

IDAHO EARLY LEARNING eGUIDELINES



DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT



Revised December 2013
First Edition 2009

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT

INTRODUCTION

The **Approaches to Learning and Cognitive Development** domain covers the inclinations, dispositions, attitudes, habits, and styles that reflect the diverse ways that children learn. This domain is about how children construct meaning and how children position themselves for learning, rather than how children acquire skills.

The developers of the *Idaho Early Learning eGuidelines* chose to link approaches to learning with cognitive development. Compelling research in cognitive and brain development is expanding our understanding about how and when the complexities of thinking and learning develop. The adult work is to support children in this process of active self-organization in thinking and learning.

Domain 1 offers a span of development from birth through third grade where the ripples of cognitive development are notable. The Idaho K-12 Standards do not specifically address approaches to learning and cognition, but rather address knowledge and skills from a discipline specific view.

The expansion of the age ranges to 3rd grade for the goals of Domain 1: Approaches to Learning and Cognitive Development, and Domain 3: Social and Emotional Development were requested by special education professionals to address needs and plan services for young children and their families.

RATIONALE

Cognitive growth develops along with a child's approach to learning. Together, these provide the platform on which learning takes place. They include characteristics that support success in school and in life.

Children have capacity to gain knowledge and skills to figure out problems and find meaning in life's experiences and situations. As skills develop, children find what works for them as they approach learning. By nurturing and supporting children's development and personal approaches to learning, adults help children use knowledge and understanding to expand and create meaningful experiences, skills, and new ideas.

Early childhood is the foundation period for developing self-regulation and executive functions that are essential to success in relationships, play, school, jobs, and the larger world. Self-regulation and executive functions are factors for school readiness and for brain development.

Self-regulation refers to a child's ability to control and direct attention, thoughts, actions, and feelings. This is rooted in the earliest days as a baby settles into the rhythms of eating, sleeping, and alert states. It continues to develop throughout childhood.

Executive functions are specific brain functions that are sometimes called the mind's air traffic controller. Components of executive functioning are:

- Cognitive Flexibility: ability to switch gears, revise, change, set goals, and deal with complexity;
- Working Memory: ability to hold current ideas in mind while thinking, acting upon, and adding new ideas and information; and

- **Inhibitory Control:** ability to stop impulse responses, to filter distractions, and to focus.

High levels of stress disrupt the neural formation of executive functions during critical periods in early childhood and adolescence. Researchers have identified regions in the brain where these abilities develop from infancy to young adulthood. Especially notable are the regions between the limbic system and pre-frontal cortex.

Temperament impacts a child's approach to the world. Temperament includes nine inborn traits (Child Development Institute, 2007). These nine traits persist across the lifespan. Combined with the impact of primary relationships and the family environment, these traits form the child's personality and behavioral style. These nine traits are embodied in Domain 1, Goal 7, *Children interact, understand, and view the world influenced by temperament*.

GENERAL DEFINITION

Children's approaches to learning include motivation, attitudes, habits, and cognitive styles. These are demonstrated as children engage in learning and respond to different experiences and situations. Goals in Domain 1 are targeted to children's developing approaches that will support both school achievement and success in life, with an acknowledgement that a child's approach is impacted by basic temperament and the cultural contexts in which a child lives and learns.

For the purposes of the *Idaho Early Learning eGuidelines*, Domain 1: **Approaches to Learning and Cognitive Development** includes the following topics:

- **Curiosity and Interest** indicate children's sense of inquisitiveness, interest in pursuing new information, keenness for new knowledge, and desire to learn.
- **Initiative** indicates children's willingness to take on tasks and to volunteer and participate in learning activities, and willingness to take reasonable risks in learning new information.
- **Persistence and Attentiveness** indicate children's ability to stay with and concentrate attention to complete a task without being distracted or frustrated. Sometimes persistence is demonstrated by leaving a project and returning later for more work or elaboration.
- **Creativity and Invention** indicate children's ability to extend existing knowledge, and to have a "big idea" and make it happen.
- **Reflection and Interpretation** indicate children's ability to absorb, think about, compare, question, and understand knowledge and information to inform future actions and learning.
- **Concept Formation** indicates children's ability to carry out routines, categorize information and objects from prior experience, and to model and remember people and what they do.
- **Reasoning and Logic** indicate children's growing skills to create and analyze attributes (similarities, differences, and associations between objects, events, and people). These goals include causation, critical and analytical thinking, and problem solving.
- **Representational Thought and Representational Play** indicate children's ability to explore actions and sensory experiences. Children approach play in different ways to support learning. Functional play is exploring objects or materials in the absence of fantasy, and includes sensory play (sand/water) and physical exploration. Pretend play is a complex form of intellectual activity and a critical element in symbolic

thinking and the symbolization process. In pretend play, children take on roles, imagine using objects that are not present, and use things as substitutes for real objects. Through symbolic play and maturation, children come to distinguish between fantasy and reality, without losing either. Pretend play utilizes the elements of executive functioning and supports its development. Play is both the means and manifestation of children's growing understanding of the world and their roles within their culture.

SUPPORTING INDIVIDUAL DIFFERENCES, LANGUAGE, AND CULTURAL DIVERSITY

Domain 1: Approaches to Learning and Cognitive Development acknowledges that children learn and express themselves in different ways. Parents and caregivers can create supportive environments in which children are allowed to take risks and try new ideas, and in which creative processes of learning and expressing self are nurtured and valued. Adults, who use children's current knowledge and understanding as a foundation from which to build, help children create meaning as they form new experiences, relationships, and concepts.

Skilled caregivers and educators appreciate and value the diversity of children, families, and cultures; and strive to observe, understand, and support each child as an individual. Some children look and watch; seeming to scope out a situation before they move to engage. Other children may have great tactile sensitivity and use touch to explore or alternately to hold back from new sensations. Children with differing abilities, with developmental delays or who are at risk for developmental delays, or those with special talents require particular attention and perhaps adaptations as the child approaches learning.

Children are exposed to cultural patterns and values in their immediate context of family as well as in the neighborhood, community, and environment. At the family level, differences in child-rearing practices, including parental behaviors of instruction, modeling, and responses to children's initiatives influence children's learning approaches.

Culture may influence children's work styles, the way they approach and interpret experiences, and their orientation to action or reflection. Some cultures encourage children to obey and defer to adult opinions while other cultures encourage children to question and negotiate with adults. Cultural patterns also influence the way children learn. In some cultural settings learning is promoted through hands-on manipulation of materials, while others focus on visual representation, and others focus on oral traditions of storytelling or more structured interactions. Whatever the cultural influence on children's predispositions, variation in learning approaches can be embraced as equal, valued, and respected.

IDAHO EARLY LEARNING EGUIDELINES

GOAL 1: CHILDREN SHOW CURIOSITY AND INTEREST IN LEARNING AND EXPERIMENTING.

Domain 1: Approaches to Learning and Cognitive Development

Sub-Domain: Learning Approaches

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

[First, Second, and Third Grades](#)

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
<p>Birth through 8 Months</p>	<p>Seeks, initiates, and responds to interactions with people and objects.</p>	<ul style="list-style-type: none"> ▪ Reacts to new voices or sounds by turning in the direction of sound, becoming more quiet or active, or changing facial expressions. ▪ Looks and follows slow moving objects. ▪ Shows interest in people by kicking legs, smiling, reaching, and looking at the person. ▪ Shows interest in patterns and shapes. ▪ Responds to familiar things or sounds. ▪ Gazes toward and or reaches for toys that are visible but out of reach. 	<ul style="list-style-type: none"> ▪ Hold the baby facing you to encourage exploration of the human face, emotions, communication, and interactions. ▪ Create a safe, secure, and attractive environment for children to explore toys, books, and people. ▪ Use both facial expressions and words to initiate play with the child during the course of everyday routines (diaper changing, bathing). ▪ Observe child to understand unique temperament, learning styles, and ways of showing curiosity. ▪ Introduce child to new people, places, objects, and experiences. ▪ Offer a variety of positions from which a child can explore (e.g. tummy, back, sitting upright, propped on side, or laying on the floor, sitting on a lap, or sitting in a baby chair). ▪ In group child care settings with multiple staff, establish a primary caregiver to create a trusting relationship from which the child can explore. ▪ Provide child with toys and materials with bold designs and contrasting colors. ▪ Show child mobiles with complex patterns. ▪ Encourage child to track movement of slow moving toy. ▪ Offer toys and activities where the child gets a definite, focused response to interactions.

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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"> ▪ Shows interest in, explores, manipulates, or stares at objects in the environment. ▪ Persists in looking for or searching for an object just out of reach or vision. ▪ Points at, gestures, and verbalizes toward or about objects or people. ▪ 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). ▪ Explores objects through mouthing, banging, filling and dumping, moving, and throwing. ▪ Uses a mix of senses to explore the environment (e.g. tasting, touching, hearing, smelling, and looking). 	<ul style="list-style-type: none"> ▪ Provide support and time for child who is hesitant about new objects and experiences. ▪ Repeatedly offer unfamiliar objects, with slow, even approach. ▪ Play with child using objects with different textures, sounds, shapes, temperatures, and smells. ▪ Provide safe floor play space for child to explore favorite toys and movement. ▪ Offer a variety of environments from which a child can explore. ▪ Place objects for touching within child's range. ▪ Point out places, objects, and what people are doing. ▪ As child begins to eat solids, offer variety in food, textures, and taste. Recognize that child needs to touch and manipulate the food. ▪ 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.

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Deliberately explores and experiments with people and objects.	<ul style="list-style-type: none"> ▪ Explores immediate environment (e.g. asks about a new object and actively searches through a collection of toys). ▪ Shows interest in new activities and others' activities. ▪ Uses simple "wh" questions (where, who, and what). ▪ Asks about people in their own environment. ▪ Turns objects around, upside down, and inside out to examine the characteristics of the object. ▪ Opens, closes, fills, empties, and builds up and knocks down objects and containers. 	<ul style="list-style-type: none"> ▪ Make child's surroundings safe and inviting to encourage exploration. ▪ Point out objects for gazing at and listening to around the room and outside (e.g. clouds that look like cotton candy or shaped like a sheep), pictures that hang high up, light patterns caused by the sun and the curtains on the windows, a tinkling bell strung in a tree that rings in the breeze, or the sound of a big truck backing up outside. ▪ Offer a variety of safe objects/toys that can be used in multiple ways. ▪ Ask simple questions using who, why, and what. ▪ Respond to children's questions with genuine remarks. ▪ Wonder aloud with child about why, who, what, when, and where. ▪ Describe and comment about what you see around you. ▪ Take cues from a child to know when to add information and when to let the child simply explore an object without words. ▪ Read and tell stories that introduce children to diverse people, places, and cultures. ▪ Offer materials and activities that match child's exploration style (a child who is slow to warm may respond best to an activity that allows play at the edge of the group, a child with vision impairment may explore best with materials that have a variety of textures). ▪ Offer sensory play to include water and sand toys.

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
36 to 60 Months	Becomes inquisitive; seeks information and vocabulary to build understanding.	<ul style="list-style-type: none"> ▪ Asks others for information (e.g. "What is that?" "Why is the moon round?"). ▪ Investigates and organizes materials (e.g. uses matching, sorting, and grouping). ▪ Shows interest in how and why others do things. ▪ Builds a vocabulary of nouns, verbs, and descriptors including adjectives and adverbs, to bring understanding to words and actions. ▪ Uses "wh" questions to get additional information about how their world works (why, who, what, where, and when). ▪ Develops personal interests (trains, animals, dinosaurs). ▪ Actively engages in play and putting materials together to test end results. ▪ Uses fantasy and reality to explain phenomenon. 	<ul style="list-style-type: none"> ▪ Offer many sensory play opportunities using textures, mixing substances, block play, and dramatic play. ▪ Provide opportunities for child to explore a variety of activities and materials, including those in the larger community and those from diverse cultures. ▪ Schedule adequate time for child initiated play and exploration. ▪ Identify and build on child's individual interests. ▪ Teach children to be observers and recorders of what they observe. ▪ Offer writing tools and art materials for recording observations. ▪ Provide open-ended materials such as blocks and building materials, liquids for pouring and mixing, various art mediums, digital technologies (cameras, recording devices), and microscopes/magnifiers. ▪ Offer time and settings for child to talk about and display ideas where adults and other children listen and respond. ▪ Help child use vocabulary that leads to exploration (e.g. exploring together), offer open-ended questions and comments (e.g. "I wonder...?" "How could that work?" "What do you think about...?" or "What ideas do you have?"). ▪ Read about topics of interest with the child (trucks, insects, and gardening) to demonstrate how and where people find information.

			<ul style="list-style-type: none">▪ Learn about internet resources that are child-appropriate for finding answers to questions and finding images that offer exploration opportunities.▪ Play question-and-answer games that inspire child's curiosity.▪ Elaborate and embellish a child's utterances (Child says, "I rode the trike." Adult responds, "Yes, you rode on the tricycle with two small wheels and one large wheel.").
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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
<p>60 Months through Kindergarten</p>	<p>Begins to show logic in thinking about complex information, and about people, objects, and actions.</p>	<ul style="list-style-type: none"> ▪ Talks about new events and occurrences. ▪ Asks questions about changes in their world. ▪ Uses same and different to explain phenomenon. ▪ Shows enthusiasm for field trips and other outings to new places. ▪ Looks for new information, with assistance, and wants to know more about personal interests. ▪ Uses available tools to explore (books, technology, and people). ▪ Uses multiple strategies to explore a new situation or object. ▪ Looks to others when trying to explain illogical outcomes. ▪ Uses vocabulary and gestures to indicate measurable attributes (e.g. "I need a big triangle, not the little one."). ▪ Uses a variety of groupings when classifying. 	<ul style="list-style-type: none"> ▪ Offer a variety of resources for gathering information to build on child's interests (books, videos, field trips, technology). ▪ Provide child with opportunities to use resources to answer questions (if a child wonders about dinosaurs, find a dinosaur book at the library, search a child-appropriate website together). ▪ Use child's previous experiences and knowledge as a springboard to experimentation and exploration (e.g. "Remember when we made play dough and we put green coloring in it? What colors should we use this time? What would happen if we mix colors?"). ▪ Use personal family and local community experiences to support child's new learning (e.g. child uses sled to play outside in the snow; what does a child use to play in the ocean?"). ▪ Provide opportunities for children to observe and listen to adult and child-to-child conversations about why, who, what, where, and when. ▪ Offer dolls, costumes, pictures, puppet theatres, and open ended story boards to encourage child to create make-believe stories. ▪ Offer ample opportunity for dramatic play where the child is free to try out roles and activities. ▪ Offer props, time, and a variety of settings for experimenting with art and music.

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>First, Second, and Third Grades</p>	<p>Uses hypothesis testing in a structured and focused approach.</p>	<ul style="list-style-type: none"> ▪ Explores self-directed interests. ▪ Uses a variety of means to gather new information. ▪ Uses a variety of means to report and document information. ▪ Knows where to find needed information, including seeking adult help. ▪ Extends and elaborates ideas and conversation with peers and adults. ▪ Uses basic “if, then” logic to explore a question. ▪ Uses humor to express understanding of the multiple meanings of words and phrases. ▪ Asks complex questions about an issue or problem. 	<ul style="list-style-type: none"> ▪ Encourage sensory exploration, conversation, written and oral presentations, art media, technology, theatre, music, and physical activities that give children opportunity to try out multiple ways of thinking. ▪ Recognize children's differing levels of knowledge and thinking skills. Start where the learner is in offering activities and project starters. ▪ Build on child's interests by providing opportunities and time for child to collaborate with peers on group projects of interest to them. ▪ Model reading a variety of books, poetry, websites, both fiction and nonfiction. ▪ Encourage child to talk about and document their discoveries and discuss their ideas with others. ▪ Provide opportunities for child to observe and listen to adult presentations on topics of interest. ▪ Encourage fantasy play, as well as opportunity for reasoned logic in play.

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GOAL 2: CHILDREN GENERATE/ CREATE NEW IDEAS, APPROACHES, AND ACTIVITIES IN DAILY ROUTINES.

