

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT

SUB-DOMAIN: LEARNING APPROACHES

CONFIDENCE AND INITIATIVE

GOAL 3: CHILDREN ARE CONFIDENT TO INITIATE AND COMPLETE ACTIVITIES USING A VARIETY OF APPROACHES.

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
36 to 60 Months	Initiates and sustains interactions and activities with increasing independence.	<ul style="list-style-type: none"> ▪ Asks a peer to join in play. ▪ Joins a play activity already in progress, with assistance. ▪ Selects new activities during playtime (e.g. selects characters for dress up, tries a new scooter, or creates art with an unfamiliar medium). ▪ Offers to help with chores (e.g. sweeping sand from the floor, helping to clean up juice spills). ▪ Finds and uses materials to follow through on an idea (e.g. blocks for building a tower, blank paper and crayons for drawing about a story or experience). ▪ Makes decisions about activities and materials to work with from the selection offered. ▪ Plans time for completing activities. ▪ Shows completed projects to others, and explains what they did. 	<ul style="list-style-type: none"> ▪ Encourage child to pursue favorite activities. ▪ Demonstrate and explain to child that taking reasonable risks is acceptable. ▪ Facilitate play in groups. ▪ Offer props to extend play. ▪ Protect children's projects and activities from other children's interruptions and interference. ▪ Teach children about finding enough space to do their activity or project (e.g. build with the blocks away from the shelves, so others will not be stepping to get blocks where you are building). ▪ Modify group activities to ensure participation of each child, including those with special needs. ▪ Acknowledge when child initiates pro-social activities and point out the positive outcomes. ▪ Provide environments that create opportunities for child to initiate activities where failure is acceptable. ▪ Help children learn the meaning of beginning, middle, and ending, as they carry out projects. ▪ Recognize that child may not demonstrate and express initiative in the same way in all settings (e.g. may take initiative with peers but not in presence of adults; may try out a swing, but not when peers are close by). ▪ Create opportunities to "save" art, blocks, or process activities so child can return to them later. ▪ Offer opportunities to display work, including three-

			<p>dimensional structures.</p> <ul style="list-style-type: none">▪ Structure classroom environment so children select materials, work with them, and return materials to designated place.▪ Label containers and shelves with words and sentences that help children match items with words.
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