbers- Most 3-year-olds are interested in numbers and counting. They may ask, "How many?" and begin to say numbers in order, counting verbally up to 3, 6, or even 10 with help. They can count small sets of one, two, or three objects with one-to-one correspondence. Most 3- year-olds can identify a group of one, two, or three objects without counting, visually recognise whether two sets have the same or one has more, and make sets (Florida). Have intuitive ideas of numeracy- know meaning of more. Can distinguish one from many (PreK). Can count till 3 (PreK).	Uses expanded vocabulary and language for a variety of purposes. Children this age are fascinated with language and enjoy experimenting with sounds and expressions. Their vocabulary is developing rapidly. Although 3-year-olds understand that they are expected to respond when someone speaks to them, they are only beginning to acquire other conversational rules (taking turns, staying on topic). They are gaining an understanding of the power of words and the excitement of communicating (Florida).	Can perform oral hygiene routines. Oral health impacts speech, social interaction, appearance, and ability to learn from experiences. Indicators of good oral hygiene include: recognizing and knowing how to use a toothbrush; performing brushing procedures; beginning to understand the relationship of nutrition to dental health (Florida).		

TABLE 1: THREE YEAR OLDS

Source: PreK Standards and Florida Standards

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Sorts' objects into subgroups that vary by one attribute- Three-year-olds are intrigued and fascinated with their emerging ability to order their environment. As they begin to see how objects can be grouped together by single attributes or characteristics, they gain a sense of control in a new arena. (Florida). Classify using arbitrary rules (PreK).	Shows appreciation for books. Three-year-olds can become very excited about books, especially if they are exposed to literature before coming to school. Children's interest in a specific story or topic, the appropriateness of the text and illustrations, and the size of the group are key factors in their ability to sit still and stay focused during story reading in particular ways. (Florida).	Shows familiarity with the role of a primary health care provider. To promote healthy development, every child needs a source of continuous and accessible health care. Each child should visit a health care provider on a schedule of preventive and primary health care to ensure that problems are quickly identified and addressed. (Florida).		
Identifies several shapes- Three-year-olds become aware of shapes in their world when they are taught to identify geometric shapes that have been labeled by the teacher. Although they focus initially on circles, they can be expected to match and identify squares and triangles as well. They begin to look at common objects with a new focus and gain mastery when	Shows beginning phonological awareness- Phonological awareness is the ability to hear and discriminate the sounds of language. Three-year-olds spontaneously play with the sounds of words and show some awareness of rhyming sounds. Examples of phonological awareness include: repeating familiar rhyming verses or songs;	Shows that basic physical needs are met. Three-year-olds must have their basic needs met in order to take advantage of learning opportunities. Basic needs are demonstrated by children: staying awake except during nap time; wearing clothing appropriate to the weather; having an overall clean appearance; exhibiting energy typical of the age (Florida).		

TABLE 1: THREE YEAR OLDS

Source: PreK Standards and Florida Standards

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
encouraged to observe, explore, and name various shapes. (Florida).	experimenting with sounds to make nonsense words ("spaghetti, baghetti, laghetti"); or clapping to represent the syllables of short phrases (for example, "We like pizza.") (Florida).			
Have ideas about animate and inanimate objects. (PreK). Makes comparisons among objects- Three-year-olds enjoy calling attention to details and exploring, with adult support, the ways in which things are alike or different. They comment on what they see, but need to be given words to describe more accurately what they are observing. (Florida).	Represents ideas and stories through pictures, dictation, and play. One of the first tasks in writing is to understand that letters are symbols that can be used to represent words, thoughts, and ideas. Three-year-olds are actively engaged in learning that symbols and pictures represent real things. (Florida).	Follows basic health and safety rules with reminders. Three-year-olds are beginning to learn rules for health and safety. Washing hands after using the toilet, covering their mouths when they sneeze or cough, and staying inside the yard are all rules that they can remember; however, they may not fully understand the remember; however, they may not fully understand the reasons for these rules. (Florida).		
Shows eagerness and curiosity as a learner. Three-year-olds are naturally curious about everything in their world and are beginning	Knows the difference between writing and drawing. (PreK), Uses scribbles and unconventional shapes to write. Three-year-	Begins to perform self-care tasks independently. Three-year-olds are just learning how to manage their personal care on their own. They still		

TABLE 1: THREE YEAR OLDS

Source: PreK Standards and Florida Standards

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
to respond to what they observe. Examples of this curiosity include: checking the gerbil cage daily to see where the gerbil is hiding; trying different art experiences and puzzles, or listening to new books (Florida).	olds are beginning to understand that print can tell stories and express ideas. Although their initial attempts at writing are not conventional, they often make scribbles that begin at the top of the paper and move from left to right, showing their beginning understanding of how print works. (Florida).	need adult support and guidance, but they are eager to try to do things for themselves. This is the age when they can become very involved in cleanliness and order. (Florida). Dress without assistance, but need help with buttons and so on (PreK).		
Attends briefly, and seeks help when encountering a problem. At 3, children can attend to activities or stories for brief periods of time (5–10 minutes). They will stay involved longer if the activity is a favourite one. However, if they encounter a problem, they usually wander away from the activity rather than continuing to try to solve the problem. They require very specific help in problem solving and explicit physical				

TABLE 1: THREE YEAR OLDS

Source: PreK Standards and Florida Standards

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
guidance when following suggestions. (Florida).				
Approaches play with purpose and inventiveness. Three-year-olds are just beginning to learn how to use materials as they are meant to be used. Play is mainly exploratory, helping children learn about the properties and characteristics of materials and equipment. (Florida).				

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Classify and make inferences about objects. Make comparisons (PreK). Recognizes how things are alike (Comparisons)- demonstrates this when: Explores the concept of how things are alike through manipulative experiences; Identifies alike and different Categorizes objects that are alike; Identifies objects that belong together (Classifies); Selects objects that go together; Explains how things are related (Mississippi). Sort things into subgroups by different characteristics (Minnesota). Make comparisons among objects that have been observed (Minnesota). Compare numbers of objects (Louisiana). Sort and classify materials by one or more characteristics. Collect and	Have increased their vocabulary by another 2000 to 4000 words and learn new vocabulary quickly when directly related to their experiences. Language is exploding. (PreK). Uses expanded vocabulary and language for a variety of purposes. Four-year-olds are expanding their vocabulary daily through exposure to books, trips, and other classroom activities. At the same time, they are beginning to converse about objects and events that are not physically present, are somewhat abstract, or that they remember from the past. They are learning the social rules for conversation, but continue to have difficulty staying on topic in a group discussion. By this age, children are proficient	Walk run and jump with skill. Move to music with increased softness (PreK). Shows characteristics of good health to facilitate learning. Good general health and adequate development are necessary to optimize learning. Children exhibit good health when they demonstrate: physical stature within the typical range; active participation in daily events; ability to coordinate eye-hand movements; large motor skills such as jumping, hopping, running (Florida).	Are moving from solitary to parallel play, sometimes engaging in give and take (PreK). Plays by self and in small groups of two to five (Collaborative Play)- Demonstrate this when: uses acceptable ways of joining in an on-going activity or group; begins give and take cooperative play; waits turn in playing games or using materials; respects others' feelings in the context of group play; shows pleasure in being with and having friends; shows pleasure in being with and having friends; uses appropriate language in the context of social play; or interacts non-verbally with others with smiles, waves, and nods, as well as, responding to nonverbal cues (Mississippi). Beginning to make the	Can express emotions (PreK). Has occasional outbursts of anger that can pass quickly (PreK). Develops age-appropriate self-control- Demonstrates this when: Begins to accept not being first at a game, activity, or classroom routine such as lining up; Expresses frustrations and anger effectively without harming self, others, or property (verbal or nonverbal responses); or Uses restraint and does not call inappropriate attention to self (Mississippi). Children increase their capacity for self-control and to deal with frustrations, and increase their awareness of limitations (RI). Begin to show self-regulation to handle emotions appropriately (Minnesota). Recognize and express own

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
organize data about themselves, their surroundings, and meaningful experiences. Interp ret simple representations in data (Louisiana).	enough with speech and language skills so that they can be creative and humorous in their explorations of how words work and sound (Florida). Use language for variety of purposes (Minnesota). Use new vocabulary and grammar in speech (Minnesota). Develop and expand expressive language skills (Louisiana).		transition from parallel play to cooperative play. Taking turns, sharing, and conversing during play are new skills for many. They are developing special friendships and starting to understand that it is possible to have more than one friend at a time (Florida). Children use play as a vehicle to build relationships and to develop an appreciation for their own abilities and accomplishments (RI). Interact with one or more other children (Minnesota). Work or play cooperatively with others with minimal direction (Louisiana).	feelings and respond appropriately (all emotions - happiness, surprise, anger, etc.) (Louisiana). Show progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming self, others, or property. (Louisiana). Demonstrate increasing competency in recognizing and describing own emotions. Begin to use words instead of actions to express emotions (Minnesota)

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Can identify some numerals such as 4; their age (PreK). Develops a sense of numerical concepts (Number Sense)- Demonstrates this when: Shows one-to-one correspondence; Counts objects; Identifies more, less, and same; or Recognizes numbers (Mississippi). Show interest in quantity and number. Show curiosity and interest in counting and number (Minnesota). Perform one-to-one correspondence. Count by rote. Begin to count objects. Begin to recognize numerals. Begin to demonstrate estimation skills. (Louisiana).	Sometimes tries to communicate more than their vocabulary allows, extending words to create new meaning- Can frequently misuse or confuse words (PreK).	Uses eye/ hand coordination to perform fine motor tasks- demonstrates when holds and turns pages if a book correctly. Manipulates objects, uses writing, drawing, art and kitchen tools to manipulatives and the workbence with increasing skills and purpose (Mississippi). Can string small beads and complete puzzles (PreK). Use scissors and other tools. Hold implements more like an adult (PreK).	Show a growing sense of initiative and self-reliance (PreK). Shows some self-direction. Four-year-olds often seem independent because they want to do everything on their own. However, they still require encouragement to act independently in unfamiliar situations or when trying challenging tasks. Four-year-olds can make simple choices among activities, but occasionally need support in trying new classroom activities. (Florida). Start to show self-direction in actions (Minnesota)	Develops problem-solving skills for resolving conflicts- approaches others positively; negotiates solutions and develops compromises with others in an age- appropriate manner; develops an awareness of the feelings of others; uses words rather than physical means to; solve problems and express anger; expresses own rights and needs appropriately or begins to accept the consequences of own actions (Mississippi). Seeks adult help when needed to resolve conflicts. Four-year-olds need a great deal of adult support and guidance in learning how to settle conflicts. Their natural responses are physical, such as hitting, kicking, or throwing. They are beginning to learn alternatives from adults who suggest and model ways to use words and

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
				other simple formulas (Florida). Seek adult help when needed for emotional support, physical assistance, social interaction, and approval (Minnesota). Begin to use strategies to resolve conflicts peacefully (Minnesota). Stand up for own rights in an appropriate manner (Louisiana). Demonstrate appropriate behaviors when completing a task or solving a problem (Louisiana). Use conflict resolution strategies (Louisiana).
Develops awareness of living and non-living things- Demonstrates this when: names and describes plants, animals, and humans; explores plants, animals and human life cycles; recognizes the needs of living things; or observes and describes characteristics of non-living	Find taking turns in conversation is difficult, - can take turns but really want to talk about themselves and the things they do (PreK). Initiate and respond in conversation with others (Minnesota). Ask and answer relevant questions and share experiences individually and	Shows judgment in interacting with play, materials and equipment (gross and fine motor skills/ personal health and safety)- demonstrates this - follows one and two step instructions with one object, observes rules, makes choices about materials and their use. Build	Still describe themselves in terms of what they have or are doing (PreK).	Develops imagination and creativity: Demonstrates this when: Uses descriptive language in role playing; Uses the arts (e.g., visual arts, music, dance) to express thoughts and feelings about the world in which the student lives or Uses words and pictures to create stories