Domain 1: Approaches to Learning and Cognitive Development

Sub-Domain: Learning Approaches

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CREATIVITY AND INVENTIVENESS			
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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Actively explores self and immediate surroundings.	<ul style="list-style-type: none"> ▪ Turns toward, and responds to familiar voices and/or unfamiliar sounds. ▪ Calms to mother's smell. ▪ Physically searches for nipple using touch and smell. ▪ Inspects own hands and feet, visually and by mouthing. ▪ Grasps items reflexively and mouths them, then later grasps purposefully to shake, bang, drop, and throw objects. ▪ Cries, coos, and makes single syllable sounds specific to certain activities. ▪ Startles easily around sounds, smells, textures. 	<ul style="list-style-type: none"> ▪ Offer sensory play daily with baby, including sound and touch. Play with baby every day. ▪ Provide toys and experiences with colors, size, textures, sounds, shapes, and smells. ▪ Change materials, toys, and objects in baby's environment regularly. ▪ Use every day routines for baby's creativity and exploration (e.g. when feeding a baby let them touch the food while describing what they might be feeling, or during diapering, telling a child, "This wipe will feel cold."). ▪ Describe what the baby is experiencing (e.g. "That ball feels squishy." "Hear that drum go boom, boom, boom." "You found your hands.").

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
6 to 18 Months	Explores objects and sounds using sensory approaches, and by trying various movements.	<ul style="list-style-type: none"> ▪ Plays with sounds by babbling, cooing, or clicking the tongue. ▪ 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). ▪ 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). ▪ Looks to caregiver for assurance when trying something new or risky. 	<ul style="list-style-type: none"> ▪ Provide child time and opportunities to be spontaneous, silly, and messy. ▪ Play with child in creative ways (using soft toys to create a puppet show, tell imaginative stories using familiar characters and the local environment). ▪ Offer verbal and gestural cues to reassure child to try something new and safe. ▪ Provide time and materials for sensory exploration. ▪ Provide a variety of open-ended materials for creative exploration. ▪ Observe a child before offering help. ▪ 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. ▪ 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?”).

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Uses imagination and pretend play to experiment with objects and roles.	<ul style="list-style-type: none"> ▪ Invents new uses for everyday materials (e.g. bangs on pots for drum or uses bucket for hat). ▪ Approaches tasks experimentally; adapting the use of objects as the play evolves. ▪ Pairs and groups items that work together (gets the dustpan when an adult is sweeping the floor). ▪ Seeks and engages in pretend play and creating things. ▪ Uses creative language to describe events, sometimes with made-up sounds. ▪ Builds with blocks and other manipulatives. ▪ Acts out everyday activities using dolls, costumes, and everyday items. ▪ Embellishes roles from the familiar environment. 	<ul style="list-style-type: none"> ▪ Model use of a variety of familiar and new materials and activities. ▪ Offer art materials and a place to use them without adult-created models or specific instructions. ▪ Allow child to mix toys or materials. ▪ In child care, schedule the daily activities so children have time to become absorbed in play. ▪ When a child is absorbed in play, avoid interrupting the child's thinking. ▪ Take cues from the child when a prop is needed, or an embellishment of an idea will extend the play. ▪ Offer a place where children create using different media (clay, collage, paint, music, dance, block construction). ▪ Engage child in exploration of raw (messy) materials such as sand, water, rocks, outdoor exploration, and food exploration. ▪ Provide time and spaces for a child to talk about and revisit their creative work. ▪ Use open-ended questions and descriptive language when interacting with child. ▪ In child care, ensure that child has props from their home culture to support pretend play. ▪ At mealtimes, talk with children about their ideas and creations. ▪ Make up stories with child.

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
36 to 60 Months	Expands personal expression through language, play, and creative exploration.	<ul style="list-style-type: none"> ▪ Imitates roles and creates scenarios for those roles. ▪ Invents activities and games. ▪ Uses imagination to create experiments, art projects, constructions, physical challenges, dances, structures, stories, and solutions. ▪ Creates and negotiates acceptable rules for group activities. ▪ Makes up words, songs, or stories. ▪ Engages in open-ended exploration of raw materials (messy play). ▪ Uses materials in novel ways. 	<ul style="list-style-type: none"> ▪ Ask open-ended questions to encourage creative thinking. ▪ Offer various media for creating projects that extend over time (clay, collage, paint, music, dance, chalk, box construction). ▪ Provide tasks where the goal is trying different strategies rather than right or wrong answers. ▪ Ask child how a story may have ended differently (e.g. "What if...?"). ▪ To document and extend learning, take many pictures of children in creative activities. Encourage children to tell about the pictures, and to label and dictate stories about the pictures. ▪ Provide opportunities for child to create and complete projects in their own way. ▪ Engage child in drawing a series of pictures that represent or illustrate experiences or a story they have made up. ▪ Offer places and times for children to display their products, if they desire. ▪ Demonstrate and explain how to be flexible about changes in routines and plans. Some children will prefer or need structure to help them stay on task, or make changes in plans. Tell children ahead of time when a change will occur. Help them know what happens before, during, and after transitions. During the changing routine, talk about what is happening. ▪ Provide child with access to artists and artwork from their own and other cultures.

			<ul style="list-style-type: none">▪ Maintain files of a child's creations for the child to revisit and comment on.▪ Offer designated spaces where children choose what and how they want to display their creative projects and ideas.
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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>60 Months through Kindergarten</p>	<p>Uses elaborate strategies, and cooperation with others in creative expression.</p>	<ul style="list-style-type: none"> ▪ Approaches tasks and experiences with increased flexibility, imagination, and inventiveness. ▪ Combines activities, materials, and equipment in new ways. Creates unique products (e.g. uses unique approach in block structures or paintings). ▪ Listens to and expands suggestions from peers or adults. ▪ Makes changes to a familiar story by adding actions or characters. ▪ Represents reality in a variety of ways (pretend play, drawing, making up songs, or making rhymes). ▪ Makes suggestions for classroom routines and daily activities. 	<ul style="list-style-type: none"> ▪ Play make-believe games with child, including games that introduce the child to diverse people, places, and cultures (e.g. "If you were a frog what might you be thinking about the rain outside?"). ▪ Ask open-ended questions that create an interaction and dialogue among children (e.g. "Amber wants to try adding water to the recipe. What do you think will happen? Should we try it?"). ▪ In child care or preschool lesson planning, incorporate creative outlets for displaying learning, including, dancing, painting, constructing, making music, inventing stories, and dramatic play. Seek child input and feedback regarding classroom routines, environment, and activities. ▪ Teach children to make lists and review and revise lists for projects and activities.

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CREATIVITY AND INVENTIVENESS			
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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>First, Second, and Third Grades</p>	<p>Uses systematic thinking and perspective taking to generate new ideas and solve problems.</p>	<ul style="list-style-type: none"> ▪ Relates past, present, and future activities engaging in "What if?" scenarios. ▪ Generates multiple solutions to problems/projects. ▪ Generates creative solutions with peers. ▪ Takes into account others' views and perspectives. ▪ Strives to represent reality. ▪ Uses basic knowledge of the physical world to try out new ideas. ▪ Takes risks to try new ways of using materials and objects. 	<ul style="list-style-type: none"> ▪ Provide experience with novel materials (e.g. computer graphics, oil paints, music, language, and mechanical tools). ▪ Offer time and space for child to create objects of their own choosing by experimentation with materials. ▪ Use visual arts for learning about various cultures. ▪ Provide opportunities for the child to develop personal stories and poems. ▪ Provide opportunities for children to work on projects together. ▪ Offer a range of problem solving tasks from simple to complex (logical to abstract). ▪ Teach children to observe, ask "what if" questions, predict outcomes, carry out experiments, and document their findings.

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

Domain 1: Approaches to Learning and Cognitive Development
Sub-Domain: Learning Approaches

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

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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
Birth through 8 Months	Engages in interactions with people and explores people and objects around them.	<ul style="list-style-type: none"> ▪ Examines a face, toy, or rattle for a brief period of time. ▪ Anticipates feeding routine when caregiver brings bottle or mother starts to offer breast. ▪ Holds the attention of caregivers (smiles, babbles, sustains eye-contact). ▪ Directs attention towards objects by reaching, grasping, or staring at them. ▪ Repeats simple motions or activities (swats at a mobile, consistently reaches for objects). ▪ Makes attempts to get attention of adults and children. ▪ Begins to prefer familiar people. 	<ul style="list-style-type: none"> ▪ Seek and sustain eye contact with the infant. Looking away and back as the infant cues interaction. ▪ Mimic the infant's sounds back to them. Respond to child's actions, and play with child during every day routines and free time. ▪ Follow child's cues and/or choices in daily activities. ▪ Position child for activities for simple exploration on back and tummy, with supervision. ▪ Use routines where you talk and use gestures to child. ▪ Explain what will happen next. ▪ Provide opportunities for baby to watch others by placing the child close to activities.

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
<p>6 to 18 Months</p>	<p>Seeks out sustained, pleasurable activities with familiar people, objects, and activities.</p>	<ul style="list-style-type: none"> ▪ Remembers where favorite items are stored. ▪ Focuses on the reader or storyteller for brief periods of time. ▪ Tries different ways of doing things, including making sounds, moving, and getting attention. ▪ Shows willingness to try a new activity or a familiar activity in a new setting. ▪ Attempts to feed self in the culturally-defined manner. ▪ Actively explores new surroundings, sometimes with adult support. ▪ Selects a book, toy, or item from several options. ▪ 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. ▪ Shows preferences and dislikes for activities, experiences, and interactions. 	<ul style="list-style-type: none"> ▪ Provide choices for child for toys, activities, and books. ▪ Provide opportunities for child to take reasonable and safe risks (stretch for an object beyond reach). ▪ Provide many opportunities for active exploration and doing. ▪ Discourage watching television or videos. ▪ Encourage child to try something new; a texture, taste, movement, or object. ▪ 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".) ▪ Reinforce new skills (e.g. "Yes, you put your arm in the sleeve."). ▪ Get on the child's physical level as you talk.

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Uses a variety of strategies to initiate activities and seek out new experiences with familiar people, objects, and settings.	<ul style="list-style-type: none"> ▪ Initiates play with others. ▪ Responds with “no!” or “mine!” when someone takes a toy. ▪ Chooses one activity over another and pursues it for a brief period of time. ▪ Proposes an idea for how to spend time. ▪ Shows interest in wanting to take care of themselves (dressing). ▪ Initiates activities at caregivers’ or other child’s suggestions. ▪ Seeks and takes pleasure in both new and familiar skills and experiences. ▪ Shows willingness to try less familiar environments and situations; depending on temperament. ▪ Plays beside others, using similar materials, though not necessarily sharing the same toy. 	<ul style="list-style-type: none"> ▪ Provide time for child to engage in sustained activities; to be on “toddler time.” ▪ Respond to child’s requests for assistance. ▪ Limit environmental distractions to help child sustain attention to activities (turn television off while child plays in room). ▪ As a play time proceeds and the setting becomes littered with toys, blocks, and books, tidy up making a safe and inviting area for children to initiate play. ▪ Talk with children about their activities using open-ended questions (e.g. “How did you do that?” “Tell me more.”). ▪ Try new tasks with child and describe them. ▪ Provide and support child’s choices during daily activities (e.g. choosing a book, hat, cup, toy). ▪ Help child feel safe and capable of trying something new or taking reasonable risks in a variety of settings. ▪ Direct concerns about child’s behavior or development to a medical or developmental expert (in partnership with the family). ▪ Offer suggestions about how the child can play beside other children, as the child is learning to initiate such play.

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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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CONFIDENCE AND INITIATIVE			
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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Initiates, sustains, and completes play and activities based on personal and shared interests.	<ul style="list-style-type: none"> ▪ Chooses to work on a project because the activity is of personal interest. ▪ Invents projects and works on them with little assistance. ▪ Forms a plan for an activity and acts on it. ▪ Tells the difference between appropriate and inappropriate (or dangerous) risk-taking, with assistance. ▪ Chooses to leave a project and returns to it later for completion or elaboration. ▪ Participates in displaying a completed project. ▪ Joins peers in working on a project. 	<ul style="list-style-type: none"> ▪ Provide opportunities for children to set and pursue goals. ▪ Encourage children to follow through on own interests or projects, by helping them predict how much time the project might take. ▪ Create projects for children to work on over time (planting seeds and nurturing them to watch them grow, taking notes, and making drawings of changes). ▪ Provide opportunities for children to take on activities or responsibilities that last more than one day (e.g. making questions to ask on a field trip, going on the field trip, returning and writing about the trip). ▪ Provide adequate space, time, and support for children to complete increasingly complex games or tasks. ▪ Label classroom materials with written and picture signs to support choices and with putting away materials. ▪ Provide opportunities for children to work successfully together on complex projects. ▪ Offer assistance, if necessary, for children to join other children playing. ▪ Set up environments for children to play both independently, and with others. ▪ Offer time and places for children to talk with a variety of people (e.g. peers, elders, shopkeepers, community helpers, neighbors). ▪ Provide opportunities for children to form, design, and undertake activities and projects.

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
<p>First, Second, and Third Grades</p>	<p>Sustains independent work and contributes to group efforts, applying social conventions and rules.</p>	<ul style="list-style-type: none"> ▪ Comments on self-competence or self confidence in social, physical, or cognitive situations. ▪ Compares self to others, including skills and abilities. ▪ Shows awareness of gender and cultural differences in perceived competence. ▪ Shows assertiveness toward rules and social conventions (older children can resolve conflicts between groups). ▪ Shares interests with peers, and displays mutual understanding of situations. ▪ Takes initiative in selecting activities. ▪ Takes initiative in choosing ways to solve problems. ▪ Sustains interest in and returns to creative projects over time. ▪ May insist or argue about “rules” or how things must be done. 	<ul style="list-style-type: none"> ▪ Provide opportunities to extend projects related to themes over a period of time. ▪ Provide opportunities for children to work on projects in groups. ▪ Be sensitive to children’s emerging ability to compare their competencies to others (social comparison), which can negatively influence their confidence. ▪ Involve children in resolving conflicts when they occur between individuals and groups. ▪ Respect cultural differences in the value placed on competition and cooperation. ▪ Help child see progress in personal growth and skill development, rather than focusing on group competition. ▪ Encourage children to solve their problems and acknowledge their efforts. ▪ Support conflict negotiation and help children see different points of view and resolve problems.

IDAHO EARLY LEARNING EGUIDELINES

GOAL 4: CHILDREN DEMONSTRATE PERSISTENCE AND SUSTAIN ATTENTION WHEN FACED WITH CHALLENGES AND FRUSTRATION.

Domain 1: Approaches to Learning and Cognitive Development

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DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT			
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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
Birth through 8 Months	Briefly sustains attention to caregiver's actions and objects in the environment.	<ul style="list-style-type: none"> ▪ Examines a face, toy, or rattle for a brief period of time. ▪ Attends to and holds the attention of caregivers (smiles, babbles, sustains eye-contact). ▪ Focuses on a face or object from a wide variety of stimuli (watches own face in a mirror, stares at a rattle). ▪ Sustains attention towards objects or people by reaching for, grasping, or gazing at them. ▪ Repeats simple motions or activities (swat at a mobile, consistently reaches for objects). ▪ Reaches for or moves body to resolve a frustration or challenge. ▪ Regulates attention for increasing amounts of time with caregiver support. 	<ul style="list-style-type: none"> ▪ Encourage child to explore your face naming body parts. ▪ Play repetitious games with child ("So Big," or other games from the family's culture). ▪ Respond and play with child during the course of everyday routines and free time. ▪ Provide space and times where child can play without interruptions. ▪ Respond to baby's cue for stimulation (smile, talk, touch the child) and for the child's cues for limiting stimulation. ▪ Imitate the child's actions, and repeat the action with the child (e.g. the child opens her mouth, you open your mouth; the child says, "Ba" and you say, "Ba").

