

HANDOUT 10: Responsible

Conduct Developmental Domain: HSS - History-Social Science

HSS 5: Responsible Conduct as a Group Member

Child develops skills as a responsible group member in an education setting, acting in a fair and socially acceptable manner and regulating behavior according to group expectations



Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>
<p>Follows simple group expectations with occasional adult reminders, but needs specific guidance when wanting to do something else or having to stop a preferred activity</p> <p>Examples</p>	<p>Carries out group expectations during extended activities, needing adult reminders to follow expectations from beginning to end</p>	<p>Follows through with group expectations during extended activities, on own most of the time</p>	<p>Communicates about group expectations;</p> <p><i>and</i></p> <p>Cooperates with others in carrying group expectations</p>	<p>Participates in making new group expectations;</p> <p><i>and</i></p> <p>Demonstrates understanding of the difference between fair and unfair expectations, at times protesting when expectations seem unfair</p>	<p>Demonstrates understanding that group expectations are to ensure people's welfare</p>
<ul style="list-style-type: none"> ▶ Stops building a road with blocks and begins to put away blocks when an adult models for child and sings the "clean up" song. ▶ Returns from computer to hang up smock when an adult says, "You need to put your smock away at the easel before taking your turn at the computer." ▶ Begins to get on a tricycle with another peer, but stops when an adult says, "We take turns with the trike, and your turn is next." 	<ul style="list-style-type: none"> ▶ Follows the morning routine of putting away belongings, but then needs adult reminder before washing hands and going to the breakfast table. ▶ Rides on the bike path for several laps on a wheeled toy, after being reminded by an adult to stay on the path so that everyone is safe. ▶ Follows expected steps of putting away toys, putting on coat, and sitting on the rug to wait to go outside, after being shown a visual schedule depicting the sequence of steps. 	<ul style="list-style-type: none"> ▶ Cleans up blocks during clean-up time on own. ▶ Holds hands with a peer while on a neighborhood walk. ▶ Puts on a smock before painting, without an adult reminder. 	<ul style="list-style-type: none"> ▶ Suggests to a peer, while holding the class pet, "Let's take turns. I can hold it now, and you can hold it next"; then, after a few minutes, gives the class pet to the peer. ▶ Reminds a peer that it's time to clean up for lunch, and then cleans up own art project and washes hands. ▶ Reminds peers to get in line outside the door before entering the classroom from the play yard. 	<ul style="list-style-type: none"> ▶ Communicates to an adult, "It's not fair that I always go last because my name begins with a Z!" ▶ Suggests to an adult a new rule that only three people can be in the reading area at one time. ▶ Suggests making a sign-up list for a popular activity. 	<ul style="list-style-type: none"> ▶ Communicates to a peer where the back of the line is to wait for a turn to look in the microscope. ▶ Communicates while in the reading area that we need to be quiet so that others can read. ▶ Communicates that it is important to wash hands before preparing food so that we do not spread germs to others.

- Child is emerging to the next developmental level
- If you are unable to rate this measure, explain here:

Responsible Conduct as a Group Member

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