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
things (Mississippi). Children learn about the development of the natural and physical worlds (RI). Identify characteristics of objects or phenomena (Minnesota).	in groups (Louisiana).	complex block structures (Mississippi).		that describe feelings (Mississippi). Use play to understand and respond to own feelings and to explore emotional states (Minnesota)
Engages in practices to promote routine good health, nutrition, and safety- Demonstrates this when: Observes and demonstrates a daily routine of healthy habits; Recognizes and selects healthy foods; or Demonstrates appropriate safety skills (Mississippi).	Pushing boundary of language- may enjoy use of 'bathroom' language for the fun of it, to shock as well as test and learn what is culturally appropriate (PreK).	Control scribbles, repeating circles, lines and other forms (PreK). Shows beginning control of writing, drawing, and art tools. Four-year-olds are interested in the process of drawing and writing. However, the finished product is not as important to them as the process of creation. At this age, children begin to use a more conventional grasp, and even practice making some letters for their names or for signs. (Florida).	Begin trying to please others, offering things to others, complimenting others (PreK). Begin to initiate positive contact with peers and adults (Minnesota). Play well with other children (Louisiana). Develop increasing abilities to give and take in interactions (Louisiana).	Manages transitions. Four-year-olds sometimes are upset when routines change or things are done differently. They manage transitions most successfully when they are told what to expect in advance. (Florida). Separate easily from parent (Louisiana).

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Shows eagerness and curiosity as a learner. Most 4-year-olds are naturally curious and continually ask questions about everything they encounter. They display growing maturity when they respond to answers to their questions by asking for clarification or additional information, rather than saying "Why? Why?" (Florida). Children demonstrate curiosity and a willingness to participate in tasks and challenges (RI). Show eagerness and a sense of wonder as learners (Minnesota). Show interest in discovering and learning new things (Minnesota). Pose questions and find answers through active exploration (Minnesota).	Have mastered nearly 90% of phonetics and syntax of language but still over-generalise verb tenses, plurals and pronouns (PreK).	Are directional in tone when singing, their voices going up and down. Discover joy and relaxation through listening to music. Can learn songs that have repetition, echo, and also cumulative songs (PreK).	Still have difficulty sharing, but are beginning to understand taking turns (PreK).	Shows empathy and caring for others. At 4 years of age, many children show that they are aware of the feelings of their classmates. Other 4-year olds need to be taught to notice their peers and to understand the emotions and experiences of others. Children this age are generally better able to show caring for real people or book characters than abstract ideas or situations. (Florida). Begin to understand and respond to others' emotions (Minnesota) Respond sympathetically to peers who are in need (Louisiana). Recognize the feelings of others and respond appropriately (Louisiana).

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Persist at a task, trying out different hypotheses until a solution is reached (PreK). Attends to tasks and seeks help when encountering a problem. Four-year-olds attend to most tasks for short periods of time (10–20 minutes).They will persist longer when they have chosen the activity. Learning to work until tasks are finished or problems are solved is often difficult for this age group. (Florida). Children demonstrate an increased ability to show initiative, accept help, take risks, and work towards completing tasks (RI). Show interest in a variety of ways to solve problems (Minnesota). Persist at a task. Seek help when encountering a problem. Demonstrate ability to complete a task (Minnesota).	Can talk in front of group but with some reticence (PreK).	Demonstrates visual ability to facilitate learning. A great amount of learning in the classroom is dependent upon visual abilities. Reading, writing, computer education, spelling, and chalkboard demonstrations are part of most children's school days. Examples include: using both eyes in coordination; holding materials at appropriate distance; moving eyes rather than head to track; visual focusing without squinting or strain (Florida).	Develops listening skills- Demonstrates this when: Follows simple (one-step) directions; Shows sensitivity to others as they speak in small or large group settings (taking turns in speaking in small/large group settings); or Listens attentively to adults when interacting with them (Mississippi). Ask and answer relevant questions and share experiences individually and in groups (Louisiana). Respond appropriately during teacher-guided and child-initiated activities (Louisiana).	Develop a growing understanding of how their actions affect others and begin to accept consequences of their actions (Louisiana).

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Approaches tasks with flexibility and inventiveness. Four-year-olds, who are most comfortable with repetition and familiar people and places, often do not understand that there are different ways to work with materials or to solve problems. They are just beginning to understand that there are many possible ways to accomplish a task. (Florida). Children demonstrate an increased ability to identify, evaluate and provide possible solutions to problems (RI). Approach tasks with flexibility and with inventiveness (Minnesota).	Understand that words such as one and two stand for numbers, and can represent the quantity of objects (PreK).	Exhibits auditory ability to facilitate learning. A great amount of learning in the classroom is dependent upon auditory skills and hearing, especially language development. Examples include: participating in listening activities; selecting listening center activities; orienting to a speaker when addressed by name; producing speech that is understandable (Florida).	Assumes age-appropriate responsibilities in the classroom- Demonstrates this when: Participates in routines (large and small group time, transition time, and so forth); Demonstrates appropriate use and care of classroom and personal materials; Begins to understand the concept of personal property versus community (classroom) property or the property of others; Understands the need for rules and begins to follow them or Makes relevant contributions to group time activities (Mississippi). Demonstrate increasing capacity to follow rules and routines and use materials purposefully, safely and respectfully (Louisiana).	Respond to praise and criticism (Minnesota)

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Can perform simple number operations (PreK). Begins to use simple strategies to solve mathematical problems. Four-year-olds encounter real life mathematical problems throughout the day: How many cartons of milk do we need for snack? How can I fit these boxes together? How many days until we go to the zoo? With guidance, and in a classroom environment that supports asking questions, preschoolers can begin to solve simple mathematical problems in concrete ways, and offer basic explanations for their solutions (Florida).	Are still not capable of understanding conversation of number, quantity or matter (PreK).	Can perform oral hygiene routines. Oral health impacts speech, social interaction, appearance, and ability to learn from experiences. Indicators of good oral hygiene include: recognizing and knowing how to use dental hygiene tools (e.g., toothbrush, floss); performing flossing procedures with assistance; performing brushing procedures; showing a developing understanding of the relationship of nutrition to dental health (Florida).	Develops a positive self-concept- Demonstrates the when: Offers and accepts affection and appreciation; Shows acceptance of individuals from different family configurations, cultural, and/or racial groups through positive interactions with class members and school staff; Expresses wishes and preferences clearly in an age-appropriate manner; Shows interest in others by exchanging information with them; Takes initiative in problem-solving; or Takes pride in accomplishments and accepts disappointments without loss of interest in or focus on the activities at hand (Mississippi). Children demonstrate and express a positive awareness of self and an awareness of limitations (RI). Begin to develop awareness, knowledge, and	Respond to own name (Louisiana). Demonstrate knowledge of personal information (Louisiana

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
			acceptance of own gender and cultural identity. Sustain interaction by cooperating, helping, sharing, and expressing interest (Minnesota). Demonstrate emerging awareness and respect for culture and ethnicity. Discuss family traditions, practices and cultural roots of family members (Louisiana).	
Describes things by color, size, and/or shape: demonstrates this when - Sorts objects by color, size, and/or shape; Identifies color, size, and/or shape of objects; or Recognizes color, size, and/or shape of objects in environment (Mississippi). Sorts objects into subgroups that vary by one or two attributes. Children this age enjoy sorting and classifying because these activities help them gain control of their	Name their drawings and paintings after they have completed it (PreK).	Shows familiarity with the role of a primary health care provider. To promote healthy development, every child needs a source of continuous and accessible health care. Each child should visit a health care provider on a schedule of preventive and primary health care to ensure that problems are quickly identified and addressed. The child demonstrates this by: in a play setting, appropriately using tools a doctor or nurse	Demonstrates self-confidence. Many preschool children come to school with a positive sense of self, certain they will be liked. Others need time to observe and opportunities to learn how to play in a group setting. Confident 4-year-olds will participate in most classroom activities, express emotions, eagerly explore toys and materials, and interact with others in the classroom. (Florida). Begin to experiment	

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
world by ordering it. After learning to sort objects by one attribute, some 4-year-olds begin to sort by two attributes Sorting and classifying introduce children to the order of mathematical thinking (Florida).		might use; or recognizing common medical procedures (weight, measurement of height) (Florida).	with own potential and show comfort with self (Minnesota) Recognize themselves as unique individuals and become aware of the uniqueness of others. Demonstrate emerging awareness and respect for abilities and disabilities (Louisiana).	
Are learning the names of simple shapes such as circle and square (PreK). Recognizes patterns- Demonstrates this when: reproduces and describes patterns (Mississippi). Recognizes simple patterns and duplicates them. Like sorting and classifying, recognizing and creating patterns also introduce children to the concept of order in the world. Four-year-olds' natural curiosity can be directed toward recognition of patterns. They can copy	Exhibits developmentally appropriate oral language for communication purposes - Teacher observes: Expresses wants, needs, and thoughts in primary language (makes choices); Retells a familiar story using own words; Dictates a story; Retells a personal story; Responds to questions in conversation using words and phrases in the primary language; Participates in conversation while interacting with peers or interprets pictures orally (Mississippi). Speak clearly	Shows that basic physical needs are met. Four-year-olds must have their basic needs met in order to take advantage of learning opportunities. Basic needs are demonstrated by children: staying awake except during nap time; wearing clothing appropriate to the weather; having an overall clean appearance; exhibiting energy typical of the age (Florida). Can engage in long periods of active play and exercise (PreK). Children engage in play as a means to	Follows simple classroom rules and routines. Four-year-olds find established routines very comforting. They feel safer and better able to participate when rules are clear and followed consistently. They can follow simple rules and procedures with gentle reminders. They show their acceptance and understanding of rules and routines by: waiting patiently until someone leaves the water table when the rule is "only four people at a time"; or independently going to the	

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
simple patterns with sounds and objects. (Florida). Identify and label different kinds of shapes (Minnesota).	enough to be understood in home language and/or English. Communicate information using home language (Minnesota). Retell information from a story (Minnesota). Retell information from a story (Louisiana).	understand healthy behavior and develop their physical bodies (RI). Show awareness of good hygiene and personal care (Louisanna).	circle area after cleanup (Florida).	
Can usually count by memory in sequence from one to ten (PreK). Shows beginning understanding of number and quantity. Four-year-olds can count 5 to 10 objects meaningfully using one-to-one correspondence, and some can count verbally up to 20 or 30. Most 4-year-olds understand that the last number named in the collection represents the last object as well as the total number of objects. They are just learning that the next number in the counting sequence is one more than the	Develops listening skills-Teacher observes: child understands and follows oral direction; listens attentively to a story; or listens to music (Missippi). Gains meaning by listening. Four-year-olds gain knowledge about their world by watching and listening. They acquire the skill to listen not only when they are spoken to one-on-one by adults and peers, but also to listen when they are spoken to as part of a group. This "group listening skill" is important for learning and acquiring information in	Follows basic health and safety rules. Four-year-olds are becoming aware of some health and safety issues. They can begin to learn about their need for food, water, and shelter, and how to keep themselves safe. They enjoy stories about their bodies and other health issues and will discuss these issues with their friends. They show their beginning understanding of health and safety rules by: trying different foods that are introduced by the teacher as nutritious, and discussing with classmates what	Uses classroom materials carefully. In school, children are encouraged to take care of the materials they are using and keep the classroom in order. Four-year-olds are just beginning to take on this responsibility independently, although they need frequent reminders. Children show responsibility for materials by: helping to clean up by sweeping around the sand table; or putting blocks away in designated places when the teacher announces it is clean-up time (Florida).	