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

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GOAL 4: CHILDREN DEMONSTRATE PERSISTENCE AND SUSTAIN ATTENTION WHEN FACED WITH CHALLENGES OR FRUSTRATION.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Maintains attention to and extends favorite activities by repeating them.	<ul style="list-style-type: none"> ▪ Repeats favored activities (e.g. frequently chooses the same books, sings a song or repeats a verse over and over, fills a box and turns it over many times, repeatedly opens and closes a drawer or door). ▪ Persists in the face of difficulty for a brief time, typically expressing verbal frustration. ▪ Sometimes seeks and accepts assistance to complete challenging tasks. ▪ Completes simple projects (e.g. three-to-five piece puzzles, stacks blocks, paints on paper and declares it done). ▪ Insists on some choices (e.g. what to wear, where food goes on the plate, or when to put on shoes). ▪ Listens and participates in story time (turning pages of book or using hand motions, such as claps). 	<ul style="list-style-type: none"> ▪ Recognize children practice new skills many times as they learn. Offer and respect repetition in play, and in every day learning activities such as eating, dressing, and bedtimes. ▪ Provide uninterrupted time for child to engage in sustained activities. ▪ Respond to child's requests for assistance. ▪ Limit environmental distractions to help child sustain attention to activities (turn television off while child plays in room). ▪ Talk with child about activities using open-ended questions and comments (e.g. "How did you do that?" "I wonder what will happen if..."). ▪ Carry out both familiar and new tasks with child and describe what you both are doing, step-by-step. ▪ Provide and support child's choices during daily activities, (e.g. child chooses a book, cup, or toy; or decides which of two shirts to wear). ▪ Help child feel safe and capable of trying something new or taking reasonable risks in all kinds of activities throughout the day. ▪ In partnership with families, document concerns about a child's frequent, unresolved frustration and consider referral or consultation with a healthcare provider or developmental specialist.

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT			
SUB-DOMAIN: LEARNING APPROACHES			
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GOAL 4: CHILDREN DEMONSTRATE PERSISTENCE AND SUSTAIN ATTENTION WHEN FACED WITH CHALLENGES OR FRUSTRATION.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
36 to 60 Months	Uses a variety of approaches to master complex challenging tasks.	<ul style="list-style-type: none"> ▪ Sustains focus on tasks of interest to them, when few distractions exist. ▪ Remains engaged in an activity for at least 5 to 10 minutes, much of the time. ▪ Manages tasks with sequences of three to four steps. ▪ Persists in trying to complete a task after previous attempts have failed (completes a puzzle, builds a structure, redoes a failed painting). ▪ Uses at least two different strategies to solve a problem. ▪ Uses self-talk to guide action when solving a problem. ▪ Participates in basic routines of daily living (meal time, circle time, or nap routines). ▪ Finds missing or hidden objects by searching in more than one place. 	<ul style="list-style-type: none"> ▪ When a child encounters difficulty, be available and responsive, but not intrusive. Watch for the child's cues of wanting help. ▪ Comment positively on child's persistence and concentration. ▪ Acknowledge and facilitate child's suggested interventions when problems are encountered. ▪ Talk with children about what worked and what did not. ▪ Ask what child would like to try first when solving problems. ▪ 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. ▪ Help children stay focused by breaking tasks into manageable pieces, giving visual and spoken cues, and helping children return to a task after distractions. ▪ Keep distractions to a minimum (e.g. sounds, crowded, littered floors, interruptions in physical space, and physical and verbal interruptions by people). ▪ Modify expectations for persistence to meet individual variations for temperament, age, stage, or ability. ▪ 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)

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
<p>60 Months through Kindergarten</p>	<p>Selects and critiques ideas and arguments to solve problems and complete tasks, independently and with others.</p>	<ul style="list-style-type: none"> ▪ Sets goals and follows through on plans, with assistance. ▪ Sustains attention while peers and adults are the focus of attention (pays attention during storytelling or group activities). ▪ Works on a task over a period of time, leaving and returning to it (block structure). ▪ Shifts attention back to the activity at hand after being distracted. ▪ Maintains interest in a project or activity until finished, even over multiple days. ▪ Focuses on projects despite distractions. ▪ Accepts reasonable challenges and continues through frustration. ▪ Cooperates with a peer or adult on a complex task. ▪ Talks with peer or adult about ideas to solve a problem, and can accept other's solutions. ▪ Is willing to try more than one way to solve a problem. 	<ul style="list-style-type: none"> ▪ Provide opportunities for child to set and pursue goals. ▪ Plan projects for child to work on over time (planting seeds and nurturing them to watch them grow). ▪ In child care, provide opportunities for child to take on activities and responsibilities that last more than one day (feeding the gerbil this week). ▪ Provide adequate time and support for child to complete increasingly complex games or tasks. ▪ Adapt expectations for persistence to meet the differing needs of child requiring modification. ▪ Discuss possible solutions to problem for the child to try (e.g. "If that does not work, what do you want to try next?"). ▪ Ask child about a problem and listen for issues and support ways to resolve the problems. ▪ Model vocabulary and ways to ask questions about others suggestions.

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SUB-DOMAIN: LEARNING APPROACHES			
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GOAL 4: CHILDREN DEMONSTRATE PERSISTENCE AND SUSTAIN ATTENTION WHEN FACED WITH CHALLENGES OR FRUSTRATION.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
First, Second, and Third Grades	Considers and resolves difficult or frustrating situations with attentiveness and persistence.	<ul style="list-style-type: none"> ▪ Adapts in response to a difficult problem. ▪ Might need adult support to return to a difficult task or problem. ▪ Tries variations on previous schema for problem solving. ▪ Can describe what works and what might not work in finding solutions. ▪ Generalizes solutions based on past experience. ▪ Negotiates rules in games and structured play. ▪ Listens to and responds to others ideas for solving conflicts or frustrations. 	<ul style="list-style-type: none"> ▪ Provide sufficient time for closure and transition between projects. ▪ Recognize child's ability to adapt problem-solving techniques. ▪ Provide many and varied opportunities for child to use their own strategies to pursue goals, with adult assistance. ▪ Provide opportunities for child to work on projects in peer groups for extended periods of time. ▪ Provide activities with different levels of complexity and time requirements. ▪ Provide opportunities for generalizing skills across people, materials, and settings (e.g. small group projects).

IDAHO EARLY LEARNING EGUIDELINES

GOAL 5: CHILDREN DEVELOP AND CARRY OUT PLANS.

Domain 1: Approaches to Learning and Cognitive Development

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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
Birth through 8 Months	Responds to pleasurable experiences and repeats actions that stimulate pleasure.	<ul style="list-style-type: none"> ▪ Maintains interest in facial expressions and people (laughing, talking, crying). ▪ Indicates needs with distinctive cries and sounds. ▪ Calms when needs are met. ▪ Seeks out and acquires desirable objects within reach (reaches for or touches breast or bottle when offered). ▪ Wiggles, rolls, or crawls to get to a desired visible object. ▪ Shows interest in objects presented to them by kicking, swatting, reaching, cooing, or increased breathing. 	<ul style="list-style-type: none"> ▪ Provide opportunities for baby to see others' faces directly. ▪ Respond to baby's attempt to reach and play with objects. ▪ Watch for and respond to baby's initial cues as transitions occur (e.g. searching for nipple at feeding time, rubbing ear when sleepy, kicking vigorously when clothes are changed). ▪ Provide a variety of safe toys within baby's reach to help them explore. ▪ Play with baby while they show interest in objects (describe the object and their actions and your own actions). ▪ Talk joyfully, gently, softly, gleefully to baby; sing songs and rhymes.

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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"> ▪ Wiggles with anticipation and reaches for caregiver in anticipation of being picked up. ▪ Peeks around objects to play peek-a-boo. ▪ May wave as someone comes and goes. ▪ Looks for a familiar object after watching it being hidden. ▪ 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). ▪ 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). ▪ Remembers where familiar and favorite items are kept and seeks them out (e.g. where books or toys are stored). ▪ Uses adult as a tool to get desired objects or actions. ▪ 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). 	<ul style="list-style-type: none"> ▪ Play repeating games with visual and word cues, such as peek-a-boo and so big. ▪ Create routines and greetings for “hello” and “goodbye.” ▪ Support child’s efforts for problem solving and self-sufficiency. ▪ Provide safe experiences for child to explore indoor and outdoor environment. ▪ Place toys and books at child’s level. ▪ Expand on child’s ideas by describing what you see (e.g. “You are rolling the ball - can you roll it to me?”). ▪ Give directions both verbally and using gestures to cue a child to do a sequence of movements (e.g. “Get your coat and boots.”). ▪ Ask clarifying questions, “Do you want the ball?” ▪ Provide child sized furniture, chair, stools, and shelves so child can take action.

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PERSISTENCE AND ATTENTIVENESS (MASTERY, MOTIVATION, CONCENTRATION/ATTENTION, CONTROL)			
GOAL 5: CHILDREN DEVELOP AND CARRY OUT PLANS.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	With assistance, uses multiple steps and strategies to plan for and persist in activities.	<ul style="list-style-type: none"> ▪ Uses and responds to trial and error attempts to carry out a task or activity (tries several tools for digging: scoop, spoon, and shovel). ▪ Starts to transfer problem-solving strategies across situations (e.g. uses a variety of objects to reach an object, or uses a blanket or coat to carry items or to drag them). ▪ Seeks adult’s help in getting an object or solving a problem (take adult’s hand to lead her to where assistance is needed). ▪ Increasingly follows through with own ideas in play and interactions. ▪ Plays independently adding self-chosen props to enlarge play. ▪ Sees the world primarily from their own perspective. ▪ Uses a variety of strategies to carry out play, exploration, and interactions. 	<ul style="list-style-type: none"> ▪ Setup a safe physical environment for child to explore, try, and have successes. ▪ Provide child sized furniture and materials so child can sometimes arrange the environment. ▪ Provide a variety of materials for exploration and play indoors and outdoors. ▪ Allow enough time for toddlers to try activities and to explore materials and settings, including the natural world. ▪ Provide descriptions to give child more information (e.g. “You found a shovel and a bucket in the closet. The sandbox is outside. What would you like to do next?”). ▪ Describe child’s actions and verbalize possible thoughts and plans during play. ▪ Check with the child before intervening. Use eye contact, physical closeness, and ask before intervening in problem solving or offering props or ideas.

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GOAL 5: CHILDREN DEVELOP AND CARRY OUT PLANS.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
36 to 60 Months	Develops ideas for how things work and attempts tasks that have unknown outcomes.	<ul style="list-style-type: none"> ▪ Adapts plans as new knowledge is gained through exploration. ▪ Uses goal directed activities in play and routines. ▪ Verbalizes intentional plans to peers and/or adults during play. ▪ Invites peers to join in developing an activity or play ("I've got a great idea! Let's get the trikes and wagons..."). ▪ Recalls how problems were solved and can brainstorm additional strategies to use. ▪ May ask adult for materials or help for an activity. 	<ul style="list-style-type: none"> ▪ Help child understand sequences (e.g. "What do we do first?"). ▪ Assist child in explaining plans and the outcomes of plans. ▪ Extend child's explanations and stories with open-ended questions. ▪ Encourage child to look at the possible outcomes of plans. ▪ Provide open-ended materials and opportunities for play. ▪ Offer plenty of time for child-initiated projects. ▪ Help children document their ideas, then, use their ideas and documentation to plan for additional activities to expand and embellish their learning. ▪ Encourage children to predict the possible outcomes of their plans, and to explain their roles in plans. Review their predictions and discuss future plans.

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
<p>60 Months through Kindergarten</p>	<p>Plans individual and shared activities.</p>	<ul style="list-style-type: none"> ▪ Anticipates an activity (after class, a friend comes to play and will build with blocks and play outside). ▪ Makes plans for play with friends and has some idea about time and arrangements ("You can play at my house when school is over."). ▪ Knows that rules and negotiation will help them get a turn in a group of children. ▪ Wants others to follow rules of games. ▪ Uses narratives to plan, review, and fantasize. ▪ Uses intentional, goal directed activities. ▪ Displays a willingness to try increasingly complex tasks. ▪ Can keep an activity or game going over several days with friends, including scenarios with rules, or building and construction play. 	<ul style="list-style-type: none"> ▪ Provide many and various activities and materials where child makes choices within boundaries. ▪ Offer environments where child can independently plan and carry-out plans. ▪ Offer structured group planning times for children to work together on projects. ▪ Offer unstructured time for children to plan spontaneously. ▪ Have low shelves with materials readily available for children to access as their plans evolve. ▪ Provide an array of raw materials for play, such as paper, fabric, string, tape, and magazine pictures. ▪ Schedule uninterrupted time for making and "inventing." ▪ Help children make plans for playing together outside school or home ("You can play at my house after we go to church this Sunday." "What is your phone number?" "Ask your parents to tell my parents.>"). ▪ Plan an environment where child can make choices within boundaries. ▪ Ask children about plans, and extend thinking with "who," "what," "where," "why," and "how" questions. ▪ Start a project based on children's interests, and listen to their ideas for planning, altering, or adapting the project. ▪ Brainstorm and generate lists of "what we know" and "what we want to know" when starting a new project or curriculum theme.

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
<p>First, Second, and Third Grades</p>	<p>Independently develops and carries out plans for complex tasks, and seeks adult and peer feedback.</p>	<ul style="list-style-type: none"> ▪ Plans and carries out activities in structured and unstructured settings. ▪ Uses hypothesizing and observation to solve problems and create solutions. ▪ Uses if/then and trial and error thinking to address problem solving and creating projects or play themes. ▪ Seeks acknowledgement and feedback from adults and peers. ▪ Revises plans based on feedback from others, trial and error results, and reflection. ▪ Has a sense of time when making and carrying out plans (e.g. estimates time needed, and then meets time constraints without undue stress). 	<ul style="list-style-type: none"> ▪ Acknowledge individual ways of learning. ▪ Create an environment that allows for a range of experiences that are simple to complex. ▪ Provide opportunities to explore many perspectives, including cultural perspectives. ▪ Allow child to problem solve for themselves and with peers. Expand or elaborate with child as they need help. ▪ Introduce new props, concepts, and activities to expand skills. ▪ Assist child in documenting their plans and results (pictures, graphs, stories, notebooks). ▪ Offer supervised use of technologies to document plans, find resources, and develop products from the results of the completed activity.

IDAHO EARLY LEARNING EGUIDELINES

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

Domain 1: Approaches to Learning and Cognitive Development

Sub-Domain: Learning Approaches

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

[First, Second, and Third Grades](#)

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
Birth through 8 Months	Self regulates around eating, sleeping, and sensory exploration.	<ul style="list-style-type: none"> ▪ Settles into simple routines for sleep, feeding, and being alert. ▪ Picks out nuances of visual and vocal cues. Turns head or makes noise when baby sees bottle or breast. ▪ Repeats simple motions or activities (mouths objects, bangs things). ▪ Anticipates and responds to visual and verbal transition cues such as clean diaper, bath, and car seat. ▪ Tracks people and objects by moving head. ▪ Looks where interesting object was seen or heard, after it disappears. ▪ Notices objects and people who move out of sight and return. ▪ Behaves in a consistent way to elicit desired response (kicks a mobile). ▪ Watches caregiver's actions and expressions. 	<ul style="list-style-type: none"> ▪ Use responsive caregiving in simple routines, using baby's cues for feeding, sleeping, and daily activities. ▪ Gain baby's attention with sounds, movement, and gazing at each other. ▪ Play in response to baby's cues of interest and disinterest. ▪ Sooth crying baby to help them learn to settle and self sooth. ▪ Take a baby massage class to learn how to help baby relax. ▪ Incorporate baby's body into songs and rhymes (lifting legs up and down with marching rhymes or playing "Pat-a-Cake"). ▪ Take baby outside and point out nature's color, beauty, smells, and sounds. ▪ Talk softly to the child while feeding and describe the results of the child's eating (e.g. "That milk feels warm on your tummy." "You were hungry." "You are slowing down; you must be getting full."). ▪ Incorporate verbal and physical cues into everyday routines (e.g. "Here is your bed. You sleep here." "Let's lift your legs up so we can get your diaper on." "You cried a bit because you were ready for some food, and here it is."). ▪ Respond to baby's cues of interest or concern (e.g. baby turns head toward the sound of water running; show the baby the faucet and turn the water on and then off saying,

			<p>"on," then "off").</p> <ul style="list-style-type: none">▪ Use sensory activities to respond to and stimulate the baby's interest (e.g. help baby feel the softness of a washcloth and the warmth of the water as you wash the baby's face).
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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>6 to 18 Months</p>	<p>Sustains play with objects. Use trial and error experimentation.</p>	<ul style="list-style-type: none"> ▪ Recognizes similarities and differences. ▪ Adjusts play that varies slightly (e.g. "Peek-a-Boo" with a variety of objects). ▪ Seeks person or object that has moved out of sight. ▪ 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). ▪ Throws, empties, dumps, gestures, varying the approach to these actions depending on the materials available. ▪ Visually checks with caregiver ("social referencing") when starting certain actions. ▪ Responds to adult admonitions such as "danger," "hot," or "stop." ▪ Displays recognition and excitement about a toy or game from a previous day. ▪ Applies knowledge to new situations (bangs on a bucket as if it were a drum). ▪ Shows preference for specific objects. 	<ul style="list-style-type: none"> ▪ Provide many and varied safe toys and objects for child to play and experiment with. ▪ Rotate toys and objects as child appears to lose interest in them. ▪ Sing repetitious songs and rhymes to child. ▪ Help children move to the beat and rhythm of songs, poems, and rhymes. ▪ 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. ▪ Play music with repetitious rhythms and rhymes. ▪ Look at and talk about favorite picture books with child while they remain interested. ▪ Recognize and tolerate child's need for repetition as they learn new skills that add complexity to already learned skills. ▪ Use both words and gestures to acknowledge and respond to child's "check-in" looks and gestures.

