

**DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT****SUB-DOMAIN: LEARNING APPROACHES****PERSISTENCE AND ATTENTIVENESS (MASTERY, MOTIVATION, CONCENTRATION)****GOAL 4: CHILDREN DEMONSTRATE PERSISTENCE AND SUSTAIN ATTENTION WHEN FACED WITH CHALLENGES OR FRUSTRATION.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<b>36 to 60 Months</b>	Uses a variety of approaches to master complex challenging tasks.	<ul style="list-style-type: none"> <li>▪ Sustains focus on tasks of interest to them, when few distractions exist.</li> <li>▪ Remains engaged in an activity for at least 5 to 10 minutes, much of the time.</li> <li>▪ Manages tasks with sequences of three to four steps.</li> <li>▪ Persists in trying to complete a task after previous attempts have failed (completes a puzzle, builds a structure, redoes a failed painting).</li> <li>▪ Uses at least two different strategies to solve a problem.</li> <li>▪ Uses self-talk to guide action when solving a problem.</li> <li>▪ Participates in basic routines of daily living (meal time, circle time, or nap routines).</li> <li>▪ Finds missing or hidden objects by searching in more than one place.</li> </ul>	<ul style="list-style-type: none"> <li>▪ When a child encounters difficulty, be available and responsive, but not intrusive. Watch for the child's cues of wanting help.</li> <li>▪ Comment positively on child's persistence and concentration.</li> <li>▪ Acknowledge and facilitate child's suggested interventions when problems are encountered.</li> <li>▪ Talk with children about what worked and what did not.</li> <li>▪ Ask what child would like to try first when solving problems.</li> <li>▪ Help child focus attention (e.g. "Look at this!" "See the picture?" "Look at the orange cat."). Change your voice, point to pictures, ask questions, and repeat words.</li> <li>▪ Help children stay focused by breaking tasks into manageable pieces, giving visual and spoken cues, and helping children return to a task after distractions.</li> <li>▪ Keep distractions to a minimum (e.g. sounds, crowded, littered floors, interruptions in physical space, and physical and verbal interruptions by people).</li> <li>▪ Modify expectations for persistence to meet individual variations for temperament, age, stage, or ability.</li> <li>▪ Provide means for child to return to project at a later time (e.g. "save" signs on projects, low shelves with designated spaces for storage, and taped lines on the floor for project sites)</li> </ul>