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
number just named and continue to explore the meaning of "more" and "less." (Florida). Children show interest and curiosity in counting and grouping objects and numbers (RI).	school settings. Listening with understanding is enhanced as stories are read to large and small groups and as children participate in singing and chanting activities (Florida). Children engage in play as a means to develop their listening and expressive language skills. Children develop skills in listening and in understanding language (RI). Listen with understanding to directions and conversations. Listen with interest to stories told or read aloud (Minnesota). Listen with understanding to directions and conversations (Louisiana).	"nutritious" means; acting out fire safety procedures (stop, drop, and roll); or carrying scissors and pencils with points down to avoid accidents (Florida). Follow basic health and safety rules (Minnesota). Show awareness of healthy lifestyle practices. Exhibit knowledge that some foods are better for your body than others. Identify harmful objects, substances, or behaviors . Be aware of and follow universal safety rules (Louisanna).		

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Begins to recognize and describe the attributes of shapes. Four-year-olds begin to notice similarities and differences in the attributes of different shapes if attention is drawn to shapes in the classroom and environment. With encouragement, 4-year-olds can recognize different variations of shapes (for example, equilateral triangles and isosceles triangles are all triangles), identify particular shapes in different orientations as being the same shape, and label shapes and discuss their characteristics (Florida). Children show an interest in recognizing and creating shapes and an awareness of position in space (RI). Recognize and duplicate simple patterns (Minnesota). Recognize, name, describe, compare, and create basic shapes	Follows two- or three-step directions. Remembering and following directions is critical for preschool children's independent functioning in educational settings. Four-year-olds are beginning to follow simple two- and three-step directions with relative ease. They also respond to group directions rather than always needing individual instruction. (Florida). Follow directions that involve a two or three-step (Minnesota). Follow directions that involve two- or three-step sequence of actions (Louisiana). Hear and discriminate the sounds of language in the environment to develop beginning phonological awareness (Louisiana).	Attends to basic self-help skills (personal health and safety)- demonstrates this by using appropriate language to convey needs and actions, and attends to daily routines (Mississippi) Performs some self-care tasks independently. Four-year-olds love performing self-care tasks and daily routines on their own. Sometimes they need guidance to avoid becoming silly or to remember what they are doing. They forget rules easily because they are busy with other thoughts, but they can usually meet expectations after verbal reminders. (Florida). Children begin to understand how daily activity and healthy behavior promote overall personal health and safety (RI). Perform some self-care tasks independently (Minnesota).	Participates in the group life of the class. Children this age are beginning to show appreciation of group experiences and awareness of group expectations. However, they often need to be reminded of rules and routines. It is easier for them if group rules, such as how many children can play at the water table, are discussed with them in advance and if they have a part in establishing expectations. Four-year-olds are just beginning to play simple board and card games with rules.(Florida). Children develop successful relationships with other members of their learning community (RI). Begin to participate successfully as a member of a group (Minnesota).	

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
(Louisiana).				
Demonstrates understanding of positional words (Measurement)- Demonstrates this when: shows understanding of positional words (e.g., before, after, over, under);or uses positional words correctly when communicating (e.g., first, next, last, over, under). (Mississippi). Shows understanding of and uses	Speaks clearly enough to be understood without contextual clues. By 4 years of age, children usually speak with sufficient clarity so that it is easy to understand what they are saying without the help of additional information or gestures. Four-year-olds generally use correct syntax, but sometimes over generalize rules (for	Moves with balance and control. Four-year-olds are actively refining their gross motor control. They enjoy practicing skills and challenge themselves to jump farther or run faster than their friends. They can run more smoothly than at younger ages, hop on each foot several times, and climb up and down stairs using a more	Children increasingly demonstrate a sense of belonging to the classroom/program, family and community (RI).	

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
several positional words. Four-year-olds continue to develop spatial sense, which is the awareness of themselves in relation to the people and objects around them. They acquire the vocabulary of position and begin to learn about direction, distance, and location. By age 4, children should understand a number of positional and directional words, such as "above," "below," "under," "beside," and "behind." (Florida). Experience, understand, and use words that show positions and make comparisons. Understand beginning, middle, and end (Minnesota). Describe and interpret spatial sense: positions, directions, distances, and order (Louisiana).	example, "We goed to the store."). Although they may still make some articulation errors, the length of their utterances and the grammatical complexity of their language are increasing (Florida).	adult-like form. Four-year-olds show their emerging skills by: moving around the classroom on narrow paths between furniture without bumping into things; or developing mastery over running skills (such as quick stops, full circle turns, short 180-degree turns, speeding up and slowing down) (Florida). Demonstrates awareness and understanding of body and objects in physical space (Mississippi).		

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Think semi-logically, unable to keep more than one relationship in mind at a time. They can solve a problem that requires distinction between objects that are bipolar, e.g. heavy vs light, or where their only task is to count small arrays of numbers (PreK). Orders, compares, and describes objects according to a single attribute. Grouping things based on a single attribute that changes systematically (small to large, short to long, soft to loud) is called seriation. Ordering or seriation requires children to observe and distinguish slight differences among two or three objects. Four-year-olds begin to compare and seriate according to size, length, height, and weight as they explore the properties of things and decide which	Shows appreciation for books and reading. Depending on how often they have been read to at home and in other situations, children come to preschool with varying abilities to enjoy and understand the written word. By 4, children can begin to learn about authors and illustrators, and enjoy making their own books. Children are encouraged to want to read when they are read to, taught how to handle books, and asked to respond to stories. (Florida). Children demonstrate an interest in: Book Knowledge and Appreciation Understanding and appreciating that books and other forms of print have a purpose (RI). Show interest in reading-related activities (Minnesota). Actively engage in reading experiences. Use emerging reading skills to	Coordinates movements to perform simple tasks. Four-year-olds are able to combine movements to accomplish increasingly challenging physical tasks. They can now kick balls, aim and throw beanbags, climb and swing on jungle gyms, and ride tricycles with increasing control. They love to practice these new skills in games, especially with adult companions. (Florida). Continue to develop muscle strength and coordination with large objects (Minnesota).	Begin to understand others' rights and privileges (Minnesota). Begin to demonstrate an understanding of social justice and social action issues (Louisiana).	

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
things are bigger, longer, shorter, or heavier (Florida). Order several objects on the basis of one characteristic (Minnesota).	make meaning from print (Louisiana).			

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Participates in measuring activities. As 4-year-olds learn about their world, they begin to explore length, height, and weight, although understanding weight is still difficult for them. They have limited awareness of time, although many 4-yearolds recognize how events are sequenced (first we eat snack, then we have free time, then we go to the gym). Four-year-olds are curious and interested in the measuring tools that adults use and are eager to explore with them. Examples of measuring skills include: holding their hands about a foot apart to show how long their play dough snakes are; or knowing that the bus driver will come to pick them up after they play outside (Florida). Children show an interest in recognizing and creating	Demonstrates an awareness of print- teacher observes: develops left to right progression; develops an understanding of top to bottom directions; holds a book in the correct way; recognizes local environmental print; understands that print conveys meaning or attempts writing (scribble/drawing). (Mississippi). Shows beginning understanding of concepts about print Four-year-olds are beginning to learn how print works. They understand that speech can be written down and then read, and that the print on a page conveys the story. They have some awareness that reading is done from top to bottom and left to right, and are beginning to acquire the concept of "a word." Four-year-olds understand that	Uses strength and control to perform simple tasks. Four-year-olds continue to develop fine motor skills through their participation in classroom activities. By using many different classroom materials (such as art materials and tools, manipulatives, and the workbench), they improve their hand and finger strength and control. Examples of their efforts include: twisting the cap off a jar of paste; or pulling apart Lego blocks with relative ease (Florida). Explore use of various drawing and writing tools. Use strength and control to perform simple fine motor tasks (Minnesota). Use a variety of equipment for physical development (Minnesota). Strengthen and control small muscles in hands. Exhibit manual coordination (Louisanna).	Use play to explore, practice, and understand social roles (Minnesota). Identify family composition and describe roles of family members (Louisiana).	

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
patterns, comparing, and measuring time and quantity (RI). Participate in measuring activities (Minnesota).	print takes different forms (for example, grocery lists, signs, stories) and that it can be read for enjoyment as well as for informational purposes (Florida). Children demonstrate an interest in: Print Awareness and Concepts- Recognizing the association between spoken and written words by following print as it is read aloud (RI). Begin to show understanding of concepts of print			
Develops awareness of the five senses- demonstrates this when recognizes the five senses and body parts that utilize the five (5) senses; identifies tastes and smells; identifies sights and sounds; or sorts materials by texture (Mississippi). Asks questions and uses senses to observe and explore materials and natural phenomena.	Begins to demonstrate phonemic awareness - Teacher observes: Distinguishes sound units/syllables (clapping/stomping/finger tapping); Begins to notice beginning phonemes/sounds (no graphemes/letters) or Recognizes rhyming words (Mississippi). Demonstrates phonological awareness.	Uses eye-hand coordination to perform tasks. Four-year-olds demonstrate their eye-hand coordination skills as they start to construct with unit blocks, Tinker Toys, and Legos; put together puzzles; and experiment at the sand and water tables. Their artwork tends to become more complicated as they use newly mastered skills to		

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Exploration is the heart of the 4-year-old's world. Looking, touching, lifting, listening, and experimenting are all very natural at this age. They are just beginning to articulate their observations about the world in an organized way. In the course of play, children's experiences lead them to raise such questions as, "What will happen if…?" With teacher guidance, children can be led to answer questions through further observation, making charts, or otherwise organizing observations into information that helps them understand their explorations (Florida). Children use their prior experiences, senses, and knowledge to learn in new ways (RI). Use senses to explore materials (Minnesota).	Phonological awareness refers to the ability to hear and discriminate the sounds of language. Four-year-olds can attend to and distinguish the smaller units of sound within words with teacher support. They can begin to hear and discriminate syllables, the beginning sounds of words, and rhyming sounds, prerequisite skills for being able to decode words when reading (Florida). Children demonstrate an interest in: Phonemic and Phonological Awareness Learning letters and the combination of letter sounds with letter symbols (RI). Begin to focus on word sounds (Minnesota).	create products. Examples of eye-hand coordination include: zipping jackets; or cutting on a line or around a large picture with scissors (Florida). Children use their fingers and hands in ways that develop hand-eye coordination, strength, control, and object manipulation (RI). Use eye-hand coordination to perform a variety of tasks (Minnesota). Participate in eye-hand coordination activities (Louisanna).		

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Learn quickly to use tools, for example to reach objects (PreK). Uses simple tools and equipment for investigation. Four-year-olds are just beginning to plan their investigations. They enjoy using tools that help them focus on an object and define the characteristics they are trying to describe. (Florida). Children begin to use scientific tools and methods to learn about their world (RI). Use tools for investigation (Minnesota)	Begins to develop knowledge about letters. As 4-year-olds are exposed to books and other forms of writing, their interest in letters increases. Although they initially feel that they "own" letters ("that's my 'S'") or confuse letters with numerals and other symbols, they soon realize that letters are the building blocks of words. With continued adult guidance, they can learn the names of letters, identify some letters in varied contexts, and match a few sounds with letters. (Florida). Demonstrate an understanding of print concepts and beginning alphabetic knowledge (Louisiana).	Children increase their understanding of the use of their eyes, ears, fingers, nose, and mouth, and how the senses work together (RI).		

