

Using the MN ECIPs in Your Program: Social and Emotional Development Domain Participant Guide

(2 hours)

Last Updated January 2026

All materials developed with funding from the Minnesota Department of Children, Youth, and Families, Child Care Services are copyrighted and protected under Pub. L. No. 94-553, 90 Stat. 2541.

Copyright and Limitations on Use and Liability

All curricula developed by the Minnesota Department of Children, Youth, and Families, Child Care Services, are developed with public funding. It is copyright protected and as such may not be reproduced, revised, copied, sold, or otherwise distributed without the **written approval** of the Minnesota Department of Children, Youth, and Families. If used by other training entities, the *Department of Children, Youth, and Families and Child Care Services* must be cited as the owner of the curriculum. The Minnesota Department of Children, Youth, and Families makes no representations and accepts no liability for its use or results.

To request written permission for use or reproduction
of any portion of this curriculum, e-mail:

Session Overview

Minnesota's Knowledge and Competency Framework (KCF) for Early Childhood Professionals Content Areas and Child Development Associate (CDA) Subject Areas

The Minnesota's Knowledge and Competency Framework for Early Childhood Professionals Content Areas and the Child Development Associate (CDA) Subject Areas are listed here to help participants understand what competencies, content, and subject areas are addressed in the training.

- KCF Content Area: I. Child Development and Learning
- CDA Subject Area: VIII. Understanding the principles of child development and learning

Course Description Explore the Social and Emotional domain from the Minnesota Early Learning Standards. Develop specific ideas and activities that can support the development of social and emotional skills in a program. It is recommended to take Intro to the ECIPS prior to taking this course.

Learning Objectives

Throughout this training, participants will:

- Describe the purpose and structure of the ECIPs
- Identify indicators of the Social and Emotional Development domain in current classroom and indicate how these can be embedded into daily routines and activities
- Develop an action plan that includes at least one new strategy for integrating the Social and Emotional Development domain into the classroom or program setting

Session Outline

Section	Section Time	Key Concepts	Teaching Techniques	Learning Objective Met
A	15 minutes	Welcome/Introductions Objectives Review	Large Group Discussion	
B	30 minutes	Purpose of the ECIPs	Mini-Lecture Large Group Activity	1
C	20 minutes	Overview of Social and Emotional Development Domain	Mini-Lecture Large Group Discussion	1

Section	Section Time	Key Concepts	Teaching Techniques	Learning Objective Met
D	40 minutes	Practice and Application	Small Group Activity	2 & 3
E	15 minutes	Objectives Review/Closing	Individual Reflection	
	Total Time: 2 hours			

The 8 Domains of the ECIPS

Domain	Components
Approaches to Learning	Curiosity and Inquisitiveness, Attentiveness, Imagination, Processing and Using Information
The Arts	Exploring the Arts, Using the Arts to Express ideas and Emotions
Language, Literacy, and Communication	Receptive Language (Listening and Understanding), Expressive Language (Communicating and Speaking), Emergent Reading, Writing
Mathematics	Number Knowledge, Measurement, Patterns, Geometry and Spatial Thinking, Data Analysis
Physical and Movement Development	Gross Motor, Fine Motor and Self-Care
Scientific Thinking and Exploring	Explore, Discover, Explain
Social & Emotional Development	Self and Emotional Awareness, Self-Regulation, Social Understanding and Relationships
Social Systems	Self-Identity, Family, and Community, Concept of Time, Environment, Geography, and Our Role in Society, Economics: Wants, Needs, and Choices, Technology

Activity – Connecting Domains

- How do these connections influence curriculum planning?
- What strategies can support integration across domains?

Components of Social and Emotional Development

- Self and Emotional Awareness
- Self-Regulation
- Social Understanding and Relationships

Matching Activity

Match each of the indicators below to one of these four subcomponents:

- Self and Emotional Awareness
- Self-Regulation
- Social Understanding and Relationships

Indicator	Subcomponent
Responds to a familiar caregiver's efforts to calm or soothe.	
Expresses curiosity and interest in others' perspectives when presented with different viewpoints.	
Seeks help from trusted adults and caregivers to solve problems.	
Practices taking turns with familiar adults or peers (e.g., rolling a ball back and forth or handing a book to someone).	
Demonstrates or describes an increasing understanding of cause and effect around their own emotional reactions.	
Participates during changes in activities, with caregiver support.	

Strategy or Activity for each component

- Self and Emotional Awareness
- Self-Regulation
- Social Understanding and Relationships

Resources

Early Childhood Indicators of Progress: Minnesota's Early Learning Standards 2028 version
- <https://dcyf.mn.gov/sites/default/files/2025-08/els-ecips-2028.pdf>