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."). 	<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.

		<ul style="list-style-type: none">▪ Relates an experience today to one that happened in the past (e.g. child says, "Don't go near the fence where the big dog lives.").	
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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>36 to 60 Months</p>	<p>Takes risks in novel situations, extending previous learning to the exploration of new settings, people, and objects.</p>	<ul style="list-style-type: none"> ▪ Shows empathy and concern for others. ▪ Plays beside others, using the same kinds of toys or materials. ▪ Takes turn in using toys and materials. ▪ Sometimes plans and carries out play themes cooperatively with others. ▪ Shows interest by asking about new things and people around them. ▪ Can stop and shift activities, but sometimes needs help when deeply engaged. ▪ Seeks out new experiences. ▪ Tells others about events that happened in the past. ▪ Represents things in the environment with available materials; moving from simple to complex representations. ▪ Thinks out loud and talks self through a situation. Works out problems mentally, using past experiences and trial and error. 	<ul style="list-style-type: none"> ▪ Provide many and varied safe toys and activities for children to play with alone and in adult-mediated groups. ▪ Talk with child about what they have seen, heard, and done. ▪ Rotate toys as child appears to lose interest. Later, re-introduce toy to spark renewed interest. ▪ Provide opportunities and time for child to explore nature and the outdoors. ▪ Provide time for and materials to process experiences and information. ▪ Help child remember experiences with photos, mementos, found objects, and written stories. ▪ Use perspective taking with stories (“If you were the Big Billy Goat Gruff, what you would do?”). ▪ Ask open-ended questions to encourage reflection (e.g. “What if?” “How else...?”). ▪ Talk with children about their likes and interests, and point out how people are different. ▪ Interpret a peer’s intentions or point of view as part of conflict resolution.

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>60 Months through Kindergarten</p>	<p>Begins to recognize own ways of creating ideas and solving problems.</p>	<ul style="list-style-type: none"> ▪ Engages in activities and solves problems cooperatively. ▪ Uses a variety of methods to express thoughts and ideas (discussions, art, or drama). ▪ Uses long-term memory to explain meaningful events and interesting ideas. ▪ Holds several ideas in mind as a solution for a problem is evolving. ▪ Recognizes others' feelings and begins to consider them in problem solving. ▪ Use hypothesis testing (e.g. if, then thinking), linking past learning to predict outcomes. ▪ Constructs viable arguments and critiques the reasoning of others. ▪ Attempts to solve problems on their own. ▪ Chooses activities. ▪ Follows through to complete chosen activities, even when adjustments are necessary to complete the activity. 	<ul style="list-style-type: none"> ▪ Provide many and varied toys and activities for children to play within groups and on their own. ▪ Make materials accessible for self-sufficiency, free choice, and self-expression. ▪ Schedule blocks of time that are long enough for children to engage in meaningful play. ▪ Help children talk with each other and with their families about what they see, hear, and do. ▪ Provide opportunities to recall past experiences in planning new activities and setting goals. ▪ When planning schedules and activities, build in time for children to talk about and document what they are thinking about and learning. ▪ Revisit completed activities with groups of children and individual children for critiquing and evaluation, and discussing next steps. ▪ Ask open-ended questions to encourage reflection. ▪ Help child recognize emotions in their peers and talk through conflicts. ▪ Provide opportunities to engage in group activities that offer hypothesis building and testing (e.g. planting and tending a garden, making bread, combining liquids, blending colors, reading chapter books, or predicting how many blocks will it take to build a tower as tall as the table top). ▪ Expose child to different cultural traditions. ▪ Use varying strategies to help children understand other's motives and intentions, and match those strategies to each child's individual skill level, including those who have special learning needs.

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>First, Second, and Third Grades</p>	<p>Uses complex mental models including observation, hypothesis testing, prediction, estimation, evaluation, and perspective taking to understand and explain how the world works.</p>	<ul style="list-style-type: none"> ▪ Expresses multiple perspectives, including those of others. ▪ Considers the past, present, and future and reason about what might happen. ▪ Increasingly uses rules and conventions to interpret new situations. ▪ Imagines and explains multiple solutions. ▪ Interprets and ascribes intent to others' actions ("He did it on purpose."). ▪ Uses varying sources of information for further understanding. ▪ Considers more than one element while making a decision. ▪ Generalizes learning to new settings and activities. ▪ Usually, independently solves problems using peer negotiation. ▪ Generalizes skills used in previous situations to solve new problems. 	<ul style="list-style-type: none"> ▪ Provide many opportunities for child to explore complex subjects and processes. ▪ Plan activities where children work in groups to predict outcomes, solve problems, and evaluate results. ▪ Help children consider multiple solutions and teach them to document those ideas. ▪ Ask real questions to help children think about hypothesizing, prediction, and evaluation. ▪ Acknowledge child's imagination and abilities by providing props and resources that help them talk about and write about their thoughts. ▪ Help child resolve conflicts with peers, support perspective taking. ▪ Provide opportunities for child to explore different cultures and unfamiliar traditions and events. ▪ Provide opportunities for hands-on experiences activities (e.g. construction, pulleys and levers, measuring instruments, temperature, art mediums, or digital music making). ▪ Document, document, document, so children can revisit and critique their efforts (keep notes from your observations, keep children's art work and writing, and take and post pictures of children's experiments, efforts, and products.).

IDAHO EARLY LEARNING EGUIDELINES

GOAL 7: CHILDREN INTERACT, UNDERSTAND, AND VIEW THE WORLD INFLUENCED BY TEMPERAMENT.

Domain 1: Approaches to Learning and Cognitive Development

Sub-Domain: Learning Approaches

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

[First, Second, and Third Grades](#)

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
Birth through 8 Months	Expresses temperamental indicators of intensity, persistence, sensitivity, adaptability, activity level, approaches to newness, mood, and distractibility.	<ul style="list-style-type: none"> ▪ Newborn has unregulated and characteristic temperamental reactions to their environment (e.g. displays sensory reactivity to taste, sounds, touch, and sights). ▪ Responds to sensory stimuli such as loud noises, lights, spaces, touch, and texture with varying degrees of intensity. ▪ Develops sleeping, feeding, and waking cycles. ▪ Seeks comfort with family members/familiar others, and begins to modulate responses with them. ▪ Begins to develop coping skills to help self-regulate, with caregivers support (e.g. verbalizes, cries, moves body, sighs). 	<ul style="list-style-type: none"> ▪ Recognize and respond to each child's individual temperaments and needs. ▪ Be responsive and nurturing to child's needs rather than following a strict schedule. ▪ Be aware of your own temperament characteristics (calm, easy, flexible, excitable, active, feisty, cautious, and slow to warm). ▪ Nurture child's ability to focus attention being mindful of child's persistence, sensitivity, intensity, and approaches to newness (e.g. visual tracking of mobiles, toys, faces). ▪ Observe and respond to child's unique cues, especially during transitions in routines and settings. ▪ Plan for and adjust sensory environment in response to the child's sensory reactions (e.g. amount of physical closeness, sounds, and textures). ▪ Support child and mediate for them in stressful situations (e.g. unfamiliar person or setting).

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>6 to 18 Months</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"> ▪ Needs adult support to self-regulate (e.g. soothing routine to go to sleep, predictable setting or music). ▪ Engages in, and briefly sustains play in an activity. ▪ Can be distracted from an activity. ▪ Emotions are usually expressed consistent with temperamental characteristics. ▪ Temperamentally characteristic responses show in give and take with others. ▪ Engages with others in trusting relationships (e.g. parents, relatives, child care providers). ▪ Shows decreasing dependence (e.g. desires to put on own coat, wants to pour milk for himself, refuses to ride in the stroller). ▪ Visually and vocally checks in with caregiver; exhibiting social referencing. ▪ Uses self-calming strategies including seeking trusted adult, and/or favorite object for coping. 	<ul style="list-style-type: none"> ▪ Provide a variety of sensory experiences with a reassuring tone. ▪ Observe and reflect on child’s temperament to best support the child’s development. ▪ 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. ▪ Support child by mediating stressful situations through warmth and nurturing as child ventures, including new experiences. ▪ Model consistent and loving care giving responses to support the relationship. ▪ 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). ▪ Anticipate children’s reactions to unfamiliar situations, materials, and toys. ▪ Offer unfamiliar food repeatedly so children can adapt to different colors, textures, and tastes. ▪ 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?”).

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>16 to 38 Months</p>	<p>Gains skills in focusing, regulating feelings and emotions, and reacting to people, situations, and objects.</p>	<ul style="list-style-type: none"> ▪ Shows self-expression and a full range of emotions. ▪ Has a rhythm with caregivers in daily routines. ▪ Sometime acts impulsively (e.g. may grab a desired toy from another child). ▪ Often complies with suggestions from others. ▪ Seeks information through observation. ▪ Uses active experiences to gain understanding. ▪ Copes with change when shifting attention is needed (e.g. can accept going inside from outdoor play). ▪ May be surprised by other children’s reaction to an individual action (e.g. grabbing, shoving, and giving a toy). ▪ With effort and adult support, shows some self-control with people, situations, and things. ▪ Usually positively reacts to boundaries and change. ▪ Sometimes regulates strong emotional expression (tantrums, acting impulsively). ▪ Uses self-soothing techniques (e.g. rubs ear, looks to adult, holds blanket, or sucks thumb). ▪ Engages in “herd behavior” when in a group of children (e.g. group running and squealing, group suddenly gathers, group all point up at ceiling for 	<ul style="list-style-type: none"> ▪ Recognize and acknowledge child’s learning, coping, and reactive characteristics. ▪ Observe the child’s non-verbal cues, and listen to the child’s point of view. ▪ Give children choices within boundaries (e.g. “Do you want the blue cup or the red one?”). ▪ Model appropriate behaviors and responses for transitions and routines. ▪ Know that one style of action does not work for all children. Use to match individual children’s temperamental styles (e.g. easy/flexible; feisty/active; cautious/slow to warm). ▪ Explain what is happening and how it will happen (e.g. what comes next). ▪ Use routines to help children as they learn to control impulsive reactions. ▪ Model language, labels, feelings, thoughts, and experiences for child. ▪ Use turn-taking rather than sharing as a strategy so that children neither have to wait too long or are over-frustrated by not getting to play. ▪ Give suggestions to children about how to solve problems. ▪ Help children talk about their actions and emotions. ▪ Make sure each child has access to all experiences. ▪ Support individual differences in children as they try

		no apparent reason).	new activities and situations. ▪ Support and clarify imaginative play roles for children with different temperaments (e.g. "instigator," "group joiner," and "watchful").
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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>36 to 60 Months</p>	<p>Adapts personal style to self-regulate behavior and explore a variety of social and physical settings.</p>	<ul style="list-style-type: none"> ▪ Begins to use personal strategies to control emotional responses (e.g. "When I'm really mad, I yell, not hit!"). ▪ Seeks shared experiences. ▪ Begins to see peers as impacting their actions and self-view. ▪ Begins to calm self from strong emotional situations, with support (e.g. walks away from conflict, seeks teacher, tries to problem solve). ▪ Observes, listens to, and responds to a friend or family members' ideas, likes, or dislikes. ▪ Uses a variety of strategies to cope with transitions, new experiences, and a wider range of people. ▪ Focuses attention on a project or game, sustaining the attention. 	<ul style="list-style-type: none"> ▪ Explain what is happening and how it will happen. Discuss "what comes next." ▪ Establish routines to help children as they learn to control impulsive reactions. ▪ Support child's learning to adapt by mediating stressful situations with each child's temperamental characteristics in mind. ▪ Model language, labels, feelings, thoughts, and experiences with the child. ▪ Anticipate and respond to child's individual temperament traits to support interactions and transitions. ▪ Make sure each child has access to all experiences. ▪ Support individual differences in children as they try new activities and situations. ▪ Support and clarify imaginative play roles that appeal to children with different temperaments (e.g. "instigator," "group joiner," or "watchful"). ▪ Provide activities that offer differing levels of focus and attention (e.g. magnifying glasses and microscopes; studying pictures for clues; or playing lotto games).

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
60 Months through Kindergarten	Develops strategies to match own emotions and personal style when needed to approach exploration, interact with others, and solve problems.	<ul style="list-style-type: none"> ▪ Begins to know there are a variety of expressions and reactions to shared experiences. ▪ Usually recovers from strong emotions with limited support from adults. ▪ Interprets and identifies emotional cues from others. ▪ Shows an awareness that others have beliefs and opinions that are different from their own. ▪ Begins to self-identify some personal traits (“I run fast!” “I try new stuff!” “Don’t hurry me!”). ▪ Expresses likes and dislikes. ▪ Expresses opinions about situations or objects. 	<ul style="list-style-type: none"> ▪ Recognize child’s increasing level of complexity in emotional expressions and processing. ▪ 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). ▪ Support each child’s individual temperament traits, as the child encounters stressful situations, prompting the children to reflect upon and interpret their distress. ▪ Mediate conflict arising from misread cues and emotional states (e.g. “Look at his face. How do you think he’s feeling?” “Do you remember when you felt...?” “What can you do when this happens?”). ▪ Provide opportunities to safely share differing beliefs and opinions. ▪ Provide opportunities for children to assist each other during times of emotional stress (e.g. Have children talk about how they felt during situations and help them relate those situations and feelings to current problems and/or issues.). ▪ Assure that each child has access to many and varied experiences. ▪ Support individual differences in children as they try new activities and situations. ▪ Support and clarify imaginative play roles that support children with different temperaments (e.g. “instigator,” “group joiner,” and “watchful”).

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>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. “instigator,” “group joiner,” or “watchful”). ▪ Support individual differences in children as they try new activities and situations.

IDAHO EARLY LEARNING EGUIDELINES

GOAL 8: CHILDREN DEMONSTRATE AWARENESS OF CAUSE AND EFFECT RELATIONSHIPS.

Domain 1: Approaches to Learning and Cognitive Development

Sub-Domain: Cognition and Cognitive Processes

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

[First, Second, and Third Grades](#)

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
Birth through 8 Months	Increasingly aware of self, primary caregivers, and objects.	<ul style="list-style-type: none"> ▪ Sustains interactions with caregiver. ▪ Looks for or orients toward a sound or stimulating object. ▪ Uses sounds, gestures, and movements to impact the environment and interactions. ▪ Acts on an object to make a pleasing sight, sound, or motion (e.g. kicks or swats mobile, bats object to hear sound). ▪ Looks to caregiver for support. 	<ul style="list-style-type: none"> ▪ Provide a safe and stimulating environment for baby to explore. ▪ Provide opportunities for baby to see objects and people move out of sight and return. ▪ Provide baby with consistent responses, environments, and routines. ▪ Play turn-taking games with baby (Peek-a-Boo). ▪ Provide opportunities for baby to experience cause and effect (e.g. baby pulls blanket to uncover toy, drops objects, and shakes toy to make a noise). ▪ Sing songs and move baby's hands and feet gently in rhythm to the song. ▪ Offer water play with floating items.

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"> ▪ Acts on an object to make a pleasing sight, sound, or motion (kicks or swats mobile, continues to bat object to repeat sound). ▪ Fills and dumps containers (e.g. blocks in a basket, dry cereal in a cup). ▪ Repeats actions many times to cause the desired effect. ▪ 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). ▪ 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). ▪ Assists with dressing and undressing, including shoes and socks, diapers, hats, mittens, and sunglasses. ▪ Uses two- to three-step sequencing. ▪ Experiments with effects of own actions on objects and people. ▪ Looks to others for understanding and response (social referencing with caregivers). ▪ Understands “no,” but may not inhibit actions. ▪ Begins to understand that meaning and language are linked to actions. 	<ul style="list-style-type: none"> ▪ Provide safe interactive toys and spaces indoors and outside. ▪ Demonstrate and explain the relationships between things (e.g. “Your toy is on the floor. You can’t reach it.”). ▪ Describe actions and experiences as they occur (e.g. “The milk spilled when you dropped the cup.” “The bell rings when you shake it.”). ▪ Use visuals, objects, and action when introducing new language, experiences, and words. ▪ Explain what is happening as you and the child do things together. ▪ Use consistent routines so child learns to predict what comes next. ▪ Describe what is happening when child looks to caregiver for information.