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Develops awareness of observable properties of objects and materials- Demonstrates the when: Recognizes properties such as color, size, shape, state of matter and compares weight, texture, and temperature; Recognizes and demonstrates use of positional and motion words or Engages in simple investigation (Mississippi). Makes comparisons among objects. Four-year-olds readily make comparisons about observed objects when encouraged and guided. They become enthusiastic about different kinds of paw prints in the snow or differences in footprints in the sand. They enjoy finding things that are the same or different. Their "comparative statements" represent how very young children begin to draw conclusions from	Constructs meaning when responding to a story read or to a picture'- Teacher observe: Joins in reading of predictable/pattern books; produces an imagined story to accompany pictures; begins to predict an outcome; develops an awareness of cause and effect; begins to differentiate reality from fantasy; shows an interest in books and reading; connects information from a story to life experiences or demonstrates understanding of literal meaning of story through questions and comments (Mississippi). As 4-year-olds become involved with familiar stories, their comprehension grows. They begin retelling stories in a variety of ways (looking at the pictures and making up the text, acting out part of the story in dramatic play, or	Children increasingly move their bodies in ways that demonstrate control, balance, and coordination (RI). Demonstrate physical fitness such as strength, power, muscular endurance, cardiovascular endurance, and flexibility. Develop control of large body movement. Develop increased body strength and stamina Continue to develop body flexibility (Minnesota). Exhibit body coordination and strength. Exhibit balance and spatial awareness (Louisanna).		

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
observations (Florida).	telling the story using a flannel board) and asking why things happened as they did. With teacher guidance, they can begin to guess or make predictions about what will happen next and to connect the story to their own experiences (Florida). Guess what will happen next in a story using pictures as a guide (Minnesota).			

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Identifies similarities and differences in personal and family characteristics. Four-year-olds notice similarities and differences among themselves and others. Initially they focus on physical characteristics and family habits. With teacher guidance, they begin to show awareness that people are members of different cultural groups that have different habits, traditions, and customs (Florida). Recognize and appreciate personal characteristics and those of others from diverse backgrounds (Minnesota).	Represents ideas and stories through pictures, dictations, and play. Four-year-olds continue to investigate how symbols can stand for or represent other things. Before they can learn to write, children must first realize that letters and words are symbols, which represent spoken words and stories. They know that labels on toy shelves tell where to put the toys, that the print in books tells the teacher what to read, and that their own drawings can represent their feelings, ideas, and experiences. (Florida). Children demonstrate an interest and ability in using symbols to represent words and ideas (RI). Use scribbles, shapes, or pictures to represent thoughts or ideas (Minnesota). Use forms of shapes and letter-like symbols to convey ideas			

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
	(Louisiana).			
Begins to understand family needs, roles, and relationships. Four-year-olds are very interested in learning about family roles and relationships. Through dramatic play and conversation, they actively explore the jobs family members perform to meet the family's needs (working, preparing dinner, driving the	Knows the names of a few letters and pretend writing in their drawings and paintings (PreK). Uses letter-like shapes, symbols, and letters to convey meaning. As children observe the teacher making lists and putting names on artwork, they often want to write for themselves. Position of letters on the paper, actual formation of the			

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
car, taking care of children). When they realize that a classmate's family structure differs from theirs, they want to explore those differences. (Florida). Begin to understand various family roles, jobs, and rules. Participate in activities to help others in the community (Minnesota).	letters, and correct order are not yet part of most 4-year-olds' repertoires. Many children become interested in writing their names and perhaps a few other significant words, while others will continue to ask for words to be written for them (Florida). Children demonstrate an interest in: Alphabet Knowledge- Recognizing that symbols are associated with letters of the alphabet and that they form words (RI). Engage in writing using letter-like symbols to make letters or words Copy or write own name (Minnesota).			
Describes some people's jobs and what is required to perform them. In addition to understanding family roles, 4-year-olds are also interested in knowing more about the community members they	Understands purposes for writing. Although 4-year-olds do not write conventionally, their understanding of the power of writing is growing. Through repeated exposure to different types of writing			

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
encounter in their lives. With encouragement, they will expand their interest beyond fire-fighters and police officers to include storekeepers, postal workers, nurses, doctors, garbage collectors, road builders, and others. They can identify a variety of common jobs, give simple explanations about what workers do, and identify some tools used to perform specific jobs (Florida). Describe jobs people do (Minnesota).	and environmental print, they learn that writing can fulfill many different functions (for example, telling stories, conveying messages in a letter, describing the directions for a game) and that writing can be read for enjoyment as well as for information. (Florida). Understand that writing is a way of communicating (Minnesota). Participate in a variety of writing activities focused on meaningful words and print in the environment. Demonstrate an interest in using writing for a purpose (Louisiana).			

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Begins to be aware of technology and how it affects life. Surrounded by TVs, ovens, computers, planes, and automated machinery, 4-year-olds are aware of technology in their environment. As teachers talk with them, children can begin to appreciate that they would not know about events in other places without radios and TVs and could not talk to or visit distant relatives so easily without telephones, cars or planes. (Florida). Become aware of technology and how it affects their lives (Minnesota).	Children will use verbal and non-verbal language to express and to communicate information (RI). Derive meaning from non-verbal and verbal cues (Minnesota). Communicate needs, wants, or thoughts through nonverbal gestures, actions, or expressions (Minnesota).			
Demonstrates awareness of rules. Four-year-olds can be very strict about adhering to classroom rules. They like having clear rules and prefer that rules be followed. They can begin to understand, with guidance, why rules are	Children engage in play as a means to develop early reading and writing skills (RI).			

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
important for cooperative living. (Florida).				
Shows awareness of what it means to be a leader. The role of a leader is an abstract concept. At this age, many children are only able to address the concrete leadership roles they experience. This includes the teacher's role and, possibly, the principal's or director's role. Four-year-olds may also show some awareness of the leadership qualities that parents or caregivers exhibit. (Florida). Engage in socio-dramatic play (Minnesota).	Engage in activities that offer the opportunity to develop skills associated with technology by viewing, comprehending, and using non-textual information (Louisiana).			

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Describes the location of things in the environment. Understanding the concept of location provides the foundation for geographic thinking. Four-year-olds show they understand location by placing objects in specific positions in the surrounding environment or noticing how objects are spatially related to one another ("The yellow house is very far away.").They can become quite enthusiastic about matching objects to their usual geographic locations (a toaster in the kitchen, a bed in the bedroom, a tree in the park). (Florida). Begin to develop an understanding of space (Minnesota). Express beginning geographic thinking (Minnesota).	Demonstrate understanding of new vocabulary introduced in conversations, activities, stories or books (Louisiana). Use new vocabulary in spontaneous speech (Louisiana).			

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Develops awareness and appreciation for the environment- Demonstrates this when: explores the idea that the earth includes the ground, water, and sky; explores caring for the environment; understands time-related vocabulary or describes weather (Mississippi). Shows awareness of the environment. Interest in the environment is very concrete for 4-yearold children. Initially they notice major changes in their environment. With teacher support, they can begin to understand how people affect the environment by relating it to the classroom and to their own yards and neighborhoods (Florida). Express wonder about the natural world. Show interest in how people affect the environment (Minnesota)	Experiment with a variety of writing tools, materials, and surfaces (Louisiana).			

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Uses a variety of art materials for tactile experience and exploration. Four-year-olds are very active, and can sustain attention to art activities for only limited periods of time. They engage in the artistic process with great enthusiasm, but show little desire to produce a product. This enables them to explore various media with freedom. (Florida). Children use a variety of tools and art media to creatively express their ideas (RI). Use a variety of materials for exploration and experimentation (Minnesota).				
Participates in-group music experiences. Four-year-olds quickly become involved in singing, finger plays, chants, musical instruments, and moving to music. They are usually quite unselfconscious when participating in music				

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
activities and can gain a sense of mastery if there are no expected outcomes or performances. (Florida). Participate in music experiences (Minnesota)				
Participates in creative movement, dance, and drama Four-year-olds can participate with abandon in dancing and creative movement. Their imaginations are overflowing with images and ideas that they can express with movement. They pantomime movement of familiar things, act out stories, and re-enact events from their own lives in dramatic play (Florida). Children engage in individual or group activities that represent real-life experiences, ideas, knowledge, feelings and fantasy (RI). Participate in				

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
creative movement and dance (Minnesota)				
Responds to artistic creations or events. Many children express their interest in the arts as observers rather than as producers. With teacher guidance, children can begin to comment on each other's work, asking questions about methods used, showing interest in the feelings being expressed, or noticing details. With teacher support, 4-year-olds can attend to and appreciate children's concerts, dance performances, and theater productions				

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
(Florida). Children engage in play as a means of self-expression and creativity (RI). Children express interest in and begin to build a knowledge base in the arts (RI). Show appreciation for the creations of self and others (Minnesota). Show increasing awareness of art and creative expression (Minnesota).				
Continue to be preoperational, bound by perception in their thinking. (PreK)				
Give animistic answers to some questions, and rational mechanical answers to others (PreK).				
Children engage in play as a means to develop their individual approach to learning (Rhode Island).				

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Children demonstrate an increased ability to establish goals, develop and follow through with plans (RI).				
Children engage in play to develop and add to their mathematical thinking and problem solving (RI).				
Children engage in play as a means to develop their scientific skills (RI).				
Choose new as well as a variety of familiar activities (Minnesota).				
Think about events and experiences. Demonstrate ability to learn from experience. Begin to recall recent and past events. Anticipate, remember, and describe sequence of events (Minnesota). Anticipate, remember, and describe sequences of events (Louisiana).				

TABLE 2: FOUR YEAR OLDS

Source: PreKStandards, Florida, Mississippi, Minnesota, Louisiana, and Rhode Island

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Understand differences between the things one likes and dislikes about the arts. Understand and describe the reasons for likes and dislikes. Share opinions about likes and dislikes (Minnesota).				

TABLE 3: THREE TO FOUR YEARS

Source: Utah

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
The child begins to demonstrate an understanding of numbers in his or her world. Recognizes and develops an understanding of numerals in their world. Demonstrates an understanding of numbers through counting, patterning, and grouping. Develops an understanding of what numbers represent.	The child develops oral language through speaking. Demonstrates speech that is understandable. Demonstrates use of most grammatical rules.	The child develops age-appropriate gross motor skills. Develops and demonstrates a sense of balance. Shows progression in locomotion skills.	The child seeks to understand and to be understood. Balances own needs with those of others. Feels connected with others in home, school, and community. Shows and accepts concern and assistance.	The child controls actions and body in age-appropriate ways. Demonstrates a growing awareness of and the ability to control own emotions. Demonstrates an ability to wait. Respects self, others, and property Demonstrates an ability to work and play within reasonable daily routines and limits. Achieves needs and wants in acceptable ways. Demonstrates appropriate responses to stress.
The child demonstrates an understanding of shapes and finds many examples. Begins to understand the concept of common shapes. Recognizes that things in the world have shapes.	The child uses appropriate language in a variety of situations. Demonstrates use of social conventions in language. Demonstrates use of turn taking in conversations.	The child develops age-appropriate perceptual motor skills. Develops awareness of the properties of his or her body. Begins to show knowledge of directionality and laterality. Shows progression of spatial relationship knowledge.	The child demonstrates confidence in self and others. Recognizes own strengths, positive behaviors, and accomplishments. Desires to be independent; is not overly dependent on peers and adults. Demonstrates resilient behavior.	

