

G.U.I.D.E.

FOR LIFE

PRE-K EDITION



The Division of Elementary and Secondary Education developed the G.U.I.D.E. for Life, which outlines guiding principles necessary for K-12 students to achieve personal success: growth, understanding, interactions, decisions, and empathy. Each principle represents a set of skills, often referred to as “soft skills” by business leaders or social-emotional skills by educators, needed for students to thrive at home, school, in their community, and career.

Where does learning in the early years fit into the five principles? Social emotional skills deserve focused attention and instruction during the early years of child development. These skills are just beginning to emerge during this time and are continuously developed over a lifetime. Early Childhood Educators have the responsibility to plant these seeds in order to encourage the growth of these vital skills that prepare children for kindergarten and for life.



GROWTH

HOW I GET THERE ➤

In preschool, with support, I am learning to:

- Adjust my behavior in familiar settings
- Communicate my wants/needs to peers and adults
- Adapt to changes in my schedule and environment
- Find ways to calm myself
- Celebrate my achievements
- Cultivate my own positive identity
- Ask for and accept help
- Recognize that I can make choices about my behavior
- Recognize the importance of telling the truth



UNDERSTANDING

HOW I GET THERE ➤

In preschool, with support, I am learning to:

- Develop my personal hygiene habits
- Identify my likes/dislikes, wants/needs
- Identify situations in which I need adult help
- Understand the connection between my feelings and my behaviors
- Be aware of my personal space
- Recognize basic emotions
- Identify other people and places
- Express a range of emotions through playing, actions, drawing, or language



INTERACTION

HOW I GET THERE ➤

In preschool, with support, I am learning to:

- Understand personal space of others and myself
- Pay attention to others
- Practice using encouraging comments
- Initiate positive interactions with peers
- Recognize when others need help
- Take turns and share with my peers
- Recognize what a safe touch feels like
- Use words such as *thank you* and *please*
- Identify trusted adults
- Constructively ask for help from adults and peers



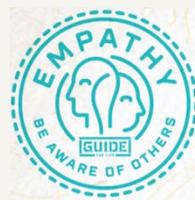
DECISIONS

HOW I GET THERE ➤



In preschool, with support, I am learning to:

- Show awareness of safe behavior and signals of danger
- Use reasoning to solve problems
- Make responsible choices
- Understand the expected behaviors at school
- Identify personal responsibilities in my home and school
- Realize the positive and negative consequences of my actions



EMPATHY

HOW I GET THERE ➤

In preschool, with support, I am learning to:

- Use my listening skills to identify emotions in peers and identify possible causes for the emotions
- Recognize that different people may have different emotions in response to the same event
- Demonstrate a positive connection to my family and community
- Follow social norms for behavior in my family/culture
- Recognize that my words and actions may have an impact on others
- Understand that different people have different abilities

References

- Arkansas Child Development and Early Learning Standards (CDELS)
 - CASEL.org
 - DEC
 - Edsurge.com
- G.U.I.D.E. for Life
 - NACE survey
 - NAEYC
 - OECD
- Research in Brief: Social and Emotional Learning in Preschool and Beyond
 - Robert Wood Johnson Foundation



Division of Elementary and Secondary Education – Special Education Unit

Early Childhood Special Education

1401 W. Capitol Ave.

Suite 450

Little Rock, AR 72201-2936