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
16 to 38 Months	Explores cause and effect with people, objects, and settings.	<ul style="list-style-type: none"> ▪ Observes others' actions to see the effect they have on objects and people. ▪ Uses variety of everyday objects and items as tools for exploration (containers, switches, doors, blocks, wagons). ▪ Experiments with the effect of own actions on objects and people. ▪ Learns to anticipate an adult's response to an action. ▪ Understands "no," and controls actions at times. ▪ Knows playing with certain desirable or forbidden objects gets adult attention. ▪ Predominately uses "Why?" to ask questions even though the child may actually be asking "Who?" "What?" "Where?" "How?" or "When?" ▪ Repetitively uses fill/dump, build up/knock down, and push/pull strategies. 	<ul style="list-style-type: none"> ▪ Offer expressions of surprise, delight, and concern, in addition to words that describe reactions to cause and effect situations. ▪ Provide explicit explanations for cause and effect (e.g. when child touches something hot, you say, "No touch - HOT!"). ▪ Play games with facial expressions and hand movements such as "If You're Happy and You Know It," or "Wheels on the Bus." ▪ Play with and manipulate different materials, such as water, sand, and paint so child can see changes. ▪ Provide opportunities for child to experiment with common everyday objects to see outcomes (e.g. turning lights on and off, filling and emptying a cup, using an umbrella when it is raining). ▪ Describe how objects change because of an action (e.g. soap turns to bubbles when we wash hands, sand spreads out when poured from a cup, egg whites turn from clear to white when cooked). ▪ Provide experiences with sand, water, and moveable toys. ▪ Include child in routine tasks where cause and effect is obvious (e.g. putting clothes in and taking clothes out of the dryer, watering plants with a bucket, or washing potatoes and carrots).

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
<p>36 to 60 Months</p>	<p>Experiments with and uses words to describe simple causal relationships.</p>	<ul style="list-style-type: none"> ▪ Identifies objects that have an effect on other objects (e.g. dirt makes the water muddy, the cat's dirty paws leave marks on the floor, jelly makes my hands sticky, chili makes my tongue feel spicy). ▪ Asks questions to gain words and understanding of causation ("If I do this, why does that happen?"). ▪ Predicts the effect of simple actions ("It will be dark when you turn off the light." "Her mommy is coming to get her because she is sick."). ▪ Recognizes which element of an object causes the effect in simple relationships (Those beads inside the box make the noise.). ▪ Uses "What?" "Who?" "When?" and "Where?" questions, though not always correctly. ▪ Engages in pretend play, though explains that pretend objects, people, and places are fantasy. ▪ Can explain some causal relationships, but may explain complex reactions as magic (e.g. blue and yellow colors blend to make green, or when liquid soap and a bubble blower make bubbles). 	<ul style="list-style-type: none"> ▪ Provide opportunities for child to play without adult interruption, where results of causal relationships can be observed and repeated. ▪ Engage child in activities that demonstrate cause and effect (e.g. sand and water table activities, pulleys and inclines, riding toys, weights and balances, cooking projects, planting seeds and watching them grow). ▪ Demonstrate, explain, and provide opportunities for child to explore cause and effect in nature (e.g. plants, foods, eating, digestion, and energy; animal behaviors; weather, liquids, and solids). ▪ Provide opportunities for child to engage in efforts to address the effects of local issues (pollution, littering). ▪ Use observation, prediction, and experimenting to extend cause and effect thinking. Be certain to debrief, reflect, and document results. ▪ In child care, help child make connections about cause (actions) and effect when resolving social conflicts. ▪ Engage in conversations about make believe with children; and help clarify what is real and what is pretend or wishful.

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
60 Months through Kindergarten	Intentionally structures explorations to test cause and effect with people and objects.	<ul style="list-style-type: none"> ▪ Understands and explains simple cause and effect situations (e.g. water poured into sand makes the sand wet and it clumps more easily, or pulling one block can make a block tower fall, or asking questions about gardening gets Grandpa's attention). ▪ Structures experiments to see how changes in one factor influence changes in the others (e.g. expands block play to include complexity in balance and incline; combines art media to see results). ▪ Predicts results. ▪ Repeats experiments to verify results. ▪ Explains how things might change given a change in circumstances (when it's cloudy, it might rain). ▪ Uses verbal and written communication to document why something happened. 	<ul style="list-style-type: none"> ▪ Provide opportunities for child to engage in cause-effect activities (e.g. freeze water with objects in it; observe how long it takes to melt). ▪ Take cues from children about what they are wondering about, and then encourage them to create their own experiments. ▪ Provide child with a variety of materials to create cause and effect experiments (e.g. explore the steps required to make a pizza). ▪ Pose "what if?" questions to child, and teach the child to pose "what if" questions. ▪ Understand that problem solving about social cause and effect issues may exceed child's capacity to problem solve without adult support. ▪ Encourage child to discuss and document findings/results of experimentation and exploration. ▪ Provide materials and support for hypothesis making, prediction and estimation, trial and error, making conclusions, and documenting results.

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
<p>First, Second, and Third Grades</p>	<p>Uses knowledge of causal relationships to inform behavior and to initiate increasingly complex explorations of objects and relationships.</p>	<ul style="list-style-type: none"> ▪ Uses rule-based testing of social situations (e.g. "That's not fair!" "We can't go in the gym until a teacher is with us." "In the cafeteria, the first graders sit at the first table, then we sit at the bigger tables."). ▪ Uses scientific thinking including conjecture, hypothesizing, and guessing. ▪ Uses if/then hypotheses and explanations. 	<ul style="list-style-type: none"> ▪ Use scaffolding, thinking by asking questions, or posing hypotheses (e.g. "Are you wondering about the rule?" "Is it safe?"). ▪ Clarify problem so that child can solve (e.g. "What happens next?" "What do you think will happen if..." "What happened the last time? Do you think things are the same or different this time?"). ▪ Provide opportunities for multi-step experiments, both indoors and outside. ▪ Integrate causality with scientific thinking. ▪ Provide a variety of open-ended materials for experimentation. ▪ Provide opportunities and suggestions for scientific exploration. ▪ Help develop lists and steps for complex activities (cooking, event planning, and experiments). ▪ Make materials such as writing utensils, art supplies, musical instruments, and internet available for documenting findings.

IDAHO EARLY LEARNING EGUIDELINES

GOAL 9: CHILDREN USE PRIOR RELATIONSHIPS, EXPERIENCES, AND KNOWLEDGE TO BUILD FOUNDATIONAL MEMORY.

Domain 1: Approaches to Learning and Cognitive Development

Sub-Domain: Cognition and Cognitive Processes

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

[First, Second, and Third Grades](#)

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
Birth through 8 Months	Begins to anticipate routines through interactions with people and objects.	<ul style="list-style-type: none"> ▪ Tracks people and objects as an adult or object moves. ▪ Turns to familiar adult's voice. ▪ Prefers familiar adults to strangers. ▪ Anticipates familiar events or routines (e.g. changing pad means a diaper change, cradled near breast means feeding, appearance of bottle means food). ▪ Smiles and wiggles to engage and respond to family members. ▪ Develops consistent behaviors to elicit a response (kicks a mobile). ▪ Shows surprise and engagement in games such as Peek-a-Boo, holding and examining objects, or pushing and pulling objects. 	<ul style="list-style-type: none"> ▪ In child care settings, provide a primary attachment adult for each child. ▪ Interact with child in consistent and predictable ways. ▪ Provide child with toys and objects that respond to child's actions (e.g. makes a sound when shaken, moves or changes when touched). ▪ In routines and novel settings, talk to child about what is happening. ▪ Consistently respond with words and/or touches when child cries. ▪ Provide a variety of objects that address all the senses and become familiar to the child in both home and child care settings (e.g. textures, odors, tastes, visual stimuli, and auditory stimuli). ▪ Repeat games and activities that interest and stimulate child such as Peek-a-Boo, or singing a favorite song as a diaper is changed. ▪ Watch for baby's cues and initiation for interaction with people and objects.

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

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
16 to 38 Months	Uses past experiences to apply sequential memory and control impulses.	<ul style="list-style-type: none"> ▪ Generalizes actions to similar objects (stacks boxes like blocks). ▪ Anticipates separation and reunion by showing signs of excitement or anxiety. ▪ Alters behavior based on a past event and builds on it (I did this and it didn't work, so I will do this instead). ▪ Relates an experience today to one that happened in the past (hand washing prior to mealtime). ▪ Looks in several places for a desired object, and makes suggestions for where that object might be (e.g. "Is my shoe under the bed?"). ▪ Engages in simple hide-and-peek games. ▪ Begins to understand that a parent goes away to work, but will come back. ▪ Begins to use words that show past, present, and future. ▪ Engages in sustained play, resists making transition to another activity (e.g. doesn't want to stop playing to get a clean diaper). 	<ul style="list-style-type: none"> ▪ Think out loud as you do routines in the day with the child. ▪ Talk about ideas with child using descriptive language (e.g. "You remembered where the puzzle piece fits."). ▪ Respond to child's non-verbal and verbal cues about events and situations in the natural world. ▪ Provide materials that are similar but produce different results (crayons, markers, paint). ▪ Narrate child's play by describing what you see and hear. ▪ Demonstrate, explain, and provide opportunities for child to think about and negotiate negative or problem situations (e.g. a favored ball rolls under the cabinet; another child takes a cracker off the child's plate; the doll clothes don't fit the doll; the lawnmower ran over the flowers we planted). Play safe, simple, hiding and finding games. ▪ Incorporate storytelling into everyday routines (at naptime tell child individual stories about their morning, what they did, what happened, etc.). ▪ In child care, offer a window where child can watch family members arrive and depart. ▪ Help child understand the passing of time by describing a sequence of events (e.g. we get up from our nap, have a snack, play on the playground, then mommy comes to get you). ▪ Offer sensory experiences paired with descriptive vocabulary (e.g. "The snow is cold." "The rain is cool." "The soup is warm." "The book is big." "The door is tall." "Your dad is tall.").

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
36 to 60 Months	Combining past experiences and familiar situations, explores, plans, problem solves, and carries out plans.	<ul style="list-style-type: none"> ▪ Explains events that happened in the past. ▪ Represents things in environment with available materials; moving from simple to complex representations (e.g. recreate picture of a house, build road with blocks, or make a tree with modeling clay). ▪ Thinks out loud and talks self through a plan or situation. ▪ Works out problems using information from prior experiences rather than through trial and error. ▪ Tells a story or recounts an event from photographs of self and others (e.g. "We made a big tent with boxes and blankets."). ▪ Points to and tells about objects that are out of place. ▪ Asks or tells when a parent goes away to work and asks or predicts when they will return. ▪ Completes sequence puzzles and pictures. ▪ Uses words for yesterday, today, and tomorrow even though the timing may be incorrect. ▪ Tells others about their acquaintances and experiences without considering the other person's lack of knowledge with the topic or person. 	<ul style="list-style-type: none"> ▪ Engage child about what he/she has seen, heard, or done. ▪ Be certain a child gets to respond by intentionally waiting for the child to respond. ▪ Help child remember experiences using photographs, mementos, and re-told stories. ▪ Ask open-ended questions that encourage reflection (e.g. "What if...?" "How else could you do this?"). ▪ Provide play interactions with children and props that elicit previous experiences. ▪ Use photos to prompt routines such as hand washing, brushing teeth, putting away toys. ▪ Sing songs and tell/read stories with repeating lines or sequences of activities. ▪ Play "remember when" games. ▪ Write down family stories and read them back to the children. ▪ Play name word games and sing name songs to help children know one another's names. ▪ Rotate toys and activities based on input from children and their comments about past experiences.

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
60 Months through Kindergarten	Draws on memory and experience to manipulate, act on, and respond to unfamiliar situations.	<ul style="list-style-type: none"> ▪ Demonstrates memory of meaningful events and interesting ideas using explanations and creative expression. ▪ Describes or acts out a memory of a situation or action. ▪ Uses a variety of methods to express thoughts and ideas (e.g. tell about it, play it out, write about it, draw about it, and sing about it). ▪ Adds new information to previous information to solve a problem. ▪ Uses multiple sources of information to complete projects and acquire new information, with assistance. ▪ Plans activities and sets goals based on past experience. ▪ Shows beginning awareness of what others are thinking, their intentions, or motivations. ▪ Sometimes takes different perspectives of a situation ("Raul doesn't think this is fair, because..." "I can look at the block building from this side, or from the top, like an airplane."). ▪ Collects and categorizes objects from field trips or travels (rocks, shells, photos). ▪ Tells stories about the past or future, and elaborates on stories told by others. 	<ul style="list-style-type: none"> ▪ Encourage children to express thoughts through writing, speaking, and creative arts. ▪ Document children's thoughts and post pictures, writing, and drawings at child level in the classroom. Make frequent reference to the documents. ▪ Provide opportunities for child to recall past experiences in planning new activities and setting new goals. ▪ Always include time for child discussion about what they know and think as you read stories to them. ▪ Support children who may have difficulty understanding others' motives and intentions with adult-mediated negotiations and conflict resolution strategies. ▪ Help child to understand children's different actions, and what they might represent or mean. ▪ Provide display space for collected items and encourage dictated labels or stories to explain significance. ▪ Ask about trips or events, what happened, what came first, and what might happen next. ▪ Maintain portfolios of child's work so they can see past and present examples of their work. Encourage child to choose items to put in their portfolios. ▪ Teach children to hypothesize and carry out experiments and document results (water, sand, natural environmental relationships).

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
<p>First, Second, and Third Grades</p>	<p>Chooses among multiple past experiences, as well as imagined experiences, to plan for, interpret, and act on complex situations and decisions.</p>	<ul style="list-style-type: none"> ▪ Usually considers what others are thinking, their intentions, or motivations. ▪ Can recall at will. ▪ Plans activities and sets goals based on past experience. ▪ Uses concepts of time, including functional vocabulary to express time concepts. ▪ Sequences events and objects, using both forward and backward sequencing. ▪ Use conventional methods of measuring time to aid memory. ▪ Uses a wide vocabulary to facilitate the encoding/retrieving of memory. ▪ Chooses objects/documents for a journal or portfolio of special events or art work. ▪ Uses “What happened when?” and “What if” thinking to solve problems and gain information. ▪ Focuses on key ideas amid complex information (e.g. “If we want to study about this praying mantis, then we better look for insects with long legs.”). 	<ul style="list-style-type: none"> ▪ Support child's autonomous exploration. ▪ Provide many and varied opportunities to use concepts about time, including vocabulary. ▪ Set up props and activities where children use hypothesis making, prediction, and experimentation. ▪ Involve child in selecting and planning field trips, speakers, and resources. ▪ Encourage child to draw on past experience to set goals and find solutions to problems. ▪ Plan time for children to play games where rules, negotiation, and conflict resolution demand problem solving. ▪ Introduce familiar and unfamiliar cultural experiences and customs. ▪ Select books, web resources, and classroom activities that offer a range of complexity. ▪ Encourage journals, photos, drawings, and collections to document travels or interests.

IDAHO EARLY LEARNING EGUIDELINES

GOAL 10: CHILDREN IMITATE BEHAVIORS THAT THEY HAVE OBSERVED.

Domain 1: Approaches to Learning and Cognitive Development

Sub-Domain: Cognition and Cognitive Processes

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

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[First, Second, and Third Grades](#)

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
Birth through 8 Months	Initiates, sustains, and replicates brief interactions and expressions.	<ul style="list-style-type: none"> ▪ Looks at objects and faces. ▪ Responds to adult facial expressions with same expression (sticking out tongue, pursing lips). ▪ Mimics sounds. ▪ Stares, smiles at, or shows concern or puzzlement to a caregiver. ▪ Wiggles, kicks, increases rate of breathing in response to observation. ▪ Babbles in tandem with caregiver's sounds. ▪ Imitates other's action or expression and looks to that person for next cue. 	<ul style="list-style-type: none"> ▪ Spend time holding and gazing at the child, responding to baby's cues for sustained action. ▪ Recognize child's cues and need to self-regulate or disengage from activity (e.g. child closes eyes, looks away or gets fussy). ▪ Initiate and respond in reciprocal interactions. ▪ Describe what the child is doing to the child. ▪ Exaggerate facial expressions. ▪ Hold facial expressions for a sustained time as you engage the baby.