TABLE 3: THREE TO FOUR YEARS

Source: Utah

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
The child begins to demonstrate an understanding of things in comparison. Uses comparisons. Starts to become aware of how things are measured.	The child uses language to maintain topics and tell narrative events. Demonstrates an increasing ability to talk about the same topic. Demonstrates use of language to retell stories and relay events.	The child uses age-appropriate gross manipulative skills. Participates and shows progress in throwing. Participates and shows progress in catching. Participates and shows progress in bouncing and catching. Participates and shows progress in kicking.	The child demonstrates curiosity, enthusiasm, and joy in learning. Shows a desire to explore. Shows enthusiasm for the work of self and others.	
The child uses patterns and information to construct meaning about his or her world. Demonstrates an understanding of patterns and relationships. Collects and shares information using math concepts. Begins to make predictions based on previous experiences	The child uses a diverse vocabulary. Uses vocabulary to share knowledge of concepts. Learns words through new experiences with adults, peers, and books. Uses words to express a range of feelings.	The child develops fine motor (eye-hand coordination) skills. Shows development of paper-pencil tasks. Shows development in two-handed activities.	The child interacts with others in an increasingly complex manner. Uses verbal and/or nonverbal means to communicate with others. Demonstrates strategies necessary for social involvement	
The child observes objects and processes in the surrounding world. Develops a sense of curiosity about what things are and how they work. Actively	The child develops oral language and understanding through listening. Listens actively. Uses prior knowledge to comprehend information and construct			

TABLE 3: THREE TO FOUR YEARS

Source: Utah

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
participates in exploratory activities, e.g., mixing colors, jumping and sorting through autumn leaves, sliding in the snow, planting seeds.	meaning. Makes predictions, confirms meaning, and develops comprehension skills. . Recognizes and predicts language patterns.			
The child begins to understand connections in science events and natural processes. Makes comparisons and connections among things observed. Begins to notice patterns and the sequence of processes and events. Begins to predict future events based on previous experiences, e.g., what will the snow do, what will heat do, what will happen when I grow.	The child begins to develop phonemic awareness. Participates in activities that emphasize rhyme, rhythm, and repetition. Increases awareness of letter sounds.			
The child begins to communicate about his or her discoveries and explorations. Explains verbally the results of his or her observations. Shares information about events and processes in a variety of ways.	The child develops an understanding and enjoyment of reading through shared experiences with others. Values reading as an important part of life. Demonstrates an understanding of concepts of			

TABLE 3: THREE TO FOUR YEARS

Source: Utah

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
	print.			
The child uses a variety of art materials and shows progress in the development of art skills through explorations and purposeful experimentation. Creates art products with a variety of materials. Progresses through the developmental stages of drawing. Shows progress through developmental stages of painting.	The child develops awareness of the letters of the alphabet. Becomes familiar with alphabet letters. Begins to identify letter names.			
The child uses dramatic play to explore emotions, relationships, and imagination. Develops positive self-image through successful participation in dramatic play activities. Explores and creates a variety of play themes.	The child uses concepts of print to create text. Understands the purpose of print. Participates in a variety of writing activities.			

TABLE 3: THREE TO FOUR YEARS

Source: Utah

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
The child participates in a variety of musical activities that promote the development of music skills and appreciation. Explores the voice and body as instruments of musical expression. Creates music through improvising and experimenting with a variety of musical instruments.				
The child engages in dance and creative movement. Participates in rhythm movement				

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Begin to question conservation of amount and length (PreK).	Are continuing to expand their language growth, with a vocabulary of 5000 to 8000 words (PreK). Uses expanded vocabulary and language for a variety of purposes. During kindergarten, children's expanding vocabularies provide them with a larger knowledge base that will assist them as they begin to read.They are acquiring words to name or describe many different things, and they are refining their social use of language by initiating conversations, taking turns in group discussions, and asking questions and making comments related to topics being discussed. (Florida)	Can walk backwards, skip, balance on walking beam, hop, jump and climb well. Have high, sustained physical energy (PreK). Uses balance and control to perform large motor tasks Five-year-olds are very active, seeming to be in constant motion. For the most part, their movements are under control even though they now move more quickly and with greater agility than in the past. Kindergarten children can run smoothly, hop many times on each foot, and climb up and down stairs using alternating feet (Florida).	Have a firmer sense of self (PreK). Demonstrates self-confidence. Self-awareness and positive self-image emerge through interactions with others and through experiences of being effective. Confident 5-year-olds approach new tasks and situations enthusiastically, recognize and express emotions appropriately, and share information about themselves with others.(Florida).	Use verbal insults to threaten to hit, but use less physical aggression (PreK).

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Benefit from language and experience that provide opportunities to use methods of science (PreK).	Increase their sentence length; and sentence structure is becoming more complex (PreK). Speaks clearly and conveys ideas effectively. At 5, most children's speech is easily understood by listeners. During kindergarten, children begin to understand how to express their ideas coherently in group discussions as well as in one-to-one conversations. They speak loudly enough to be heard by their listeners. Their sentences become longer and more complex as their language becomes richer and more detailed. (Florida).	Continue to refine large and small muscle development-learning to ride bike to helping with household chores to dressing themselves (PreK). Shows characteristics of good health to facilitate learning. Good general health and adequate development are necessary to optimize learning. Children exhibit good health when they demonstrate: ability to coordinate eye-hand movements; or large motor skills such as jumping, hopping, running (Florida).	Are becoming refined in their gender roles, often with a tendency to stereotype (PreK).	Manages transitions and adapts to changes in routine. Adapting to or accepting changes in routine is an important skill if children are to function comfortably in school. Five-year-olds are anxious to establish order in their lives and prefer consistent routines. However, because change is a part of growth, children need to acquire flexibility in order to deal with change. Five year-olds are beginning to adjust to changes and learn that different situations call for different behaviors. (Florida).

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Experiment and invent solutions to solve problems (PreK). Approaches tasks with flexibility and inventiveness. Five-year-olds are learning how to approach tasks creatively and to attempt more than one way to solve a problem. Trial and error nurtures and encourages their creativity. Some children are reluctant to try new approaches because an unsuccessful outcome may be difficult to accept. After children have tried repeatedly to solve problems, it is important for them to know when and where to get help before they become frustrated. (Florida).	Still over-generalise rules using 'foots' instead of 'feet', but correct themselves when they do (PreK).	Demonstrates visual ability to facilitate learning. A great amount of learning in the classroom is dependent upon visual abilities. Reading, writing, computer education, spelling, and chalkboard demonstrations are part of most children's school day. (Florida).	Enjoy cooperative play with others, especially socio-dramatic play Cooperate and generally share well (PreK). Interacts easily with one or more children. Five-year-old children are beginning to learn how to play cooperatively with one or more children, listen to peers and understand their feelings, and solve problems cooperatively. The meaning of friendship (What does having a friend mean? How does friendship work?) is very interesting to them. They have preferences about who they want to play with and are sometimes tentative about interacting with peers they do not know very well. (Florida).	Shows empathy and caring for others. Learning to recognize the feelings of others is an important life skill. Although some children express care and understanding for others' feelings almost naturally, other children need guidance and support from teachers to acquire these skills. (Florida).

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Understand a variety of cause and effect relations (PreK).	Can retell stories in sequence (PreK).	Exhibits auditory ability to facilitate learning. A great amount of learning in the classroom is dependent upon auditory skills and hearing, especially language development. (Florida). Have voices ranging from middle C to middle B (PreK).	Persist at tasks for longer periods (PreK).	Seeks adult help when needed to resolve conflicts. An initial step in conflict resolution is recognizing when there is a conflict and getting help to solve it. Communicating and using varied strategies to resolve conflicts (for example, "fair trades" or taking turns by mutual agreement) are emerging skills for 5-year-olds. They still need adult support and modeling to use words to solve problems, suggest possible solutions, and participate in compromise. (Florida).

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Form loosely held analogies, rather than coherent theories (PreK).	Have favourite stories, recognise the work of familiar authors, compose stories themselves when they do so (PreK). Represents stories through pictures, dictation, and play. Many 5-year-olds understand that words represent things, ideas, and events, and that letters make up words. They enjoy telling and "writing" stories. Long before they use conventional forms of writing, they willingly describe their drawings, use drawings to tell stories with a beginning middle and end, and represent stories as they play. They can focus on an idea for a story and make a simple plan for expressing it (Florida).	Can perform oral hygiene routines. Oral health impacts speech, social interaction, appearance, and ability to learn from experiences. Indicators of good oral hygiene include: recognizing and knowing how to use dental hygiene tools (e.g., toothbrush, floss); or understanding relationship of nutrition to dental health (Florida).	Can plan out an activity and return to the same activity the next day (PreK).	

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Have well formed theories about physical objects (PreK).	Use nonverbal gestures to communicate ideas (PreK).	Shows familiarity with the role of a primary health care provider. To promote healthy development, every child needs a source of continuous and accessible health care. Each child should visit a health care provider on a schedule of preventive and primary health care to ensure that problems are quickly identified and addressed.(Florida).	Shows initiative and self-direction. Independence in thinking and action enables children to take responsibility for themselves. Most 5-year-olds can make choices among familiar activities, participate in new experiences, and are willing to take some risks. Children who choose familiar activities repeatedly and are hesitant to venture into new areas need help from adults in order to expand their independence. (Florida).	
Are familiar with and able to use a wide variety of art materials (PreK). Uses a variety of art materials to explore and express ideas and emotions. Through extensive exploration with art materials, 5- year-olds become confident using a variety of media and enhance their sense of mastery and creativity. Although they are	Places in a bilingual environment, will begin to use familiar words in another language (PreK).	Shows that basic physical needs are met. Five-year-olds must have their basic needs met in order to take advantage of learning opportunities. Basic needs are demonstrated by children: staying awake except during nap time; or wearing clothing appropriate to the weather (Florida).	Follows classroom rules and routines. Children who are successful within a group know and accept the rules established for that particular group. Five-year-olds are learning this skill and can be quite dogmatic with their peers, insisting on adherence to the rules. They are comfortable when they know the routines and can plan	

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
primarily interested in the creative process, they are beginning to become more critical of the products they create. They can express their feelings and ideas through their art work, in addition to expressing them verbally (Florida).			their activities around the daily schedule. (Florida).	
Develop forms and schema to represent their world-produce schema that are fairly represtational (PreK).	Take turns in conversations, still interrupting to talk about themselves, but not frequently (PreK).	Shows interest in health issues. Five-year-olds show awareness of many health issues, especially when these relate to their own experiences. Although they still need reminders to follow good health practices, they are beginning to understand the rationale for these practices. (Florida).	Uses classroom materials purposefully and respectfully. One of the major challenges of school for 5-year-olds is learning how to care for classroom materials. In school, a child learns how to use materials thoughtfully (so the materials continue to be available for others) and how to put things away so that others can easily find them. (Florida).	

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Make decisions about what they are drawing, painting, modeling, before they begin (PreK).	Have a sense of time, but still mainly their own, knowing when events close to them take place (PreK).	Shows interest in safety issues. Five-year-olds show awareness of many safety issues. At this age, children are most interested in these issues when they relate to their own experiences. Although they still need reminders to follow safety rules, they are beginning to understand the rationale for these rules. (Florida).	Interacts easily with familiar adults. Young children often have more experience talking and interacting with adults than with their peers. Five-year olds who feel at ease with adults will show affection, respond to questions, initiate conversations, and follow directions given by familiar adults. (Florida).	
Correlate signing with a range of interests and skills (PreK).	Are developing language of measurement, and both the concepts and language to express locations such as under and over, in and out (PreK).	Performs self care tasks competently. Five-year-olds are quite competent about taking care of their own physical needs and often help classmates who are struggling with buttons and laces. They take pride in their skills and will often practice zipping jackets and tying bows just for the pleasure of doing it. (Florida).	Participates in the group life of the class. Five-year-olds show a sense of community by contributing ideas, taking responsibility for events in the classroom, sharing knowledge of classroom routines and procedures, and following rules in group games and activities. They can usually follow group expectations, especially if they have had previous school experience.(Florida).	

