

# **IDAHO EARLY LEARNING EGUIDELINES**

## **DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT**

### **SUB-DOMAIN: LEARNING APPROACHES**

- Goal 1: Children show curiosity and interest in learning and experimenting.
- Goal 2: Children generate/create new ideas, approaches, and activities in daily routines.
- Goal 3: Children are confident to initiate and complete activities using a variety of approaches.
- Goal 4: Children demonstrate persistence and sustain attention when faced with challenges or frustration.
- Goal 5: Children develop and carry out plans.
- Goal 6: Children change or adapt thought processes, applying previously learned concepts and skills to new situations.
- Goal 7: Children interact, understand, and view the world influenced by temperament.

### **SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES**

- Goal 8: Children demonstrate awareness of cause and effect relationships.
- Goal 9: Children use prior relationships, experiences, and knowledge to build foundational memory.
- Goal 10: Children imitate behaviors that they have observed.
- Goal 11: Children find multiple solutions to questions, tasks, problems, and challenges, including trial and error.
- Goal 12: Children use conjecture, hypothesizing, and guessing.
- Goal 13: Children build knowledge using comparison, contrasts, examination, and evaluation.
- Goal 14: Children participate in exploratory play.
- Goal 15: Children participate in pretend or symbolic play.
- Goal 16: Children represent experiences and thought through symbolic representation including play, movement, arts, numeracy, and literacy.

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT			
SUB-DOMAIN: LEARNING APPROACHES			
CURIOSITY, MOTIVATION, EXPLORATION, AND EXPERIMENTATION			
GOAL 1: CHILDREN SHOW CURIOSITY AND INTEREST IN LEARNING AND EXPERIMENTING.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
6 to 18 Months	Demonstrates curiosity through physical exploration and vocalization with objects, people, and environments.	<ul style="list-style-type: none"> <li>▪ Shows interest in, explores, manipulates, or stares at objects in the environment.</li> <li>▪ Persists in looking for or searching for an object just out of reach or vision.</li> <li>▪ Points at, gestures, and verbalizes toward or about objects or people.</li> <li>▪ Uses gestures to express emotions relating to exploration (e.g. hands in the air, shaking hands or head to indicate “no,” clapping hands for joy).</li> <li>▪ Explores objects through mouthing, banging, filling and dumping, moving, and throwing.</li> <li>▪ Uses a mix of senses to explore the environment (e.g. tasting, touching, hearing, smelling, and looking).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide support and time for child who is hesitant about new objects and experiences.</li> <li>▪ Repeatedly offer unfamiliar objects, with slow, even approach.</li> <li>▪ Play with child using objects with different textures, sounds, shapes, temperatures, and smells.</li> <li>▪ Provide safe floor play space for child to explore favorite toys and movement.</li> <li>▪ Offer a variety of environments from which a child can explore.</li> <li>▪ Place objects for touching within child’s range.</li> <li>▪ Point out places, objects, and what people are doing.</li> <li>▪ As child begins to eat solids, offer variety in food, textures, and taste. Recognize that child needs to touch and manipulate the food.</li> <li>▪ Respond to child’s sensory cues (e.g. child makes verbalization of frustration), then help child resolve the problem; child drops item and follows it with her eyes to the floor, then comment about how it fell, and put it back, tolerating the child’s repetitious behavior.</li> </ul>

**DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT****SUB-DOMAIN: LEARNING APPROACHES****CREATIVITY AND INVENTIVENESS****GOAL 2: CHILDREN GENERATE/CREATE NEW IDEAS, APPROACHES, AND ACTIVITIES IN DAILY ROUTINES.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p><b>6 to 18 Months</b></p>	<p>Explores objects and sounds using sensory approaches, and by trying various movements.</p>	<ul style="list-style-type: none"> <li>▪ Plays with sounds by babbling, cooing, or clicking the tongue.</li> <li>▪ Imitates actions observed in another situation (e.g. tries to stack blocks after watching other children, or bangs on a surface after watching drumming at a cultural event).</li> <li>▪ Uses objects creatively (e.g. a bucket is turned upside down to build a tower or a pedestal; doll stroller is used for a grocery cart; a purse is used as a suitcase or diaper bag).</li> <li>▪ Looks to caregiver for assurance when trying something new or risky.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide child time and opportunities to be spontaneous, silly, and messy.</li> <li>▪ Play with child in creative ways (using soft toys to create a puppet show, tell imaginative stories using familiar characters and the local environment).</li> <li>▪ Offer verbal and gestural cues to reassure child to try something new and safe.</li> <li>▪ Provide time and materials for sensory exploration.</li> <li>▪ Provide a variety of open-ended materials for creative exploration.</li> <li>▪ Observe a child before offering help.</li> <li>▪ Rather than telling the child the “right” way or offering words, wait for the child’s cues (frustration, losing interests, needs more props, looks for help) before you offer help or information.</li> <li>▪ During daily routines, engage child in the task (e.g. singing, or push your hand in the sleeve of a coat and ask, “Where are your fingers?”).</li> </ul>