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
6 to 18 Months	Initiates, sustains, and replicates interactions and expressions of familiar people.	<ul style="list-style-type: none"> ▪ 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). ▪ Waves bye-bye. ▪ Plays imitation games (clapping and marching, jumping to music). ▪ Imitates whole body actions. ▪ Observes others as they sing or recite finger plays, and may attempt one or two of the actions or words in the song. ▪ Prefers objects frequently used by caregiver (keys, cell phone). ▪ Offers objects to others, often taking the object back. ▪ 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). 	<ul style="list-style-type: none"> ▪ Provide scripts and cues, especially during routines. ▪ Provide time, action, and physical support. ▪ Give verbal and physical cues for action (e.g. stretch arms overhead, saying "So BIG.>"). ▪ Play games with imitation and actions (e.g. "Hop like a ___" and "Hokey Pokey"). ▪ 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). ▪ Make plenty of space available for children to replicate full body actions.

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
16 to 38 Months	Observes and replicates expressions, words, and actions of others in functional play, including familiar people, and characters from books, poetry, songs, or media.	<ul style="list-style-type: none"> ▪ Imitates a single action from a finger play or dance movement. ▪ Demonstrates a sequence of behavior after observing another child or adult. ▪ Imitates parent or caregiver’s familiar behavior or gestures (e.g. pulls clothes from dryer, puts hands on hips, or strikes a familiar pose). ▪ Uses imitation to play (e.g. pouring water in the bathtub and identifying it as making tea, or pretending to hammer nails with a paper towel role, or digging in the sandbox and “planting a flower” using a stick as the flower). ▪ Displays behaviors, replicates play themes, says words from characters from a book or media, and may pretend the character is a playmate. 	<ul style="list-style-type: none"> ▪ Provide tools, props, and opportunities for imitative tasks and behavior. ▪ Use actions, songs, finger plays sung or recited at a slow pace, so that children can “sing” along for at least part of the song. ▪ In child care, provide everyday tasks for toddlers to do (e.g. set the table, put blocks in a tub for cleanup, or pick up coats to put in the cubbies). ▪ Support play with open ended materials (cups, measuring spoons, pitchers, dolls). ▪ Read books and poems, talking about and showing children what reading concepts you are using (e.g. “Here is the title; here is the way I gently turn the pages; here is the front of the book; and here is the back of the book.”). ▪ Offer activities that mimic daily life, such as “washing babies” at the water table.

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
36 to 60 Months	Use imitation as a foundation for symbolic and constructive play.	<ul style="list-style-type: none"> ▪ Imitates sequences of action (songs with gestures, movement games). ▪ Observes and replicates use of common everyday tools in a functional way (e.g. sweeps up spilled sand with a small broom and dust pan, sets a table in dramatic play, and then puts dishes onto it). ▪ Uses phrases or plays out plots from favorite books or movies. ▪ Sings and gestures to songs with both actions and words (e.g. Wheels on the Bus, folk songs with gestures). ▪ Constructs play themes based on routines and activities from their daily lives (e.g. makes a fire truck from big block to represent the one they saw on a field trip, attending to the details the firefighter showed). 	<ul style="list-style-type: none"> ▪ Encourage child to participate in everyday tasks (stirring, pouring, and wiping up). ▪ Use action songs with sequences of motions (use a slow pace as children first learn to do both words and actions). ▪ Post picture cards to help child see actions they can imitate. ▪ Offer puppets and stages where children can create plays and themes. ▪ Teach children to observe others as they play, and then help them enter into that play. ▪ In child care, be certain there are ample props so that children can practice play without undue waiting or pressure to hurry. ▪ Provide music and props that children can access independently for creating their own dancing and marching schemes.

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
60 Months through Kindergarten	Shows increasing skill in coordinating physical and cognitive abilities to realistically imitate and create events and situations.	<ul style="list-style-type: none"> ▪ Engages in pretend role play with peers and alone. ▪ Creates and uses objects to mimic adult roles, themes, and use of tools (e.g. wears helmet to ride a bike, just like mom does; makes a fence for the toy horse barn with a big gate, because dad couldn't get the horse trailer through this little one; or changes a physical stance for batting a ball with an eye toward the way a Seattle Mariners baseball player bats). ▪ Narrates play and roles, taking on multiple roles and themes in play. ▪ Plays with the intention to imitate roles and themes of adults, book characters, everyday people, dancers and singers, and movie or TV characters. ▪ Chooses and successfully play games or songs with imitation and simple rules ("Simon Says"). ▪ Practices physical skills and actions observed in favored settings and people (e.g. father/mother favorite ball player, musician, super-hero, or community helpers). 	<ul style="list-style-type: none"> ▪ Provide experiences for concerts, art, sporting events, museums, parades, theatre, and community events. ▪ When children experience a performance or community event or situation, offer time for talking about that experience and provide props for that theme for play (e.g. the county fair is in town, so you offer some vegetables for playing judging booth, or a weather event occurs and you offer props for community helper play). ▪ Include resources, activities, and props for making music, art, and drama as you plan environments. ▪ Provide opportunities to see and imitate different kinds of work. ▪ Provide real and pretend activities involving work that adults do (cooking, cleaning, raking leaves).

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>First, Second, and Third Grades</p>	<p>Imitates, expands, explains, alters, and rejects or accepts behaviors they observe.</p>	<ul style="list-style-type: none"> ▪ Elicits adults' explanations of what they are doing (as authorities) rather than simply imitating them. ▪ Creates word plays and rhymes to narrate and explain their actions. ▪ Explains and defends the behaviors they are imitating. ▪ Predicts what will happen if they imitate a behavior (e.g. "If I ski with my knees bent, I can turn better."). 	<ul style="list-style-type: none"> ▪ Expose child to many and varied adult models and roles (stories, visitors, field trips). ▪ Provide opportunities for child to re-enact historical events or retell stories. ▪ Provide engaging literature rich with word play, rhymes, and contradictions. ▪ Provide many and varied activities that draw on child's imagination (musical experience, literature, science, nature). ▪ Provide time to listen to children's real and imagined experiences imitating other's behaviors. ▪ Provide reading, writing, speaking, and listening activities for children to explain what they observed and how they replicated that behavior or action.

IDAHO EARLY LEARNING EGUIDELINES

GOAL 11: CHILDREN FIND MULTIPLE SOLUTIONS TO QUESTIONS, TASKS, PROBLEMS, AND CHALLENGES, INCLUDING TRIAL AND ERROR.

Domain 1: Approaches to Learning and Cognitive Development

Sub-Domain: Cognition and Cognitive Processes

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

[First, Second, and Third Grades](#)

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
Birth through 8 Months	Use senses to explore environment and relationships.	<ul style="list-style-type: none"> ▪ When upset or stimulated, responds to caregiver's voice. ▪ Adjusts to variety of tastes and tactile stimuli for eating. ▪ Reaches for a toy or object. ▪ Seeks assistance from caregiver using vocalizations, facial expressions, or gestures. 	<ul style="list-style-type: none"> ▪ Respond to child's signals for assistance. ▪ Provide varying textures, tastes, and sounds to engage child. ▪ Provide consistency during routines (changing, feeding, and napping). ▪ Offer many opportunities for play around looking, hearing, tasting, touching, and smelling. ▪ Give baby time and repetition to incorporate and make sense of sensory experiences.

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"> ▪ Uses active exploration and trial and error to figure out how things work. ▪ Repeatedly does an activity or chooses the same book or toy. ▪ Uses objects as a means to an end (carries a bucket of blocks from room to room; uses a spoon to reach for food). ▪ Sustains activity touching and manipulating an object. ▪ Engages in trial and error to fit objects together and take them apart. ▪ Calls to, or looks for caregiver to offer assistance to meet a desired goal (e.g. get toy from shelf, release a stuck toy). 	<ul style="list-style-type: none"> ▪ Provide opportunities for child to work out problems, with and without assistance. ▪ 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). ▪ 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.>"). ▪ Provide age-appropriate toys that have many uses such as soft blocks, rings, balls of varying shapes and textures, or plastic cards. ▪ Ask children if they want help, "Do you want me to help you get the stuck ball?"

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
<p>16 to 38 Months</p>	<p>Use goal-oriented exploration with novel objects and situations, and familiar people.</p>	<ul style="list-style-type: none"> ▪ Tries several methods to solve a problem before asking for assistance. ▪ Communicates to request assistance. ▪ Uses solutions that are sometimes impossible or impractical. ▪ Uses solutions that tend to reflect the child’s own personal experience and perspective (e.g. offers toy bear to someone crying). ▪ Becomes more persistent in trying to solve tasks without help from others. ▪ May become frustrated when outcomes are different than expected. ▪ May invent tools to accomplish a goal (e.g. poke with a stick, scoop water with leaf). 	<ul style="list-style-type: none"> ▪ Talk to the child or otherwise demonstrate possible solutions while problem solving. ▪ Offer play that has more than one solution (e.g. building with blocks of different sizes, choosing clothes for a doll, putting toy furniture in a doll house). ▪ Offer choices with boundaries (e.g. “It is cold out. Do you want to wear your mittens or your gloves outside?”). ▪ Sequentially work through a problem with the child to find a solution. ▪ Help the child predict outcomes. ▪ Point out single characteristics of objects to help the child focus on solving problems (e.g. “See the round edge on the block; put your finger on it. Where does the round edge go?”). ▪ Provide activities and toys that have multiple uses (blocks, water play, outdoor digging). ▪ Provide opportunities for child to work out problems, with and without assistance.

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
36 to 60 Months	Tries multiple ways to solve problems and create play.	<ul style="list-style-type: none"> ▪ Explores various ways to solve a problem and tries out options until satisfied. ▪ Seeks assistance from another child or adult to solve problems. ▪ Modifies actions based on new information and experiences (e.g. changes block structure when the tower continues to fall). ▪ Uses emerging perspective taking to think of multiple situations for problem solving. ▪ Shows surprise and sometimes frustration when previously successful solutions do not work. 	<ul style="list-style-type: none"> ▪ Be available and watchful to know when a child needs an assist with challenges, questions, and tasks to solve. ▪ Avoid interrupting children as they try varying ways to solve problems and created play. Intervene when the challenge becomes too great and the child begins to be frustrated or lose interest, and when the child asks for help. ▪ Offer the least amount of assistance needed by the child. This may be a full physical assist, a partial physical assist, words, or just a gesture. ▪ Demonstrate several alternatives to solving a problem if a child gets stuck and asks for help. ▪ Guide child through the problem-solving process (e.g. "The wagon is stuck. What can we do?"). ▪ Apply the problem-solving process to social problems at the child's level (e.g. "Enrique and you both want to paint at the easel. What needs to happen for you to share the easel and paint together?").

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
60 Months through Kindergarten	Uses past experiences, current information, and flexible thinking for problem solving.	<ul style="list-style-type: none"> ▪ Works in a group to find a solution; building on the group's problem-solving strategies. ▪ Predicts when something might be a problem or challenge (puzzle may be hard to do). ▪ Discusses and sometimes argues about ideas to solve a problem. ▪ Can play logic, prediction, and strategy games such as checkers or Connect Four. ▪ Can revise ways of doing things or change perspective given additional information. ▪ Identifies several strategies to solve a problem or begin a complex task. ▪ Explains part, or all of the problem when asking for help. ▪ Tries several strategies to solve a problem. Child might want help from peer or adult. 	<ul style="list-style-type: none"> ▪ Pose solvable problems to child and provide opportunities for child to find solutions. ▪ Present the pros and cons of different solutions; encouraging child to help identify the best solution. ▪ Provide opportunities for child to work with other children and adults to find solutions to the problems. ▪ Offer vocabulary to help child ask questions and pose solutions. ▪ Offer a variety of materials and tools that encourage thinking of new problems or resolving current problems. ▪ Encourage taking more than one point of view in discussions and group activities. ▪ Offer structured experiments in daily lesson planning.

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
<p>First, Second, and Third Grades</p>	<p>Independently tries a variety of problem solving strategies.</p>	<ul style="list-style-type: none"> ▪ Increases ability to identify problems independently and to generate multiple solutions. ▪ Uses and develops multiple strategies to solve a problem. ▪ Uses tools appropriately as well as trying new uses (e.g. uses a knife to cut cheese, but might use it to tighten a screw). ▪ Remembers and refers to past experiences when solving a problem. ▪ Can shift from one solution to a new idea. ▪ Works with and negotiates with peers independently. ▪ Uses more reality-based problem solving. ▪ Figuring out manageable problems. ▪ Chooses activities for fixing things and expresses confidence in the resulting outcomes. ▪ Starts using "exceptions to rules" and finding options to rules. 	<ul style="list-style-type: none"> ▪ Acknowledge child's approaches to problem solving, and reinforce strategic and positive approaches. ▪ Be available. Intervene in the process only when a child asks for help, shows undue frustration, or nears the point of giving up. ▪ Provide opportunities for child to work with other children and adults to find solutions to the problems. ▪ Make resources available, including books and technology. ▪ Ask questions that pose new information or possible solutions to support thinking about complex problems. ▪ Talk through a child's problem-solving, rather than giving a quick answer. ▪ Teach children a variety of ways to record their findings as they try out solutions to problems (lists, check marks, notes, graphs). ▪ Routinely document children's progress as they formally experiment.

IDAHO EARLY LEARNING EGUIDELINES

GOAL 12: CHILDREN USE CONJECTURE, HYPOTHESIZING, AND GUESSING.

Domain 1: Approaches to Learning and Cognitive Development

Sub-Domain: Cognition and Cognitive Processes

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

[First, Second, and Third Grades](#)

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
Birth through 8 Months	Use all senses to explore environment and relationships.	<ul style="list-style-type: none"> ▪ Displays curiosity using senses (vision, hearing, taste, touch, smell). ▪ Looks for or orients toward sights and sounds. ▪ Uses fingers, sounds, and caregiver touch for soothing. ▪ Uses sounds, gestures, and movements to impact the environment and interactions. ▪ Looks at and listens to novel objects and sounds. 	<ul style="list-style-type: none"> ▪ Respond to child's signals for assistance. ▪ Provide a variety of materials with sensory character to engage a child (a mobile, an infant gym, or rattles). ▪ Use routines to develop an individual rapport with each child to best read and respond to their individual cues. ▪ Both initiate play and follow the child's lead when playing together. ▪ Closely supervise babies as they play with sensory-related toys and maintain the toys so they are within the child's reach. If the toys have associated sounds, be sure the sound is working. ▪ Rearrange and redirect toys that become frustrating or out of reach of the baby.

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

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
16 to 38 Months	Initiates actions to see reactions.	<ul style="list-style-type: none"> ▪ Experiments with effect of own actions on objects and people. ▪ Seeks to independently explore familiar surroundings. ▪ Observes others' actions to see the effect they have on objects and people. ▪ Uses repetition to learn about actions and consequences. ▪ Begins to see how one thing leads to another. ▪ Looks longer at surprising or irrational events than at a predictable event. May want the surprise to occur again, or to trigger the novel experience. ▪ Needs and often seeks adult help and for resolving conflicts in actions and unexpected reactions. 	<ul style="list-style-type: none"> ▪ Describe cause and effect outcomes (e.g. "Look, you pulled the string and the toy came to you!"). ▪ Offer toys and schedules where children have time to repeatedly play with that item or engage in that activity to experiment with objects to see outcomes. ▪ In child care, offer multiples of toys that are novel and very popular so children can sustain exploration. ▪ Children of this age begin to take turns, but not share items. Be ready to help redirect children as conflicts occur. ▪ Use, "What might happen next," language as children act and anticipate the outcome of their actions. ▪ Refrain from intervening if a child is practicing a skill until the child asks for help or shows frustration.