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Recognise their work and work of others (PreK).	Are still able to conserve matter, number and quantity (PreK).	Coordinates movements to perform tasks. Five-year-olds are busy experimenting with how their bodies move. They are ready to combine various independent skills to accomplish new feats and meet new challenges (Florida).		
Begin counting using one-to-one correspondence, placing one cup and one napkin in place (PreK). Shows understanding of the concept of number and quantity. Kindergarten children can count objects to at least 20, many learn to count verbally (that is, by rote) to 100. They can count using one-to-one correspondence reliably, use objects to represent numbers, and use numerals to represent quantities. With experience, they can begin to understand that a set of objects equals the same	Listens for meaning in discussions and conversations. Young children are actively involved in learning about their world by watching and listening. At 5 years, children can listen for meaning in such different situations as one-on-one conversations with children or adults, small and large group activities, story times, and videos. (Florida)	Uses strength and control to accomplish fine motor tasks. Five-year-olds are becoming adept at using the small muscles of their hands and fingers to accomplish more difficult tasks. Over time, their hand strength and control improves. Since some children are more skilful than others, it is important to look for growth rather than specific accomplishments at this age of transition (Florida). Assemble and disassemble objects (PreK).		

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
number regardless of the position, shape, or order of the objects. They continue to learn about ordinal numbers (1st through 10th) and understand that the last number named in a collection represents not only the last object, but the total number of objects as well (Florida).				
Can count to ten and through the teens. Are interested in learning to write numerals, begin copying numbers (PreK).	Follows directions that involve a series of actions. Five-year-olds can follow 3-step directions immediately after they hear them, but sometimes forget instructions over time or become distracted before they can complete a longer series of actions. The ability to focus and remember is important for school success. (Florida).	Uses eye-hand coordination to perform fine motor tasks. Five-year-olds are continuing to improve their eye-hand coordination and accomplishing tasks with greater precision. They enjoy playing with manipulatives and blocks and sometimes work with a finished product in mind (Florida).		

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Begin to learn to classify on the basis of one characteristic such as colour or size, and can articulate why they place things together (PreK).	Shows interest in and demonstrates knowledge about books and reading. Children enter school with varying levels of experience with and interest in books and reading.Through repeated exposure to literature, kindergarten children can be expected to understand that authors write books, illustrators draw pictures, and books convey information or stories. Five-year-olds can listen attentively to stories, and develop preferences for books by certain authors or topics of special interest (Florida).	Uses writing and drawing tools with some control. At 5, children's increased strength and coordination allow them to use a variety of writing, drawing, and art tools with greater control. As their pencil grasp becomes established, some show interest in the rudimentary formation of letters and repeatedly practice writing their names and other words. At this age, children demonstrate their control of writing tools (Florida). Use tools, scissors, hammers, drawing and painting tools efficiently (PreK).		

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Can identify common shapes (PreK).	Shows some understanding of concepts about print. Five-year-olds are beginning to understand how print is organized and read. They realize that print conveys meaning, spoken language can be written down and read, and certain words are always written the same way. They begin to notice spaces between words, distinguish letters from drawings and numerals, recognize different types of text (storybooks, poems, newspapers, grocery lists, signs, letters, labels), label the parts of a book (front cover, title page, back cover), and track print from left to right and top to bottom, pointing to the words as they are read (Florida).			

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Perform simple number operations, taking away, and adding objects to make more or less (PreK).	Begins to demonstrate phonemic awareness. For children to become fluent readers, they must be able to hear the smallest units of sound within words (phonemes) and to focus on these sounds separate from the meaning of the word. With frequent demonstrations by the teacher, children recognize and produce rhyming words, identify beginning and ending sounds, and begin to discriminate the smaller parts of words, first distinguishing syllables and, later, phonemes within syllables (Florida).			

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Shows eagerness and curiosity as a learner. Five-year-olds are curious, active learners, who are excited about their environment and the wide variety of materials available to them in school. They enjoy using realistic props in dramatic play and experimenting with different artistic media. They are fascinated by audiovisual media and by technology, and can become very insistent when they have strong ideas about what they want to do. (Florida).	Knows letters, sounds, and how they form words. By the end of kindergarten, children acquire knowledge about the systematic relationship between letters and sounds. They understand that a group of letters represents a sequence of sounds that combine to form a word (the alphabetic principle). Kindergartners can identify and name uppercase and lowercase letters, understand that letters stand for sounds, and associate the correct sound with many letters. They begin to sound out simple words and can develop a limited sight vocabulary (Florida).			

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Sustains attention to a task, persisting even after encountering difficulty. Five-year-olds can attend to open-ended tasks they have chosen for reasonably long periods of time (20-30 minutes). However, it is more difficult for them to concentrate on tasks they have not selected or activities that require skills beyond their current abilities. When engaged in challenging tasks, they may need encouragement to continue. They are beginning to understand that making mistakes is an important part of learning and acquiring new skills. (Florida).	Comprehends and responds to fiction and informational text read aloud. Kindergartners expand their vocabulary and general background knowledge as they listen to fiction and non fiction texts read aloud.(Florida).			

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Uses simple tools and equipment to extend the senses and gather data. Although kindergartners begin to observe using their five senses, they are very intrigued with tools that extend the power of their senses and that they associate with grown-up activities. Scientific tools include magnifiers, gears and pulleys, calculators and computers, and simple balance scales and rulers. With regular use of a variety of tools, young children begin to recognize how technology helps us perform tasks more easily.(Florida).	Uses letter-like shapes, symbols, letters, and words to convey meaning. As children begin to understand that writing communicates a message, they become motivated to produce words, even if they do not possess conventional writing and spelling skills. They begin by using drawings to convey ideas, adding letters or words randomly. With experience, they begin to form words by using letters from their names, copying words, approaching others for help, sounding out words using letter-sound associations, and using invented or temporary spelling. By the end of kindergarten, many children can write most upper- and lowercase letters and know the conventional spelling for some words (Florida).			

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Scientific thinking requires observing, asking questions, drawing conclusions, and proposing explanations about current and future events. Children can begin to guess the reasons for what they have observed – even if those reasons are not "scientifically correct" – as they organize, with teacher support and guidance, the information they have gathered. Five-year-olds communicate scientific information through speaking, drawing, and writing. (Florida).	Understands purposes for writing. Children begin to understand the power of written words when they see that messages, such as "Please Leave Standing" on a sign in front of a block structure, have an impact. Over time, they recognize that there are different types of writing (stories, signs, letters, lists) with different purposes. Children's understanding of writing as a symbolic form of communication that conveys messages motivates them to write on their own (Florida).			
Five-year-olds' continued sensory exploration enables them to understand the properties of objects in greater detail. With prompts from the teacher, they notice what things are made of and describe numerous attributes of objects including size, shape, color, texture, weight,				

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
temperature, whether objects are attracted or unaffected by magnets, and whether various objects sink or float. Although 5-year-olds may watch with wonder as snow melts or water freezes, they have only a rudimentary understanding of the reasons for changes in state from solid to liquid to gas. (Florida).				
Observes and describes characteristics, basic needs, and life cycles of living things. By studying plants and animals, kindergarten children begin to differentiate living and non-living things. Five year- olds can investigate the physical characteristics, basic needs, ways of moving, habitats, growth patterns, and life cycles of plants and animals common to their local area. They begin to learn about the relationships between				

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
animals and plants and the environments in which they live. (Florida).				
Explores and identifies properties of rocks, soil, water, and air. In kindergarten, children learn about the composition of the earth and the conservation of its resources. Fiveyear- olds can learn about the properties of rocks, soil, materials are used and why it is important for people to use them carefully.(Florida).				
Begins to observe and describe simple seasonal and weather changes. As young children learn to observe and				

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
experiment with scientific phenomena, they notice change and patterns. Studying the weather, sky, and seasons provides 5-year-olds with concrete examples of nature's patterns and changes. In group activities, kindergarten children can identify, describe, and record daily changes in the weather, noticing wind speed, variations in the sky, air temperature, precipitation, and seasonal patterns of change. (Florida).				

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Identifies similarities and differences in people's characteristics, habits, and living patterns. Five-year-olds develop self-identity by comparing themselves with others. At first, these comparisons focus on physical characteristics and preferences, but soon extend to recognizing similarities and differences within families or cultural groups. They continue to explore family roles and to examine other families to see how they differ from or are the same as their own. They learn about their classmates' cultures through conversations, dramatic play interactions, and items they bring to school from home (Florida).				

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Demonstrates beginning awareness of state and country. In kindergarten, children begin to see themselves within a larger context. Their growing world includes not just their families and neighborhoods, but begins to extend to state and country. They recognize symbols of their own country and begin to develop an understanding of national holidays (Florida).				
Shows some awareness of time and how the past influences people's lives. Kindergartners learn about time by exploring calendar time and sequencing the events in their daily schedules. By reflecting on their own histories, they begin to learn about chronological time. Five-year-olds can use vocabulary related to chronology ("past,"				

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
"present," "future," "before," "after," "yesterday," "today," "tomorrow").They are beginning to understand that people in the past lived differently than people do today (Florida).				
Begins to understand how people rely on others for goods and services. Five-year-olds are learning to distinguish between wants and needs and are beginning to realize that making one choice means that you may not be able to do something else (for example, deciding to take a turn at the computer means you will not have time to build with blocks). Personal experience with making trades leads to a beginning awareness of money as a means to purchase goods and services. As their social world expands, children this age can				

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
begin to understand that all people need food, shelter, and clothing (Florida)				
Describes some people's jobs and what is required to perform them. Five-year-olds are ready to examine their communities and explore the many roles people fill in helping each other live. They have a beginning understanding of why people have jobs and can identify different types of jobs and some of the tools used to perform those jobs (Florida).				
Begins to be aware of				

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
technology and how it affects life. Five-year-olds are very interested in the technology that is so much a part of the world around them (television, telephones, vehicles, video games, VCRs, microwave ovens, computers).They can discuss ways in which technology helps people accomplish specific tasks and, with teacher guidance, consider what it must have been like to live without technology in an earlier time (Florida).				
Demonstrates awareness of the reasons for rules. Children's understanding of the reasons for rules and laws comes about as they discuss problems in the classroom and school and participate in making reasonable rules that directly involve them. They demonstrate their understanding of rules and				

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
laws by showing such positive citizenship behaviors as sharing, taking turns, following rules, and taking responsibility for classroom jobs (Florida).				
Shows beginning understanding of what it means to be a leader. By 5, children show some awareness of leadership in their classrooms and schools. They can understand the important roles that the teacher and principal play in making things run in an orderly way. Five-year-olds can participate in assigning leadership roles for various class activities. Their understanding of leadership expands as they identify the leaders in their community				

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
(the police chief, the mayor) and the functions they perform (Florida).				
Expresses beginning geographic thinking. For 5-year-olds,geographical thinking begins with deepening their understanding of the concept of location. They can move their bodies in specific directions, describe the relative locations of objects, and talk about location using appropriate vocabulary such as "near," "far," "over," "under," and "next to." Learning that real places can be represented symbolically				

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
occurs as children make drawings, build with blocks, and create models of real places (Florida).				
Shows beginning awareness of the relationship between people and where they live. Five-year-olds are developing an awareness of their local environment. They can describe some physical characteristics (for example, bodies of water, mountains, weather) and some of the human characteristics of their communities (types of shelter, clothing, food, jobs). With repeated exposure to different places, they begin to notice the physical and human characteristics of other places. With teacher guidance and support, they recognize how people can take care of or damage the world around them (Florida).				

