

| DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT | | | |
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| SUB-DOMAIN: LEARNING APPROACHES | | | |
| REFLECTION AND INTERPRETATION | | | |
| GOAL 7: CHILDREN INTERACT, UNDERSTAND, AND VIEW THE WORLD INFLUENCED BY TEMPERAMENT. | | | |
| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
| <p>First, Second, and Third Grades</p> | <p>Modifies personal ways of creating ideas, solving problems, and managing situations to align with cultural and social expectations of the greater community.</p> | <ul style="list-style-type: none"> ▪ Is aware of other’s perspectives. ▪ Competently negotiates with others in diverse groups. ▪ Chooses compatible playmates. ▪ Is aware of other children’s temperament characteristics (e.g. “He gets mad easily.” “She likes people and laughs a lot.” “Brannon never gives up.”). ▪ Expresses likes and dislikes, and opinions to others. ▪ Recognizes the classroom as a community and demonstrates an increasing ability to work within the group as a whole. ▪ May try to please adults and peers. ▪ Makes and states rules, though may be more adept at making rules than following rules. | <ul style="list-style-type: none"> ▪ Teach conflict resolution skills both before conflicts happen and as they happen. Recognize that some children need greater support for resolving conflict than others. ▪ Resist interrupting children as they work out conflicts and problems. Intervene when children run out of strategies to solve the issue. ▪ Provide support when needed, being sure to help children debrief and reflect on problem solving issues. ▪ Discuss differing perspectives and options for future problem solving. ▪ Provide reassurance and safety for child in stressful situations. ▪ Be responsive to each child’s individual approach to learning. ▪ Incorporate opportunities for community building into daily routine. Give children responsibilities during daily routine such as working together to stack chairs or put up art work, as well as in larger community efforts such as recycling or putting on a community play. ▪ Help children document ways they work together in the classroom and community. ▪ Assure that all children have a role in classroom activities. ▪ Support and clarify play roles with children’s different temperament characteristics as a guide (e.g. |

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| | | | <p>“instigator,” “group joiner,” or “watchful”).</p> <ul style="list-style-type: none">▪ Support individual differences in children as they try new activities and situations. |
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