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
36 to 60 Months	Uses a repertoire of thinking and language skills for testing ideas about things and relationships.	<ul style="list-style-type: none"> ▪ Asks questions to get more information about why something happens. ▪ Explains the effects that simple actions have and their outcomes. ▪ Recognizes which object or element of an object causes the effect in simple relationships. ▪ Answers “what next” questions. ▪ Holds more than one attribute in mind. ▪ Becomes aware that other people can have different ideas or thoughts from their own. ▪ Categorizes objects into groups. ▪ Makes, recognizes, and extends patterns. ▪ Uses less magical thinking and more thinking about causation and planned actions. ▪ Uses “why” more than other question words, to ask questions as they hypothesize. ▪ Begins to correctly use “Who,” “What,” “Where,” and “When” to gain information to form hypothesis. 	<ul style="list-style-type: none"> ▪ Use child-centered play, for the child to discover and practice cause and effect, where the adult direction is limited. ▪ Support cause and effect activities by asking extending questions (e.g. “What do you think will happen next?”), or offering another prop or problem statement into the activity. ▪ Help child know when to use “wh” questions; “Why,” “Who,” “What,” “Where,” and “When.” ▪ Enrich the environment with enough open-ended materials and time for exploration (blocks, water table, outdoors, sand, and digging tools). ▪ Pose questions when children are experimenting (e.g. “What do you think will happen if...” “Can you make that happen again?”).

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
60 Months through Kindergarten	Systematically tests ideas about how things work and applies those systems to social and physical settings.	<ul style="list-style-type: none"> ▪ Structures experiments to see how changes in one factor can influence changes in others (sets up domino chain to test how knocking over one domino topples all of the others). ▪ Explains how one change can lead to another. ▪ Explains how simple events occur (tells another child how to make orange from red and yellow paint). ▪ Sets up and pursues purposeful experimentation; trying out different solutions (works with a pulley and string to raise blocks from floor to table top). Makes predications about what will happen next. ▪ Builds an awareness of other peoples' points of view and feelings. ▪ Uses multiple attributes of objects and situations to explain a problem and its possible solutions. ▪ Uses reasoning to predict and test ideas, though may resort to magical thinking if the solution or explanation is not obvious, or quickly found. ▪ Uses vocabulary for prediction and estimation. ▪ Use problem-solving strategies across places, people, and things, including classifying and predicting outcomes. ▪ Uses analogical thinking to allow transfer of problem-solving strategies to new situations. ▪ Solves addition and subtraction word problems and adds and subtracts within 10, by using objects or drawings to represent the problem. 	<ul style="list-style-type: none"> ▪ Engage child in experimentation; ask prediction and "what if" questions. ▪ Provide child with a variety of materials to create experiments. ▪ Ask children to think about their experiences and how that might help them solve a problem or come up with a solution to a social conflict. ▪ Demonstrate, explain, and engage child in taking steps to cause an outcome. ▪ Recognize importance of children's effectiveness in teaching one another.

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>First, Second, and Third Grades</p>	<p>Uses the scientific method routinely, including hypothesis making and testing, prediction and estimation, evaluation, and conclusion documentation.</p>	<ul style="list-style-type: none"> ▪ Transfers and generalizes some kinds of problem-solving patterns and schemas to new situations and predicts outcomes. ▪ Has clearer understanding of other peoples' actions and emotions, as separate from own. ▪ May predict intent of other child's actions. ▪ Uses problem-solving process, which includes classifying and reframing within co-constructed meaning. ▪ Uses problem solving, which includes planning and mental representations of tasks, and is able to focus on the most relevant information. ▪ Develops the capacity for purposeful experimentations and plans for a range of solutions. ▪ Can delay gratification to find a solution. 	<ul style="list-style-type: none"> ▪ Recognize the impact of children teaching one another. ▪ Ask real questions to help children expand and explain their thinking (e.g. "Have you figured out why the vinegar in your mixture smells so strong?" "What was the difference when you used the watercolor on wet paper and when you tried it on dry paper?"). ▪ Guide the children to explain their thoughts in relationships to solving activities, problems, experiments, and situations. ▪ Arrange opportunities for children to work in small groups or teams. ▪ Engage children in "if/then" scenarios that are both fanciful and realistic (e.g. "If cows could fly, then ..." or "If a car has a flat tire, then ..."). ▪ Offer a variety of starter ideas and materials to create experiments. ▪ Observe activities and listen to children's comments to determine what you might include in lesson plans to expand their ability to think using the scientific method. ▪ Demonstrate, explain, and engage child in taking steps to cause an outcome.

IDAHO EARLY LEARNING EGUIDELINES

GOAL 13: CHILDREN BUILD KNOWLEDGE USING COMPARISON, CONTRASTS, EXAMINATION, AND EVALUATION.

Domain 1: Approaches to Learning and Cognitive Development

Sub-Domain: Cognition and Cognitive Processes

[Birth through 8 Months](#)

[6 to 18 Months](#)

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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
Birth through 8 Months	Responds to and initiates actions with people and objects.	<ul style="list-style-type: none"> ▪ Sustains gaze or tracks object. ▪ Notices changes to familiar places and people. ▪ Imitates actions, gestures, and sounds. ▪ Watches own body parts, their movement, and experiments with control of those movements. ▪ Reacts to novel and familiar activities and objects with sensory exploration (e.g. gazing, reaching toward, grasping, mouthing, or turning toward). ▪ Repeats previously successful actions such as shaking or patting objects to hear a noise or see a reaction to their action. 	<ul style="list-style-type: none"> ▪ Babies learn through stimulation of their senses. Plan so that you touch the child often, offer lots of visual stimulation, provide sounds such as singing, talking, music, and are attentive to everyday sounds in the environment such as birds singing, bells ringing, and phones ringing. ▪ Provide toys and objects of different textures that respond to the actions of the child (rattles, squeeze toys, cloth toys, and soft balls). ▪ Play games with child that support understanding of object permanence (Peek-a-Boo). ▪ Plan stimulating environments to promote interactions with people and things (e.g. floor time, one-on-one time with an adult, intentionally stimulating daily routines, and attention to novel sounds and sights). ▪ Respond to child's behavior in an interactive way. When child initiates through a gesture or verbalization, respond by reinforcing both verbally and through engagement. ▪ Provide experiences and materials for child to experiment with different textures, sounds, shapes, smells, and sights. ▪ Change toys regularly, offering novelty for stimulation and advancing skills. ▪ Describe comparisons during playful interactions (e.g. "You are holding the smooth block. Here's the nubby ball!").

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"> ▪ Uses familiar objects in combination (spoon in bowl, socks on feet, doll in doll bed). ▪ Distinguishes parents and trusted caregivers from less familiar people. ▪ Distinguishes sounds and combinations of sounds. ▪ 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). ▪ 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). ▪ Easily distracted from a task by novel sounds, sights, or touch. 	<ul style="list-style-type: none"> ▪ 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."). ▪ Use photos and objects to talk about past experiences (e.g. photos or toy animal after an outing to the park, or family pictures). ▪ Talk about what is happening as it happens. ▪ Provide opportunities for stacking, knocking down, and moving a variety of toys. ▪ Provide music, song, and simple movement activities that include different rhythm, tempo, and beats. ▪ Routinely offer supervised sand and water play. ▪ Include a variety of paints and painting utensils in lesson-planning. ▪ Offer foods with different textures and tastes and talk about those tastes and textures.

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
16 to 38 Months	Observes and reacts to similarities and differences in people, places, and situations.	<ul style="list-style-type: none"> ▪ Makes choices between two possibilities (e.g. which shirt to wear, which toy to play with, or which book to read first), though may renege on the choice. ▪ Repeatedly examines novel items until habituated to the characteristics of the item. ▪ Generalizes ideas based on past experiences (e.g. watches caregiver blow on hot food before eating, and then blows on food, hot or cold, at next meal). ▪ Connects objects and ideas (e.g. broom for sweeping, swimsuit for swimming, or paint brush for painting on the easel). ▪ Imitates behavior seen in another place and time such as pretending to take orders for food, making variations to fit props or people. ▪ Notices and describes how items are the same or different. ▪ Uses action or words to show notice of changes in familiar things, places, or people. ▪ Recognizes and points out novel characteristics or peculiarities of places and people. ▪ Identifies differences between own and others' work. ▪ Explores paint to learn about the properties of art, not necessarily to make a painting (e.g. mixing colors, smearing hands and fingers with paint, perhaps tasting the paint, and manipulating paint brushes and paper). 	<ul style="list-style-type: none"> ▪ Use child's home language, experience, and culture to make connections to new experiences and vocabulary. ▪ Engage child in routine activities while explaining the whys (e.g. "We vacuum the floor to clean up the dirt."). ▪ Help child make generalizations (e.g. "If it is sunny here, it will probably be sunny at school."). ▪ Acknowledge child when a past event is recalled and used as the basis for a choice. ▪ Provide opportunities to explore solid objects, blocks, wheel toys, and manipulatives. ▪ Provide sensory exploration and supervised "messy" play with sand, water, paint, clay). ▪ Demonstrate, explain, and engage child in comparing objects' size, shape, and other characteristics. ▪ Demonstrate, explain, and engage child in discussing what he/she likes and does not like about experiences. ▪ Take pictures of yesterdays' block constructions, and use that one to compare to the one they did earlier. ▪ Go on trips to gardens, forests, around the block, or to a park. Look for different and similar plants or houses, or play structures. Talk about their characteristics. ▪ Note how children's written names are same and different.

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
36 to 60 Months	Combines observation, past experiences, and knowledge to address novel or unfamiliar situations.	<ul style="list-style-type: none"> ▪ Applies new information or vocabulary to an activity. ▪ Uses information gained through one modality and applies it to a new context via another modality (tries to build a tower of blocks like the one seen in a book, draws pictures after a field trip). ▪ Generates a strategy based on one learning event and extends it to a new learning opportunity (learns that mixing red and yellow paint makes orange, later tries coloring yellow crayon over red crayon). ▪ Uses concepts and words to characterize same and different. ▪ Labels aspects of an event. ▪ Uses “why” as a generic question to add to knowledge base, though child may intend to ask who, what, where, when, or how. ▪ Matches, sorts, and classifies objects based on one or more attributes (e.g. shape, size, textures, or color). ▪ Uses basic adjectives and some comparative adjectives (e.g. tall, taller, big, bigger). ▪ Compares and contrasts experiences, with or without prompting and/or drawbacks of choosing one course of action, with/without prompting. 	<ul style="list-style-type: none"> ▪ Engage the child in activities and interactions that make connections by recalling past learning and events (e.g. “remember when...” games and discussions). ▪ Engage child in generalizing by asking open-ended questions (e.g. “Where else would this work?” “What if...?”). ▪ Offer games, puzzles, discussions, and physical activities where children match, sort, and classify objects and events (e.g. sorting socks and finding all those that dad might wear, making collages, cleaning out the dramatic play clothes and putting like items in a box, or planning together for weekly menus for lunchtime). ▪ Play games where the child identifies and describes similarities, differences, and contrasting concepts (e.g. “What happens on rainy days and what happens on snowy days?”). ▪ Expand and embellish children’s vocabulary for descriptive words such as “darker,” “not quite red, but almost orange” “You saw a comet in the sky, and it moved across the sky and looked brighter than a star. What a treat for your eyes!”). ▪ Document children’s observations and explanations using digital videos and pictures, and written dictation. ▪ Offer dramatic play, puppet play, and enacting stories for role playing. ▪ Read or tell stories and lead discussions where children compare and contrast characters’ similarities and differences. ▪ Use open-ended questions and comments that give children opportunity to express their evaluation of things and situations. ▪ Document children’s opinions about what works or what they think about something. ▪ When engaging in conversation with children, recognize that “why” may mean who, what, when, where, or how?

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
60 Months through Kindergarten	Examines and evaluates problems and situations to reach conclusions.	<ul style="list-style-type: none"> ▪ Restates a situation or problem in own words. ▪ Recognizes written words as ways to document ideas and communicate solutions. ▪ Tries a variety of solutions until satisfied with outcomes. ▪ Uses and defines attributes and characteristics of objects including shapes, squares, rectangles, circles, ovals, triangles, and relative positions (e.g. above, below, beside, in front of, behind, and inside). ▪ Analyzes and compares two and three-dimensional shapes. ▪ Organizes objects by more than one common characteristic. ▪ Uses comparative words. ▪ Constructs viable arguments and critiques the reasoning of others. ▪ Poses “what if” questions and problems. ▪ Describe measurable attributes of objects, such as length or weight. ▪ Directly compare two objects with a measurable attribute in common, to see which object has “more of/”less of” the attributes. ▪ Compares the main characters or events of stories. ▪ Describes experiences using comparative 	<ul style="list-style-type: none"> ▪ Engage the child in activities and interactions that use known strategies in new situations. ▪ Demonstrate, explain, and engage child in activities that explore questions and guide him/her toward appropriate solutions. ▪ Invite child to expand on what he/she meant by a certain response (e.g. “Tell me more about why you said that.”). ▪ Engage child in discussing what he/she thinks another child meant by a given response (e.g. “Why do you think Josie did that?”). ▪ Offer time for a child to evaluate pros and cons of a decision, looking at what worked and what might have gone differently had another choice been made. ▪ Brainstorm possible actions and solutions with children. Document the possibilities and revisit that document when a solution is achieved.

		language. <ul style="list-style-type: none">▪ Considers peers' perspectives when making decisions.▪ Explains how he/she makes decisions.	
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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
<p>First, Second, and Third Grades</p>	<p>Use if-then reasoning to explain social and natural phenomena.</p>	<ul style="list-style-type: none"> ▪ Combines, separates, orders, and transforms information and objects. ▪ Knows that physical aspects of objects (size, quantity, and number) remain the same even when some aspects of their appearance change. ▪ Considers multiple elements of a problem (e.g. can think about alternatives when solving problems). ▪ Mentally retraces steps when appropriate to solve a problem. ▪ Plays games with rules, though sometimes remakes rules to fit own needs. ▪ Considers behavior and psychological states when interpreting people's intentions. ▪ Describes an experience or experiment, giving logical reasons for the results. ▪ Succeeds in solving problems cooperatively with peers. ▪ Can think about past, present, and future states of objects and people. ▪ Organizes collections according to multiple criteria (e.g. sorting baseball cards according to league, team, and position). 	<ul style="list-style-type: none"> ▪ Provide child many and varied in familiar activities and objects to stimulate new abilities in problem solving. ▪ Provide time for children to arrive at conclusions through experimentation. ▪ Plan small group time for children to work together to generate multiple ideas and solutions. ▪ Plan activities where shared stories and solutions represent a variety of people, roles, and cultures. ▪ Read stories and offer scenarios with moral dilemmas and encourage child to generate multiple solutions. ▪ Ask child to relate their own stories and experiences to current topics or books in class. ▪ Document children's explanations of things and revisit the documentation daily to discuss adjustments and new ideas for solving problems or creating new concepts. ▪ Provide learning games that promote systematic thinking such as chess, checkers, Trouble, Sorry, etc. ▪ Introduce history and compare to the present and future. ▪ Provide opportunities to collect and classify objects.

IDAHO EARLY LEARNING EGUIDELINES

GOAL 14: CHILDREN PARTICIPATE IN EXPLORATORY PLAY.

Domain 1: Approaches to Learning and Cognitive Development

Sub-Domain: Cognition and Cognitive Processes

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

[First, Second, and Third Grades](#)

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
<p>Birth through 8 Months</p>	<p>Gains stability and balance among senses and uses those senses to evoke relaxation and calmness that supports exploration.</p>	<ul style="list-style-type: none"> ▪ Gathers information through the senses (e.g. mouthing, grasping, reaching). ▪ Explores with more than one sense at a time (e.g. uses sight, touch, taste, and hearing to examine and explore a toy). ▪ Gazes at stimulating objects in the environment. ▪ Initiates familiar play scheme (banging objects, grabbing spoon). ▪ Uses and repeats action to cause change in what they see, hear, and feel. ▪ Reacts to other babies or reflection in mirror. ▪ Responds to music, shiny objects, and textures. ▪ Communicates sensory preferences. 	<ul style="list-style-type: none"> ▪ Consistently respond and create predictable routines so infant feels safe and secure to explore. ▪ Engage in playful interactions allowing baby to explore your face. ▪ Provide toys and experiences that appeal to all senses. ▪ Engage in reciprocal play such a Peek-a-Boo, hand clapping, stretching, and moving songs and games. ▪ Set up environment to stimulate movement and action in exploration (e.g. objects just beyond reach so child must roll, bat, or kick to cause noise or action). ▪ Describe what baby sees, hears, and does. ▪ Respond to child's cues as to likes and avoids (e.g. loud sounds, bright lights, pleasing sounds, comforting textures).