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Participates in group music experiences. Five-year-olds are able to master simple instruments, such as rhythm sticks, tambourines, or drums. They are interested in the sounds that more complicated instruments (for example, a piano or guitar) make and in how they are played. They enjoy singing, making up silly and rhyming verses, imitating rhythmic patterns, learning finger plays, and using music to tell stories and express feelings. Often, they will make up songs to swings or putting on their clothes to go outside (Florida).				

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Participates in creative movement, dance, and drama. Five-year-olds are very active and need opportunities to move and stretch their bodies. They are in constant motion, wiggling, changing positions, and sitting in a variety of ways. They can harness this energy into creative and descriptive expressions of feelings and experiences through movement, dance, and drama (Florida).				
Responds to artistic creations or events. Many children express their interest in the arts as observers rather than as producers. Five-year-olds are able to appreciate the artistic creations of others, the skill of a dancer, or someone's ability to play a musical instrument. They are excited when a picture or sculpture reminds them of people,				

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
objects, or events in their own lives (Florida).				
Shows interest in solving mathematical problems. Solving real-life problems helps children make connections among the math they are learning at school, other parts of their lives, and other types of learning. Problem-solving involves posing questions, trying different strategies, and explaining one's thinking by stating reasons a particular strategy worked. Young children solve problems and explain their reasoning by working with concrete objects, drawing pictures, or acting out solutions.(Florida).				

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Uses words to describe mathematical ideas. School provides kindergarten children with many opportunities to communicate mathematical ideas. When teachers ask children to describe how they know the number of crackers needed at the snack table, they encourage children to attach language to mathematical thinking. Five-year-olds represent their thinking by using objects, fingers, drawings, bodies, and occasionally, symbols. These representations help children retain information and allow children to reflect on their own problem-solving strategies. (Florida)				

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Recognizes patterns and duplicates or extends them. Patterns are a critical component of the foundation of mathematical thinking. Five-year-olds can recognize, create, copy, and extend simple patterns using concrete objects, sounds, and physical movements. They can describe a pattern, recognize patterns in the environment, and use a pattern to predict what comes next. Many kindergartners can begin to use letters and numbers to describe an existing pattern (an ABA pattern is the same as a 121 pattern) and recognize patterns in a counting sequence (2, 4, 6, 8) (Florida).				

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Sorts objects into subgroups, classifying and comparing according to a rule. Sorting objects into groups according to attributes is an important mathematical skill that requires children to recognize similarities among objects. Although some 5- year-olds can only perceive one attribute at a time, most are able to integrate several attributes, such as sorting by color and size. (Florida).				
Begins to understand relationships between quantities. Five-year-olds begin to explore the relationships of one quantity to another .They can compare two sets with up to 10 objects and use such vocabulary as "more," "less," "equal," or "the same number as" to describe them. They are beginning to understand how quantity changes when they combine				

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
sets to make larger ones or decrease the size of sets by removing items. Some kindergartners begin to make realistic guesses about small quantities and show initial awareness of fractional parts (halves, quarters) using concrete objects (Florida).				
Recognizes and describes some attributes of shapes As children play with unit blocks, table blocks, pattern blocks, shape sorters, peg boards, and geoboards, they gain a concrete understanding of shape and form. Five year- olds can identify, describe, label, and create a variety of common 2-D shapes and solids (circle, square, triangle, rectangle, cube, sphere) and begin to describe their attributes (corners, curves, edges).This concrete experience is important to later geometrical				

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
thinking and problem solving. (Florida)				
Shows understanding of and uses direction, location, and position words. Children learn positional vocabulary as they develop spatial awareness and a recognition of symmetry and balance. Through discovery, experimentation, and experience, children form beginning understandings of direction (Which way?), distance (How far?), and location (Where?).(Florida)				

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Orders, compares, and describes objects by size, length, capacity, and weight. Five-year-olds are very interested in ordering and comparing objects (for example, "You have more ice cream than I do.").They start by being able to order only four or five objects, and gradually increase to 8 or 10. Many children begin to differentiate among size, length, and weight and use appropriate terms to describe each attribute. These direct comparisons of length, volume, and weight form the foundation for more complex measuring activities. (Florida).				

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Estimates and measures using non-standard and standard units. When children begin to measure objects, they first select a unit of measurement, compare that unit to the object, and count the number of units required to represent the object. Five-year-olds spontaneously use such units as a foot, hand span, paper clip, or block to measure objects. They explore estimation with length, size, and volume. (Florida).				
Shows interest in common instruments for measuring. Children are interested in the tools and instruments used by adults, although they are just beginning to explore conventional measurement tools.(Florida).				

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Shows awareness of time concepts. Initially, 5-year-olds view time as a sequence of events of varied duration (eating breakfast comes before the bus ride to school and takes less time).Through experiences with classroom routines, schedules, clocks, and calendars, they begin to use words representing time ("morning," "afternoon," "evening," "day," "night," "yesterday," "tomorrow," "week," "month"), name the days of the week, and refer to time in more conceptual terms (Florida).				

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Begins to collect data and make records using lists or graphs. Collecting data, graphing, and interpreting graphs provide meaningful opportunities to count and make comparisons. Initially, 5-year-olds are more interested in specific instances of data and lists ("Terry lives in a house and I live in an apartment.") than in classifying data into categories (10 children live in apartments, 8 live in houses, and 4 live in mobile homes). With teacher guidance, they can pose questions, collect data, and organize their observations using concrete objects, pictures, graphs, and lists. (Florida)				

TABLE 4: FIVE YEAR OLDS

Source: PreKStandards, and Florida

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Seeks information through observation, exploration, and descriptive investigations. Five-year-olds' natural curiosity about their world frequently leads them to ask, "Why?" As questions are raised, kindergartners seek answers primarily through exploration, manipulation, and careful observation using their senses. After observing, children need adult help to organize their observations into thoughts that will assist them in making further discoveries. They enjoy the challenge of sorting objects, making comparisons, seeing patterns in nature, and noticing differences and similarities. (Florida).				

TABLE 5: THREE TO FIVE YEARS

Source: Connecticut

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Preschool programs will provide children with opportunities to express wonder, ask questions and seek answers about the natural world. • Ask questions about and comment on observations and experimentation; • Collect, describe and record information; and • Use equipment for investigation.	Preschool programs will provide children with opportunities to communicate their experiences, ideas and feelings by speaking. • Speak clearly, including use of appropriate tone and inflection; • Use multiple-word sentences or phrases to describe ideas, feelings and actions; • Speak to initiate a conversation or enter into a play situation; and • Speak for a variety of other purposes.	Preschool programs will provide children with opportunities to engage in a wide variety of gross-motor activities that are child selected and teacher initiated. • Demonstrate competence in a variety of activities that require coordinated movement using large muscles; • Perform activities that combine large-muscle movements with equipment; • Combine a sequence of several motor skills in an organized way; and • Choose to engage in physical activity that is child selected or teacher initiated.	Preschool programs will provide children with opportunities to exhibit curiosity, creativity, self-direction and persistence in learning situations. • Engage in activities that they select or create and demonstrate self-direction in use of materials; • Sustain attention to task; • Demonstrate the ability to use a minimum of two different strategies to attempt to solve a problem; • Demonstrate delight or satisfaction when completing a task or solving a problem;	Preschool programs will provide children with opportunities to demonstrate awareness of one's own and others' feelings. • Use words to express emotions or feelings. Children move from more physical displays of emotions and begin to verbalize them.

TABLE 5: THREE TO FIVE YEARS

Source: Connecticut

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Preschool programs will provide children with opportunities to recognize and solve problems through active exploration, including trial and error and interacting with peers and adults. • Make and verify predictions about what will occur; • Compare and contrast objects and events; • Classify objects and events based on self-selected criteria; and • Use language that shows understanding of scientific principles to explain why things happen; • Engage in a scientific experiment with a peer or with a small group.	Preschool programs will provide children with opportunities to listen with understanding to directions, conversations and stories. • Demonstrate understanding of basic conversational vocabulary; • Demonstrate understanding of messages in conversation; and • Retell information from a story.	Preschool programs will provide children with opportunities to use a variety of materials that promote eye-hand coordination and small-muscle development. ▪ Perform fine-motor tasks that require small-muscle strength and control; ▪ Use eye-hand coordination to successfully perform fine-motor tasks; and ▪ Show beginning control of writing, drawing and art tools	Preschool programs will provide children with opportunities to describe themselves using several basic characteristics. ▪ Refer to themselves by first and last name; and ▪ Identify themselves by family and by gender	Preschool programs will provide children with opportunities to participate in and exhibit self-control in-group situations. • Participate in small- and large-group activities; • Manage transition from one activity to the next; • Follow classroom and playground rules; and • Be aware of and follow the classroom schedule and routines.

TABLE 5: THREE TO FIVE YEARS

Source: Connecticut

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Preschool programs will provide children with opportunities to organize and express their understanding of common properties and attributes of things. • Recognize simple patterns and duplicate or extend them; • Create and duplicate patterns and shapes using a variety of materials; • Sort objects by one or more attributes and regroup the objects based on a new attribute; • Order several objects on the basis of one attribute; show spatial awareness by demonstrating an understanding of position and order; • Children will use vocabulary to indicate their knowledge of position and order. Examples: Near, far, top, bottom, under, over, first, second, last. • Use common instruments to measure things; • Demonstrate understanding of one-to-one correspondence while counting. • Show curiosity and independent interest in number-related activities; • Estimate and verify the number of objects; • Demonstrate an understanding of sequence of events and time periods; and • Collect, organize and display information.	Preschool programs will provide children with opportunities to exhibit interest in reading. ▪ Show independent interest in reading-related activities; ▪ Attend to a story; Children will listen with interest to a story read or told by an adult or another child. ▪ Demonstrate book awareness; recognize matching sounds and some printed letters; and recognize several printed words.	Preschool programs will provide children with opportunities to demonstrate spatial awareness in both fine- and gross-motor activities. ▪ Move through an environment with body control; and ▪ Demonstrate spatial awareness in fine-motor activities.	Preschool programs will provide children with opportunities to interact appropriately with peers and familiar adults. ▪ Interact with one or more children, beginning to play or work cooperatively; ▪ Enter into or initiate a play situation; ▪ Demonstrate empathy and caring for others; and ▪ Seek help from peers or adults.	Preschool programs will provide children with opportunities to use age-appropriate conflict-resolution strategies. ▪ Use words to identify the conflict; ▪ Engage in developing solutions and work to resolve conflicts; and ▪ Seek adult help when involved in a conflict

TABLE 5: THREE TO FIVE YEARS

Source: Connecticut

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
Preschool programs will provide children with opportunities to exhibit curiosity about and explore how materials function and affect the senses. ▪ Use a variety of art materials and activities for sensory experience and exploration; and ▪ Elect to use the art media.	Preschool programs will provide children with opportunities to use different forms of writing such as drawing, letter-like forms, invented spelling and conventional forms. ▪ Use symbols or drawings to express thoughts, feelings and ideas; ▪ Print or copy their first name; and use letter-like approximations to write words or ideas.	Preschool programs will provide children with opportunities to choose nutritious meals and snacks. ▪ Recognize and eat a variety of nutritious foods.	Preschool programs will provide children with opportunities to recognize similarities and appreciate differences in people. ▪ State at least two ways in which children are similar and two ways in which they are different; and ▪ Interact with a variety of children in the program.	
Preschool programs will provide children with opportunities to create (imagine, experiment, plan, make, evaluate, refine and present/exhibit) works that express or represent experiences, ideas, feelings and fantasy using various media. ▪ Demonstrate the ability to represent experiences, thoughts and ideas using several art forms; and ▪ Use a variety of visual art media for self-		Preschool programs will provide children with opportunities to practice basic hygiene and self-help skills. ▪ Practice personal hygiene; and ▪ Use self-help skills. Children will put on and take off clothes.		

