

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT

SUB-DOMAIN: LEARNING APPROACHES

REFLECTION AND INTERPRETATION

GOAL 6: CHILDREN CHANGE OR ADAPT THOUGHT PROCESSES, APPLYING PREVIOUSLY LEARNED CONCEPTS AND SKILLS TO NEW SITUATIONS.

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>16 to 38 Months</p>	<p>Uses increasing flexibility in thinking and actions to evoke new experiences with people and objects.</p>	<ul style="list-style-type: none"> ▪ Enjoys and repeats repetition, stories, scripts, rhymes, and songs. ▪ Watches faces and notices voice tone of caregivers and others, and may modulate own actions in response (e.g. stops playing or eating or running). ▪ May show concern when another child or an adult is upset. ▪ Needs support to solve conflicts with others. ▪ Is egocentric (e.g. fails to see that others may have greater need for an item, or a different view or opinion than they have). ▪ Attaches to some favorite objects and does not easily separate from those objects. ▪ May need several verbal and gestural directions to inhibit behaviors. ▪ Uses objects to represent other objects (stacks blocks and calls them cookies). ▪ Takes actions to please others, such as offering a cracker or toy. ▪ Realizes certain behaviors can precede events (e.g. if mom puts the pot on the stove, she is fixing something to eat, or if she puts her coat on she is leaving). ▪ Alters behavior based on a past event and builds on it (e.g. "This didn't work; I'll try this instead."). ▪ Relates an experience today to one that happened in 	<ul style="list-style-type: none"> ▪ Provide many and varied safe toys and objects for child to play with. In groups, ensure that there are enough duplicates to avoid undue frustration for children. ▪ Read favorite book repeatedly. ▪ Read familiar books and sing familiar rhymes and songs. Add new information to the familiar. ▪ Rotate toys as child appears to lose interest. Later, reintroduce the toy to spark renewed interest. ▪ Provide ample time for free play with toys and objects. ▪ Provide experiences with nature and the outdoors that provide ever-changing objects and environments. ▪ Supports routines and predictable sequences of events ("It's time for lunch, let's wash your hands."). ▪ Allow a favorite object that the child does not have to share (transitional object, blanket, or stuffed animal). ▪ Use "Stop!" instead of "No" for physical actions/ safety. ▪ Explain what is going to happen next during transition. ▪ Notice and articulate for child when they express emotions that impact actions (e.g. fear, joy, or frustration). Assist them to repeat an experience, if appropriate, so they can adjust thinking without emotion imposing on that thinking.

		the past (e.g. child says, "Don't go near the fence where the big dog lives.").	
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