## 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
<b>6 to 18 Months</b>	Seeks out sustained, pleasurable activities with familiar people, objects, and activities.	<ul style="list-style-type: none"> <li>▪ Remembers where favorite items are stored.</li> <li>▪ Focuses on the reader or storyteller for brief periods of time.</li> <li>▪ Tries different ways of doing things, including making sounds, moving, and getting attention.</li> <li>▪ Shows willingness to try a new activity or a familiar activity in a new setting.</li> <li>▪ Attempts to feed self in the culturally-defined manner.</li> <li>▪ Actively explores new surroundings, sometimes with adult support.</li> <li>▪ Selects a book, toy, or item from several options.</li> <li>▪ Looks to their caregiver/parent for reassurance, then moves away from caregiver to try a new activity, or moves closer to caregiver if not reassured.</li> <li>▪ Shows preferences and dislikes for activities, experiences, and interactions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide choices for child for toys, activities, and books.</li> <li>▪ Provide opportunities for child to take reasonable and safe risks (stretch for an object beyond reach).</li> <li>▪ Provide many opportunities for active exploration and doing.</li> <li>▪ Discourage watching television or videos.</li> <li>▪ Encourage child to try something new; a texture, taste, movement, or object.</li> <li>▪ Make daily routines pleasurable for the child (e.g. when diapering, offer steps up to the diapering table, talk with the baby while diapering, take time for reciprocal "talking".)</li> <li>▪ Reinforce new skills (e.g. "Yes, you put your arm in the sleeve.").</li> <li>▪ Get on the child's physical level as you talk.</li> </ul>

**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
6 to 18 Months	Focuses on stimulating activities and returns to them after distractions.	<ul style="list-style-type: none"> <li>▪ Persists with a task or challenge (pulling up to a low table).</li> <li>▪ Returns to a desired task even when distracted (banging a toy, dumping a container, pulling up, or trying to walk).</li> <li>▪ Remembers where favorite toys are stored.</li> <li>▪ Focuses on the reader or storyteller for brief periods of time—shared attention.</li> <li>▪ Uses trial and error to manipulate objects (e.g. fit things together and take them apart; explore levers and knobs on toys).</li> <li>▪ Persists in self-feeding tasks (e.g. using spoon or cup).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide child with opportunities to explore different characteristics of an object (a toy with several parts; a face with eyes, ears, nose, and mouth).</li> <li>▪ Describe and name what child is looking at (e.g. "That's a big boat!" "There is a horse.").</li> <li>▪ Observe child to learn which activities increase or sustain their interest.</li> <li>▪ Facilitate play and activities between children.</li> <li>▪ Provide opportunities for child to choose toys to play with and books to read.</li> <li>▪ Provide opportunities for child to take reasonable and safe risks (stretch for an object beyond reach).</li> <li>▪ Provide many opportunities for active exploration; discourage watching television or videos.</li> <li>▪ To decrease children having to wait too long, provide multiples of favorite toys to address frustration for children who are just beginning to wait and take turns before they transition to sharing.</li> </ul>

**DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT****SUB-DOMAIN: LEARNING APPROACHES****PERSISTENCE AND ATTENTIVENESS (MASTERY, MOTIVATION, CONCENTRATION/ATTENTION, CONTROL)****GOAL 5: CHILDREN DEVELOP AND CARRY OUT PLANS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
6 to 18 Months	Initiates intentional action to meet personal wants and needs.	<ul style="list-style-type: none"> <li>▪ Wiggles with anticipation and reaches for caregiver in anticipation of being picked up.</li> <li>▪ Peeks around objects to play peek-a-boo.</li> <li>▪ May wave as someone comes and goes.</li> <li>▪ Looks for a familiar object after watching it being hidden.</li> <li>▪ Uses trial and error attempts in carrying out routines, exploration, and play (tries different ways to put on coat; use a variety of tools – bucket, sponge, and/or hose to wash trike).</li> <li>▪ Starts to use objects to solve problems and carry out task (e.g. drags a stool to the shelf to reach object from the shelf).</li> <li>▪ Remembers where familiar and favorite items are kept and seeks them out (e.g. where books or toys are stored).</li> <li>▪ Uses adult as a tool to get desired objects or actions.</li> <li>▪ Uses two to three steps to carry out a task or activity (e.g. gets coat and boots and goes to the door; gets doll, wraps in a blanket, and puts in the cradle).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Play repeating games with visual and word cues, such as peek-a-boo and so big.</li> <li>▪ Create routines and greetings for “hello” and “goodbye.”</li> <li>▪ Support child’s efforts for problem solving and self-sufficiency.</li> <li>▪ Provide safe experiences for child to explore indoor and outdoor environment.</li> <li>▪ Place toys and books at child’s level.</li> <li>▪ Expand on child’s ideas by describing what you see (e.g. “You are rolling the ball - can you roll it to me?”).</li> <li>▪ Give directions both verbally and using gestures to cue a child to do a sequence of movements (e.g. “Get your coat and boots.”).</li> <li>▪ Ask clarifying questions, “Do you want the ball?”</li> <li>▪ Provide child sized furniture, chair, stools, and shelves so child can take action.</li> </ul>

**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
6 to 18 Months	Sustains play with objects. Use trial and error experimentation.	<ul style="list-style-type: none"> <li>▪ Recognizes similarities and differences.</li> <li>▪ Adjusts play that varies slightly (e.g. "Peek-a-Boo" with a variety of objects).</li> <li>▪ Seeks person or object that has moved out of sight.</li> <li>▪ Experiments to see if similar objects will cause a similar response (e.g. shakes stuffed animal in the same way as a rattle to hear noise).</li> <li>▪ Throws, empties, dumps, gestures, varying the approach to these actions depending on the materials available.</li> <li>▪ Visually checks with caregiver ("social referencing") when starting certain actions.</li> <li>▪ Responds to adult admonitions such as "danger," "hot," or "stop."</li> <li>▪ Displays recognition and excitement about a toy or game from a previous day.</li> <li>▪ Applies knowledge to new situations (bangs on a bucket as if it were a drum).</li> <li>▪ Shows preference for specific objects.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide many and varied safe toys and objects for child to play and experiment with.</li> <li>▪ Rotate toys and objects as child appears to lose interest in them.</li> <li>▪ Sing repetitious songs and rhymes to child.</li> <li>▪ Help children move to the beat and rhythm of songs, poems, and rhymes.</li> <li>▪ Play games that have some element of mystery in them such as "peek-a-boo," or hide an object and do a simple search to find it.</li> <li>▪ Play music with repetitious rhythms and rhymes.</li> <li>▪ Look at and talk about favorite picture books with child while they remain interested.</li> <li>▪ Recognize and tolerate child's need for repetition as they learn new skills that add complexity to already learned skills.</li> <li>▪ Use both words and gestures to acknowledge and respond to child's "check-in" looks and gestures.</li> </ul>

**DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT****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><b>6 to 18 Months</b></p>	<p>Explores familiar people, objects, places, and situations with temperament style prominent as the child expresses emotion, focuses attention, and adapts to changes.</p>	<ul style="list-style-type: none"> <li>▪ Needs adult support to self-regulate (e.g. soothing routine to go to sleep, predictable setting or music).</li> <li>▪ Engages in, and briefly sustains play in an activity.</li> <li>▪ Can be distracted from an activity.</li> <li>▪ Emotions are usually expressed consistent with temperamental characteristics.</li> <li>▪ Temperamentally characteristic responses show in give and take with others.</li> <li>▪ Engages with others in trusting relationships (e.g. parents, relatives, child care providers).</li> <li>▪ Shows decreasing dependence (e.g. desires to put on own coat, wants to pour milk for himself, refuses to ride in the stroller).</li> <li>▪ Visually and vocally checks in with caregiver; exhibiting social referencing.</li> <li>▪ Uses self-calming strategies including seeking trusted adult, and/or favorite object for coping.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide a variety of sensory experiences with a reassuring tone.</li> <li>▪ Observe and reflect on child's temperament to best support the child's development.</li> <li>▪ Be aware of your own approaches to learning and living in terms of your temperament (e.g. ask yourself if you are generally calm, easy, flexible, excitable, active, feisty, cautious, or slow to warm). Provide physical and emotional safety for child.</li> <li>▪ Support child by mediating stressful situations through warmth and nurturing as child ventures, including new experiences.</li> <li>▪ Model consistent and loving care giving responses to support the relationship.</li> <li>▪ Have enough equipment to satisfy children's specific temperament and needs (e.g. some children need more time to accept unfamiliar things or people, or are more distressed by someone taking a toy away).</li> <li>▪ Anticipate children's reactions to unfamiliar situations, materials, and toys.</li> <li>▪ Offer unfamiliar food repeatedly so children can adapt to different colors, textures, and tastes.</li> <li>▪ Offer choices to older babies to help them aim toward some self-regulation (e.g. "Do you want to eat the peas first, or the corn?" "Should we read the blue book first or the green book?").</li> </ul>

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT			
SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES			
REASONING AND LOGIC			
GOAL 8: CHILDREN DEMONSTRATE AWARENESS OF CAUSE AND EFFECT RELATIONSHIPS.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
6 to 18 Months	Intentionally explores self, others, and objects; recognizes the effect of actions.	<ul style="list-style-type: none"> <li>▪ Acts on an object to make a pleasing sight, sound, or motion (kicks or swats mobile, continues to bat object to repeat sound).</li> <li>▪ Fills and dumps containers (e.g. blocks in a basket, dry cereal in a cup).</li> <li>▪ Repeats actions many times to cause the desired effect.</li> <li>▪ Manipulates objects to experiment with cause and effect (e.g. holds cup upside down to see what happens; stacks blocks and knocks them over; or pulls on a door handle).</li> <li>▪ Uses motor skills to experiment with cause and effect (e.g. pulls and pushes items, lifts and carries things, picks up and drops items, and climbs and scoots across surfaces).</li> <li>▪ Assists with dressing and undressing, including shoes and socks, diapers, hats, mittens, and sunglasses.</li> <li>▪ Uses two- to three-step sequencing.</li> <li>▪ Experiments with effects of own actions on objects and people.</li> <li>▪ Looks to others for understanding and response (social referencing with caregivers).</li> <li>▪ Understands "no," but may not inhibit actions.</li> <li>▪ Begins to understand that meaning and language are linked to actions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide safe interactive toys and spaces indoors and outside.</li> <li>▪ Demonstrate and explain the relationships between things (e.g. "Your toy is on the floor. You can't reach it.&gt;").</li> <li>▪ Describe actions and experiences as they occur (e.g. "The milk spilled when you dropped the cup." "The bell rings when you shake it.&gt;").</li> <li>▪ Use visuals, objects, and action when introducing new language, experiences, and words.</li> <li>▪ Explain what is happening as you and the child do things together.</li> <li>▪ Use consistent routines so child learns to predict what comes next.</li> <li>▪ Describe what is happening when child looks to caregiver for information.</li> </ul>

**DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT****SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES****CONCEPT FORMATION/MEMORY****GOAL 9: CHILDREN USE PRIOR RELATIONSHIPS, EXPERIENCES, AND KNOWLEDGE TO BUILD FOUNDATIONAL MEMORY.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
6 to 18 Months	Builds foundational experiences, routines, relationships, and emotions to expand memory.	<ul style="list-style-type: none"> <li>▪ Shows attachment to primary caregivers/parents through preference, or clinging to parents and familiar people.</li> <li>▪ Displays recognition and excitement about games or toys from the previous day.</li> <li>▪ Recognizes differences between familiar people and strangers.</li> <li>▪ Realizes that objects exist when they are not seen — for a short time.</li> <li>▪ Anticipates the return of a face when playing Peek-a-Boo and the trajectory of a moving object.</li> <li>▪ Watches for activities that occur regularly (e.g. "When the cook comes to the classroom, it is time to go to the table.").</li> <li>▪ Uses transitional object to ease transitions and separations (favorite toy or blanket).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Support closeness with caregiver/parent with hugs and attention.</li> <li>▪ Provide opportunities and modeling for child to try same action on different objects (e.g. shakes a rattle, shakes a stuffed animal, shakes a ball).</li> <li>▪ Comment when child applies knowledge to new situations using descriptive language.</li> <li>▪ Sing songs with sequences, stories, and repetitive phrases.</li> <li>▪ Display photos of child in familiar situations, doing familiar activities, and with family members. Point out aspects of the pictures.</li> <li>▪ Take pictures of activities in the classroom to document what happened, then post the pictures and talk about them with children.</li> <li>▪ Create rituals for arrival and departure time for the child, parent, and staff to facilitate transitions.</li> </ul>

**DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT****SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES****IMITATION****GOAL 10: CHILDREN IMITATE BEHAVIORS THAT THEY HAVE OBSERVED.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p><b>6 to 18 Months</b></p>	<p>Initiates, sustains, and replicates interactions and expressions of familiar people.</p>	<ul style="list-style-type: none"> <li>▪ Repeats actions in functional play (e.g. pours and dumps water in bathtub play; bangs a toy on a surface; picks up objects and drops them).</li> <li>▪ Waves bye-bye.</li> <li>▪ Plays imitation games (clapping and marching, jumping to music).</li> <li>▪ Imitates whole body actions.</li> <li>▪ Observes others as they sing or recite finger plays, and may attempt one or two of the actions or words in the song.</li> <li>▪ Prefers objects frequently used by caregiver (keys, cell phone).</li> <li>▪ Offers objects to others, often taking the object back.</li> <li>▪ Imitates actions from daily routines of the family or early childhood program (e.g. rocks a baby doll, puts on a hat, attempts to feed the caregiver).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide scripts and cues, especially during routines.</li> <li>▪ Provide time, action, and physical support.</li> <li>▪ Give verbal and physical cues for action (e.g. stretch arms overhead, saying “So BIG.”).</li> <li>▪ Play games with imitation and actions (e.g. “Hop like a ___” and “Hokey Pokey”).</li> <li>▪ Plan times for music and activities that offer repetition such as marching, clapping, and drumming. Provide safe common objects for play (bowl and spoon, cardboard boxes, clean laundry, cups and small pitchers, dolls, and blankets).</li> <li>▪ Make plenty of space available for children to replicate full body actions.</li> </ul>

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT			
SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES			
REASONING AND LOGIC/ PROBLEM SOLVING			
GOAL 11: CHILDREN FIND MULTIPLE SOLUTIONS TO QUESTIONS, TASKS, PROBLEMS, AND CHALLENGES, INCLUDING TRIAL AND ERROR.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
6 to 18 Months	Use sensory exploration to examine objects, and settings to observe outcomes.	<ul style="list-style-type: none"> <li>▪ Uses active exploration and trial and error to figure out how things work.</li> <li>▪ Repeatedly does an activity or chooses the same book or toy.</li> <li>▪ Uses objects as a means to an end (carries a bucket of blocks from room to room; uses a spoon to reach for food).</li> <li>▪ Sustains activity touching and manipulating an object.</li> <li>▪ Engages in trial and error to fit objects together and take them apart.</li> <li>▪ Calls to, or looks for caregiver to offer assistance to meet a desired goal (e.g. get toy from shelf, release a stuck toy).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide opportunities for child to work out problems, with and without assistance.</li> <li>▪ Demonstrate, explain, and engage child in trying things in different ways (stack blocks of different shapes and sizes trying different combinations; square blocks on the bottom, then round blocks on the bottom).</li> <li>▪ Positively acknowledge when child tries new things (e.g. use descriptive words to label what children do and accomplish, "Look, you put that ball in the ring.&gt;").</li> <li>▪ Provide age-appropriate toys that have many uses such as soft blocks, rings, balls of varying shapes and textures, or plastic cards.</li> <li>▪ Ask children if they want help, "Do you want me to help you get the stuck ball?"</li> </ul>

**DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT****SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES****REASONING AND LOGIC/ PROBLEM SOLVING****GOAL 12: CHILDREN USE CONJECTURE, HYPOTHESIZING, AND GUESSING.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p><b>6 to 18 Months</b></p>	<p>Takes some risks to actively explore and interact with familiar people, objects, and settings.</p>	<ul style="list-style-type: none"> <li>▪ Engages in goal-directed behavior.</li> <li>▪ Shows persistence in getting a desired object.</li> <li>▪ Bases problem solving in exploration and trial and error with objects.</li> <li>▪ Begins to observe other's actions in relationship to their own.</li> <li>▪ Uses varying strategies to explore unfamiliar objects.</li> <li>▪ Resists unfamiliar situations and people (e.g. food, strangers, animals, novel places).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use the child's developing mobility to set up exploration activities.</li> <li>▪ Recognize child's attempts at autonomy and curiosity, and appropriately support those attempts.</li> <li>▪ Be aware of safety and set up exploration in a safe environment where child can explore without adult interference.</li> <li>▪ Provide toys and objects for stacking, banging, and building.</li> <li>▪ In child care, offer ample toys for all the children to actively explore without waiting.</li> <li>▪ In child care, assign each child a primary caregiver who is familiar and is well-trusted by the child.</li> <li>▪ Provide multi-sensory objects (soft, hard, rough, smooth, fuzzy, loud, soft).</li> <li>▪ Change toys occasionally to provide stimulation, keeping favored toys, as well.</li> <li>▪ Offer unfamiliar foods accompanied with familiar foods, and give ample opportunity for the child to smell, touch, and taste.</li> <li>▪ After initial presentation of unfamiliar or rejected foods, continue to offer that food to help the child better know the food.</li> </ul>

**DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT****SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES****REASONING AND LOGIC/CRITICAL AND ANALYTIC THINKING****GOAL 13: CHILDREN BUILD KNOWLEDGE USING COMPARISON, CONTRASTS, EXAMINATION, AND EVALUATION.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
6 to 18 Months	Explores and examines objects, people, and situations to see differences and similarities.	<ul style="list-style-type: none"> <li>▪ Uses familiar objects in combination (spoon in bowl, socks on feet, doll in doll bed).</li> <li>▪ Distinguishes parents and trusted caregivers from less familiar people.</li> <li>▪ Distinguishes sounds and combinations of sounds.</li> <li>▪ Tries out a variety of voice tones and vocal play to vary sounds, and explores the impact of those sounds (e.g. babbling, squealing, yelling, shouting, pounding on a table, and ringing a bell).</li> <li>▪ Experiments with different objects using the same action with each object (e.g. stacks objects of different types, and knocks them over, dumps and fills buckets with sand, water, or blocks, or carries varying items around using different methods of carrying).</li> <li>▪ Easily distracted from a task by novel sounds, sights, or touch.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate, explain, and engage child in activities that show how different experiences relate to one another (e.g. "Your sweater goes on over your head just like your shirt goes on over your head.").</li> <li>▪ Use photos and objects to talk about past experiences (e.g. photos or toy animal after an outing to the park, or family pictures).</li> <li>▪ Talk about what is happening as it happens.</li> <li>▪ Provide opportunities for stacking, knocking down, and moving a variety of toys.</li> <li>▪ Provide music, song, and simple movement activities that include different rhythm, tempo, and beats.</li> <li>▪ Routinely offer supervised sand and water play.</li> <li>▪ Include a variety of paints and painting utensils in lesson- planning.</li> <li>▪ Offer foods with different textures and tastes and talk about those tastes and textures.</li> </ul>

**DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT****SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES****REPRESENTATIONAL THOUGHT AND PLAY****GOAL 14: CHILDREN PARTICIPATE IN EXPLORATORY PLAY.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
6 to 18 Months	Use sensory motor skills to engage with people and objects.	<ul style="list-style-type: none"> <li>▪ Uses all five senses to examine different objects with attention to detail.</li> <li>▪ Spontaneously initiates movement and motor play.</li> <li>▪ Waves, pinches, throws, drops, shakes, kicks, hits, pats, rolls, mouths, bats at, and manipulates objects.</li> <li>▪ Makes sounds, including self-talk while playing.</li> <li>▪ Engages in reciprocal play with balls or throwing toys.</li> <li>▪ Seeks out filling and dumping or pushing and pulling activities.</li> <li>▪ Responds to movement games such as Hokey Pokey, dancing, Eensy Weensy Spider.</li> <li>▪ Seeks and manipulates objects child sees caregivers use (keys, cell phones, hairbrushes, writing utensils).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide a safe environment for exploring and movement.</li> <li>▪ Engage in games with passing and rolling balls, and soft toys.</li> <li>▪ Explain what is occurring and what comes next during every day routines.</li> <li>▪ Provide an array of play objects that meet child's current development.</li> <li>▪ Play music, sing songs, and dance with child.</li> <li>▪ Because mouthing is a primary means of sensory exploration, supervision at all times is necessary.</li> </ul>

**DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT****SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES****REPRESENTATIONAL THOUGHT AND PLAY****GOAL 15: CHILDREN PARTICIPATE IN PRETEND OR SYMBOLIC PLAY.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<b>6 to 18 Months</b>	Use senses and mobility to explore functions of objects and actions, with symbolic play evolving as a result of the functional exploration.	<ul style="list-style-type: none"> <li>▪ Uses objects functionally.</li> <li>▪ Uses objects symbolically.</li> <li>▪ Uses simple abstraction (a stick for a spoon, a tissue for a blanket).</li> <li>▪ Makes animal sounds when prompted.</li> <li>▪ Uses make-believe play to represent typical situations and functions from the child's daily life (e.g. rocking or feeding a baby doll).</li> <li>▪ Imitates adults and older children.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tell child stories about daily events or something special that happened, with the child as the central character.</li> <li>▪ Expose child to make-believe stories and songs from a variety of cultures.</li> <li>▪ Demonstrate and engage child in making a variety of animal sounds, matched with pictures of animals or when present, real animals.</li> <li>▪ Recognize child's cues to engage in play.</li> <li>▪ Help coordinate child's initiations with other children (e.g. child tries to "feed" another child, or child puts hat on other child).</li> <li>▪ Respond to children's looks or sounds for engaging with another.</li> <li>▪ Provide props and opportunities for imaginative play.</li> </ul>

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT			
SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES			
REPRESENTATIONAL THOUGHT AND PLAY			
GOAL 16: CHILDREN REPRESENT EXPERIENCES AND THOUGHT THROUGH SYMBOLIC REPRESENTATION INCLUDING PLAY, MOVEMENT, ARTS, NUMERACY, AND LITERACY.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
6 to 18 Months	Engages in pre-symbolic play. (See Goal 14, Exploratory Play)	<ul style="list-style-type: none"> <li>▪ Scribbles using very light pressure on the page.</li> <li>▪ Experiments with new uses for familiar objects.</li> <li>▪ Provides simple sounds or words for objects, insects, people, and animals (e.g. child makes a sound similar to a moo if asked what the cow says).</li> <li>▪ Looks for interesting or desired objects when they are removed from view.</li> <li>▪ Reacts to mental images of objects or events (e.g. claps hands when told that a favorite person is coming to visit).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engage in simple reciprocal games with sounds and gestures.</li> <li>▪ Ask “can you find” or “show me” questions when looking at books.</li> <li>▪ Play “where is your nose,” “where is your foot” games. Then, looking at pictures, ask the child to point to and say body parts of own body and photographs.</li> <li>▪ When a child uses symbolic play (e.g. holding brush like a phone), comment by also pretending to use a phone.</li> <li>▪ Provide painting and drawing materials and time for sensory exploration, with adult supervision.</li> <li>▪ Use vocabulary that indicates quantity and number concepts as you carry out daily routines with a child (e.g. one cheerio, two cheerios; one leg in your pants and now two legs in your pants; you have more peas than rice).</li> <li>▪ Learn and use gestural signs with babies and toddlers. Simple signs for more and all done are easy to do and to use.</li> </ul>