TABLE 5: THREE TO FIVE YEARS

Source: Connecticut

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
expression.		They will select, use and put away materials.		
Preschool programs will provide children with opportunities to represent fantasy and real-life experiences through pretend play. ▪ Assume the role of someone or something else and talk in the language/tone appropriate for that person or thing; and ▪ Engage in cooperative pretend play with another child.				
Preschool programs will provide children with opportunities to engage in musical and creative movement activities. ▪ Participate in group musical experiences, which may include listening to music, singing songs, doing finger plays and using musical instruments; ▪ Initiate the singing of songs, finger plays, the use of musical instruments or the use of tapes or compact discs; and ▪ Participate in creative movement and dance.				
Preschool programs will provide children with opportunities to describe or respond to their own creative work or the creative work of others.				

TABLE 5: THREE TO FIVE YEARS

Source: Connecticut

COGNITIVE	LANGUAGE	PHYSICAL	SOCIAL	EMOTIONAL
▪ Use oral language to explain or describe or ask questions about a work of art; and ▪ Express interest in and show appreciation for the creative work of others.				

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Addendum 1: USA Standards and Assessments Consulted

DOCUMENT	STANDARDS CONSULTED	ASSESSMENTS
Rhode Island	Rhode Island Early Learning Standards Head Start Child Outcomes Standards of the National Association for the Education of Young Children	The Work Sampling System of Child Assessment
Louisiana	The Accreditation Standards of the National Association for the Education of Young Children (NAEYC) and the Head Start Performance Standards were reviewed.	The Early Childhood Environmental Rating Scale, Revised Edition (ECERS-R) was also reviewed and linked to the appropriate program standards.
Minnesota	Accreditation processes such as those established by the National Association for the Education of Young Children (NAEYC) and the National Association of Family Child Care (NAFCC)	Authentic assessment practices are those, which are based on everyday learning experiences, provide for actual child performance, and involve children in the evaluation process. Authentic assessments include The Work Sampling System of Child Assessment and the Child Observation Record. Particular curricular approaches, such as Reggio Emilia and Montessori, recommend documentation and assessment strategies that also meet the criteria for authentic assessment.
Mississippi	Mississippi Pre-Kindergarten Curriculum- and Guidelines.	Assessment of pre-kindergarten skills should be documented through the use of a variety of techniques and procedures to include checklists, performance scales, portfolios of children's work, anecdotal records, observational reports, video and audio tape recordings, experience charts, photographs, and other informal assessments. Continuous evaluation through use of a variety of techniques, procedures, and tools will be used to determine individual needs
Florida	The School Readiness Act, section 411.01. Florida School Readiness Performance Standards represent the culmination of work and incorporate an exhaustive analysis of research, a review of the best practices and standards used across the nation, principles developed by the National Association for the Education of Young Children (NAEYC), and input from early childhood practitioners and kindergarten teachers. Three existing sets of standards. Three- and four-year-old standards are cross-referenced with the Head Start Performance Standards, 45 Code of Federal Regulations 1304 1305, 1308, and Guidance Five-year-old standards are cross-referenced with the Sunshine State Standards and the Statutory Checklist found in the School	

DOCUMENT	STANDARDS CONSULTED	ASSESSMENTS
	Readiness Act (section 411.01, Florida Statutes)	
California	In developing the program standards- reviewe and has drawn from the following documents:- California Code of Regulations (Title 5 Regulations) Head Start Program Performance Standards National School-Age Care Alliance Standards for Quality School-Age Care National Association for the Education of Young Children's (NAEYC) Developmentally Appropriate Practice in Early Childhood Programs California Department of Education (CDE)/WestEd Program for Infant/Toddler Caregiving guides California Department of Education (CDE) Prekindergarten Learning and Development Guidelines California Department of Education (CDE) Kid Time: A School Age Care Program Guide Quality Standards for National Association for Family Child Care Accreditation. Americas With Disabilities Act (ADA) NAEYC's Anti-Bias Curriculum: Tools for Empowering Young Children.	Environmental Rating Scales
Utah		Types of assessment to determine appropriate learning activities for a young child include: Observation. Anecdotal information (notes that teachers, parents, aides make about events). Collections of child's work. Performance assessments (observations of child working on specific skills). Voluntary information from family.
State of Connecticut	National Education Goal One Panel technical reports and consultation with panel members; federal standards, e.g., Head Start Program Performance Standards, British Columbia standards, and standards from other states, including Minnesota and Maryland;	•nationally recognized assessment protocols, e.g., Work Sampling System, Child Observation Record; Connecticut Department of Education curriculum frameworks; and Connecticut Mastery Test, Grade 4 objectives.

Addendum 2: USA Standards Documents: Domains of Development

DOCUMENT	AGE				DOMAINS OF DEVELOPMENT	SUB- DOMAIN COMPONENTS
	3	4	5	RANGE		
Early Childhood Task Force (January 2002). Rhode Island Early Learning Standards. Final Draft, January 2002.		X			1 Approaches to learning (C)	Play Curiosity Persistence Self-organisation Reasoning Application
					2 Social and emotional development (S & E)	Play Self-concept Self-control Interaction with others Sense of community
					3 Language development and communication (L)	Play Listening and understanding Speaking and communicatior
					4 Literacy (L)	Play Early reading Early writing Book knowledge and appreciation Print awareness and concepts Alphabet knowledge
					5 Mathematics (C)	Play Numbers and operation Geometry and spatial sense Patterns and measurement
					6 6. Science (C)	Play Scientific knowledge Scientific skills and methods
					7 7.Creativity (C)	Play Creative expression Tools Appreciation of the arts
					8 8. Physical health and development (P)	Play Gross

DOCUMENT	AGE				DOMAINS OF DEVELOPMENT	SUB- DOMAIN COMPONENTS
	3	4	5	RANGE		
					development (P)	Fine Healthy habits and senses
Louisiana Department of Education (2003). Louisiana Content Standards: Louisiana Standards for Programs Serving Four Year Old Children- Bulletin 105. June 2003.		X			1 Cognitive development (C)	Mathematical development Science development Social studies
					2 Creative arts development (C)	Music and movement
						Visual arts Dramatic arts
					3 Health and physical development (P)	Health development Physical development
					4 Language and literacy (L)	Listening Speaking Reading Writing
					5 Social and Emotional development (S & E)	Self esteem Attitude Cooperation Family Prosocial behaviour Diversity
Minnesota Department of Education. (2001). Minnesot Early Childhood Indicators of Progress: A Resource Guide.		X			1 Personal and social development (S & E)	Emotional Self concept Self competence
					2 Approaches to learning (C)	Curiosity Risk taking Invention and imagination Persistence Reflection
					3 Creativity and arts (C)	Creating Responding Evaluating
					4 Language and Communication (L)	Listening Speaking Emergent reading Emergent writing
					5 Cognitive (C)	Mathematical and logical thinking

DOCUMENT	AGE				DOMAINS OF DEVELOPMENT	SUB- DOMAIN COMPONENTS
	3	4	5	RANGE		
						Scientific thinking and problem solving Social systems understanding
					6 Physical development (P)	Fine motor development Gross motor development Physical health and wellbeing
Mississippi Department of Education. (2001). Mississippi Pre-Kindergarten Curriculum: Including Benchmarks, Informal Assessments and Suggested Teaching Strategies.		X			1 Language development (L)	Awareness of print Meaning and rsponding Oral language and communication Phonemic awareness
						Listening skills
					2 Mathematics language development: math concepts (C)	Describes Comparisons Classifies Measurement Number senses Recognise patterns
					3 Social/emotional development (S & E)	Collaborative play Listening skills Problem solving skills Responsibility Self concept Self control Imagination and creativity
					4 Physical development: Fine, gross, and sensory motor development (P)	Gross motor development Fine motor development Personal health and safety
					5 Scientific Investigation (C)	Awareness Practices good health Scientific investigation
Florida Partnership for School Readiness. (2002). Florida School Readiness Performance Standards for Three-, Four-, and Five year old Children.	X	X	X		1 Physical health (P)	Physical Health Knowledge of wellness
					2 Approaches to learning (C)	Eagerness and Curiosity Persistence Creativity/ inventiveness
					3 Social and Emotional (S & E)	Self concept Self control Interaction with others Social problem solving
					4 Language and communication (L)	Listening Speaking Reading and literature Writing
					5 Cognitive development and general knowledge (C)	Mathematical thinking Scientific thinking

DOCUMENT	AGE				DOMAINS OF DEVELOPMENT	SUB- DOMAIN COMPONENTS
	3	4	5	RANGE		
						Social studies The arts
					6 Motor Development (P)	Gross motor development Fine motor development
PreKStandards: Pre-Kindergarten Standards: Guidelines for Teaching and Learning.	X	X	X		1 Self knowlede, Social Skills and Motivation to Learn (P, C, S & E)	Develop knowledge of self Develop knowledge of others and social skills Motivation for learning
					2 Basic Symbol Systems of Each Child's Culture (L, & C)	Literacy and language Concepts of mathematics Knowledge of world languages
					3 Knowledge of the World in Which They Live (C)	Scientific inquiry Knowledge of physical, life and earth sciences Knowledge of technologies Knowledge of the social sciences Knowledge of technologies Knowledge of visual arts, theatre and music
California Department of Education. (2001). Desired Results for Children and Families… from Birth to 14 Years. Working draft September 14, 2001.				Birth to 14	1 Social (S)	Self awareness Self concept Interaction with adults Interaction with peers Diversity
					2 Emotional (E)	Self regulation
					3 Language (L)	Language comprehension Language expression Emerging literacy skills
					4 Cognitive (C)	Interest in learning Cognitive competence Mathematical concepts
					5 Physical (P)	Gross motor skills Fine motor skills Physical health and safety
State of Utah Office of Education. ( ). Utah Early Childhood Standards (Guidelines).				3 to 4	1 Social/ emotional (S & E)	Self control Participation Interaction with others Interaction with family, peers and community
					2 Language and literacy (L)	Listening Speaking and communication Emergent reading and writing
					3 Cognitive- maths and science (C)	Math Science
					4 Aesthetic—music, visual art,	Visual arts

DOCUMENT	AGE				DOMAINS OF DEVELOPMENT	SUB- DOMAIN COMPONENTS
	3	4	5	RANGE		
					drama, and dance (C)	Dramatic play Music Dance and creative movement
					5 Motor (P)	Gross motor skills Fine motor skills Perceptual motor skills
State of Connecticut: State Board of Education. (2002). The Connecticut Framework: Preschool Curricular Goals and Benchmarks.				3 to 5	1 Personal and social development (S & E)	Self concept Responsibility Interaction with others
					2 Physical development (P)	Gross motor skills Fine motor skills
						Physical health and safety
					3 Cognitive development (C & L)	Mathematics/ scientific thinking Language and literacy
					4 Creative expression/ aesthetic development (C)	Curiosity Create Play Music and creative movement Responding