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

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
16 to 38 Months	Use sensory motor play to extend the use of materials in functional ways.	<ul style="list-style-type: none"> ▪ Matches and sorts by single attributes. ▪ Uses simple tools (scoops, funnels, shovels, buckets). ▪ Is aware of self when playing in front of a mirror. ▪ Initiates play with another child through gestures, offering toys, smiling, and eye contact. 	<ul style="list-style-type: none"> ▪ Provide a safe environment for exploring and movement. ▪ Provide opportunities, both indoors and outdoors, for physical activities (climbing, jumping, dancing, and movement) both alone and with peers. ▪ Provide tactile materials for exploration (sand, water, play dough). ▪ Provide tools and opportunities for digging, pouring, stacking, and picking up. ▪ Rotate toys and provide enough to avoid some conflicts. ▪ Offer musical experiences where children move their bodies, including introducing a variety of musical styles, styles of music, slow and active songs, and dance and movement activities. ▪ Provide malleable materials (play dough, clay, art materials).

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
<p>36 to 60 Months</p>	<p>Explore materials and actions with an intended purpose.</p>	<ul style="list-style-type: none"> ▪ Matches, sorts, and groups like objects. ▪ Uses seriation and simple patterning. ▪ Climbs, swings, jumps, dances, and hops to test skills. ▪ Aims, throws, catches, and kicks balls to explore projectile management and imitate skills of others. ▪ Uses tools, hammers, saws, shovels, and levers to explore the physical properties of moving masses. ▪ Plays with wheeled toys (tricycles, scooters, wagons) to explore velocity. ▪ Uses art materials to explore attributes of the materials and how the materials can communicate an idea or action. ▪ Constructs with and manipulates objects to explore spatial relationships. ▪ Creates tests to explore the physical environment (e.g. builds a sand structure with water and sand, pours orange juice in cereal to see how it tastes, or dams up a flowing stream building a rock dam). 	<ul style="list-style-type: none"> ▪ Provide manipulative toys for sorting, classifying, and arranging in groups and sequences, by attribute. ▪ Provide opportunities for children to explore and play with materials that promote skills in math and science foundations (e.g. puzzles, tangrams, magnifying glasses, balances, and counting bears). ▪ Provide time for outdoor activities and play with digging tools, buckets, wheel toys, and balls. ▪ Provide fine motor opportunities during free play times and structure activities based on children’s interests and skills. ▪ Add building magazines, blue prints, or pictures to block areas to promote intentional use of materials. ▪ Use books or models to engage children in purposeful use of classroom materials. ▪ Outdoors, have props nearby, including access to water, for easy access when ideas occur.

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
<p>60 Months through Kindergarten</p>	<p>Expands knowledge of materials and tools to incorporate into play activities.</p>	<ul style="list-style-type: none"> ▪ Creates elaborate block construction. ▪ Uses rules and boundaries in representational building. ▪ Experiments with balance, ramps, pulleys, and other tools when block building, constructing, or manipulating objects. ▪ Takes apart/deconstructs to gain an understanding (gears, old sewing machine). ▪ Works to replicate a building, object, or event through drawing/painting or block building. ▪ Climbs, slides, runs, kicks, and jumps to explore movement. ▪ Makes up games to test skills. ▪ Reinterprets the rules for a game or sport to fit skill levels. 	<ul style="list-style-type: none"> ▪ Enrich and structure environment (block area with extensive shapes and number of blocks; provide block props and raw materials). ▪ Ask clarifying questions to extend play or overcome frustration. ▪ Help groups of children negotiate rules and fairness. ▪ Provide outdoor play environments for active games, observation, and exploration. ▪ Provide increasingly complex opportunities to use tools and explore constructions with a variety of materials (carpentry tools, wood, and nails).

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
<p>First, Second, and Third Grades</p>	<p>Expresses ideas and takes risks to explore materials and ideas independently and in common exploration with others.</p>	<ul style="list-style-type: none"> ▪ Develops plans and models that can be built. ▪ Participates in physical activities with others, including organizing and playing games with rules. ▪ Creates inventions. ▪ Plans and carries out projects, often with peers. ▪ Takes responsibility when working with a group. ▪ Tests self with practice and training; will practice a specific skill. 	<ul style="list-style-type: none"> ▪ Ask questions to further exploration and experimentation. ▪ Provide time and space for indoor and outdoor exploration. ▪ Protect each child's time to access equipment and materials, and that ample sustained time is available for the child to explore and practice with the equipment or material. ▪ Make opportunities for children to engage in rule making and negotiation of "what's fair" in structured, supervised settings so that strategies learned in these settings can be generalized in unstructured settings. ▪ Offer role playing and scenario discussions to support each child's access to group play and group explorations. ▪ Provide an array of raw materials for constructions, de-constructions, and inventions.

IDAHO EARLY LEARNING EGUIDELINES

GOAL 15: CHILDREN PARTICIPATE IN PRETEND OR SYMBOLIC PLAY.

Domain 1: Approaches to Learning and Cognitive Development

Sub-Domain: Cognition and Cognitive Processes

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

[First, Second, and Third Grades](#)

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
Birth through 8 Months	Sustains brief playful interactions with caregiver support.	<ul style="list-style-type: none"> ▪ Coordinates body and visual cues with caregiver. ▪ When stimulated, gazes at, away from, and back to caregiver in a reciprocal manner. ▪ Initiates interaction with adult using eye gaze, smiling, or verbalizations. ▪ Responds with interest to Peek-a-Boo and hand clapping. ▪ Plays with sounds while exploring a toy. ▪ Smiles, coos, and relaxes muscles in reciprocal play with caregiver. 	<ul style="list-style-type: none"> ▪ Engage baby in playful interactions (smiles, face-making, stroking), and respond to child's cues of stimulation and over-stimulation. ▪ Watch for child's signals of looking to engage in interactions. ▪ During care giving tasks, bring baby close and talk softly (feeding, diapering, face washing). ▪ Provide baby opportunities to see objects and people when interested and alert. ▪ Sing songs, say rhymes, look out the window, and show picture books while baby is alert and interested.

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

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
16 to 38 Months	Use objects symbolically in pretend play.	<ul style="list-style-type: none"> ▪ Uses one object as a symbol for another (holds blocks to ear to represent a cell phone). ▪ Explores experiences by taking on family roles from within the family (declares "I'm the mommy!" and puts on a parent's shoes). ▪ Moves from mostly solitary play to some parallel play. ▪ Uses props in pretend play (dolls, animals, trucks, objects). ▪ May have imaginary friends. ▪ Reacts to people in costume as if they are the characters they portray. ▪ Reacts to puppets as if they are real and not extensions of an adult or another child. ▪ Sometimes uses play to address fears and to take risks. ▪ Initiates play with another child through gestures, offering a toy, smiling, and eye contact. ▪ Uses theme play when presented with props or prompts (animals go to the barn; babies are fed and put to bed). ▪ Initiates favorite play themes with peer or adult. ▪ Assigns emotions and language to dolls and other play characters. 	<ul style="list-style-type: none"> ▪ Participate in child's sense of imagination by engaging in make-believe play, with child leading. ▪ Dispel child's fears that result from confusion over fantasy and reality. ▪ Discuss child's dreams, ideas, and imagination with him/her. ▪ When a child has imaginary friends, acknowledge the "friend." ▪ Scaffold child's inclusion of peers into dramatic play scenarios; though do not expect children to play with common goals. Parallel playing is the norm. ▪ Read fiction and nonfiction books and share family and traditional oral stories with child, and discuss how they are different. ▪ Provide ample time and creation of imaginative play themes. ▪ Provide props for creating play themes. ▪ Acknowledge and respect a child's play with props for the sake of playing with the object (e.g. the child repeatedly opens and closes a cash register rather than playing store). Resist trying to turn the play into a theme. Wait for the child's waning interest to suggest a theme or add an element of a theme to the play.

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
<p>36 to 60 Months</p>	<p>Develops plots, scripts, and takes on roles, with a mixture of reality and fantasy.</p>	<ul style="list-style-type: none"> ▪ Takes on pretend roles and situations. Uses appropriate language, tone, and movements (e.g. pretends to be a baby, meows and purrs pretending to be a kitty, or has a “fire” on the stove playing in housekeeping). ▪ Often plays independently exploring nuances of roles and characters without regard to cooperation from others. ▪ Uses primarily solitary, parallel, or associative play styles, with cooperative play sometimes occurring. ▪ Explores experience by taking on familiar roles in the home and community (firefighters, restaurant, doctor’s office). ▪ Engages in complex make-believe play with others, uses theme-oriented play that involves multiple characters and settings). ▪ Makes connections between characters in books, stories, or movies, with people in real-life. ▪ Questions if characters in books, family, and traditional oral stories and movies are real or not. ▪ Believes objects, events, and characters can be “magic” or have “powers.” ▪ May need help with conflict that arises when child does not take on roles or play within the expectations of another child. ▪ Uses dramatic play to recreate a real situation with 	<ul style="list-style-type: none"> ▪ Engage the child in activities and interactions that develop fantasy characters while helping them differentiate between make-believe and reality. ▪ Help child distinguish between cartoons, puppets, characters in books and movies, and real people. ▪ Provide environment and time for sustained dramatic play. ▪ In child care, respect and protect each child’s right to dramatic play. Assure that children who are taking on big, very active physical role playing, do not interfere in the space where children are carrying out less physically active role playing. ▪ Provide props that can be adapted to various themes (e.g. hospital, firefighters, restaurant, airport, cooking). ▪ Scaffold entrance into dramatic play for child who needs support to join play. ▪ Clarify scripts and roles as part of conflict resolution. ▪ Provide opportunities for pretend play outdoors with materials such as sand, water, buckets and pans, fabric for tents, play scripts, balls, and opportunities to invent games. ▪ Keep books and writing materials that support dramatic play and literacy nearby pretend play areas. ▪ Know the difference between styles of play, and provide protection for those children who are not yet proficient in playing cooperatively for a common goal. ▪ In child care or groups, expect children to have some success in taking turns in playing roles and with equipment

		<p>self involvement.</p> <ul style="list-style-type: none"> ▪ Plays out social and emotional issues (power, loss, fears). ▪ Uses block and dramatic play areas for imaginative settings and extended play. ▪ Extends and consolidates understanding through play. 	<p>and props. Independently exploring equipment and roles gives children a chance to learn the characteristics of the equipment and roles before they are expected to play cooperatively. Protect that solitary play.</p>
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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
<p>60 Months through Kindergarten</p>	<p>Uses and negotiates scripts for elaborate fantasy play, usually distinguishing fantasy from reality.</p>	<ul style="list-style-type: none"> ▪ Explains if a story is real or make-believe, when prompted. ▪ Understands and expresses when fantasy is influencing actions (e.g. "I was just pretending that I am a monster."). ▪ Describes characters, places, and objects in books, movies, and television shows. ▪ Engages in games with rules, though may not follow the rules precisely. ▪ Uses representational block play to create and recreate experiences. ▪ Uses block building for both real and pretend scenarios and describes the difference. ▪ Expresses ideas through dramatic play and character development. ▪ May have favorite and recurring play themes and props. 	<ul style="list-style-type: none"> ▪ Offer props and materials to encourage and support pretend play. ▪ Ask clarifying questions to extend play or help a child overcome frustration. ▪ Help groups of children negotiate rules and fairness. Write and post the rules when appropriate. ▪ Provide outdoor play environments for active games, observation, and exploration with props nearby and easily accessible. ▪ Provide a variety of open-ended props for children to choose as they develop play themes (e.g. large blocks, clothing, writing utensils, art and music tools, wheel toys, signs, platforms). ▪ When a child's ideas for creating play exceed their ability to create the play, offer questions and comments that help break the play down into workable chunks (e.g. "A full castle with turrets and water features is not likely, but what parts of that can you create?").

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
First, Second, and Third Grades	Creates and carries out elaborate fantasy and real play themes.	<ul style="list-style-type: none"> ▪ Engages in games with formalized rules; sometimes based on shared current culture characters or movies. ▪ Formalizes plots and actions into presentations as plays, video productions, or puppet shows. ▪ Uses logical thinking and explanations about what is fictional in stories and games. ▪ Directs others in carrying out plots and roles. 	<ul style="list-style-type: none"> ▪ Help child articulate and develop rules for games/play. ▪ Encourage peer groups to develop shared plans for creating play and developing presentations. ▪ Help children learn strategies and skills for documenting their ideas, plays, and stories using art and digital presentation tools. ▪ Offer opportunities for discussions about fantasy and reality in stories, movies, and daily topics. ▪ Use a variety of questions to guide discussions including who, what, where, when, why, and how. ▪ Help child distinguish fantasy and reality in media, especially around commercials and advertising.

IDAHO EARLY LEARNING EGUIDELINES

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: Cognition and Cognitive Processes

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

[First, Second, and Third Grades](#)

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
<p>Birth through 8 Months</p>	<p>Infants initiate and respond to sensory stimulation which is a neurological precursor to symbolic representation.</p>	<ul style="list-style-type: none"> ▪ Varies intonation in their voices. ▪ Tracks objects and sounds that are stimulating. ▪ Responds to variations in temperature or taste of food, including breast milk. ▪ Initially responds reflexively to touch, and later responds to touch by intentionally reaching out, grasping, and resisting. 	<ul style="list-style-type: none"> ▪ Play Peek-a-Boo and games that engage and respond to a child. ▪ Provide pictures and books, and talk about simple features (baby's nose, the dog). ▪ Sing and move with baby. ▪ Give animal or other sounds when baby sees animals in a book, picture, or nature.

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"> ▪ Scribbles using very light pressure on the page. ▪ Experiments with new uses for familiar objects. ▪ 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). ▪ Looks for interesting or desired objects when they are removed from view. ▪ Reacts to mental images of objects or events (e.g. claps hands when told that a favorite person is coming to visit). 	<ul style="list-style-type: none"> ▪ Engage in simple reciprocal games with sounds and gestures. ▪ Ask “can you find” or “show me” questions when looking at books. ▪ 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. ▪ When a child uses symbolic play (e.g. holding brush like a phone), comment by also pretending to use a phone. ▪ Provide painting and drawing materials and time for sensory exploration, with adult supervision. ▪ 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). ▪ Learn and use gestural signs with babies and toddlers. Simple signs for more and all done are easy to do and to use.

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
<p>16 to 38 Months</p>	<p>Uses symbolic expression in dramatic play and creative activities.</p>	<ul style="list-style-type: none"> ▪ Scribbles using large muscles of the arm using light pressure on the page. ▪ Scribbles using bold strokes with letter-like shapes evolving including circles, angles, shapes, straight lines, and slant lines. ▪ Draws pictures with predominantly circular-like strokes. ▪ Draws with a combination of zigzags and circles. ▪ Offers brief explanations of drawings (“red” “paint” “sun”). ▪ Expresses emotion and experiences through movement, drawing, music, or singing. ▪ Uses self-talk in play or painting/drawing. ▪ Tells brief stories about an experience or event. ▪ Makes animal noises and seeks recognition of that sound from others. ▪ Identifies symbols or logos for familiar objects/place (e.g. restaurant or box for favored food). 	<ul style="list-style-type: none"> ▪ Provide opportunities and materials for drawing, painting, and play dough activities. ▪ Use descriptive words to describe a child’s play. ▪ Play music and suggest movement (e.g. “Jump like a rabbit.” “Fly like a bird.” “Make a noise like a ...”). ▪ Use finger plays and songs exaggerating gestures and movement as you do them with children (keep the action slow and deliberate so children can join in, recognizing that they typically either move or sing only, or simply observe). ▪ Display child’s work and revisit that work. ▪ Offer free-play and gently structured activities to include writing utensils, art media, and rhythm instruments. ▪ Provide dress-up clothes and props for free-play. ▪ Take pictures and display child’s activities. Have child explain what is in the pictures.

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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
36 to 60 Months	Use symbols in arts, communication, and numeracy.	<ul style="list-style-type: none"> ▪ Provides a description of a person or object that is not present (e.g. child describes the toy bear as big, soft, and brown). ▪ Uses symbols or pictures as a representation of oral language. ▪ Uses many gestures to represent meaning (e.g. stop!, rain, points for desired objects, shakes head vigorously, claps hands to show enthusiasm, holds hands up to show they are sticky, or folds hand across chest to show negativity). ▪ Uses objects to represent real items in make-believe play, but also chooses real objects when available. ▪ Recognizes objects, places, and ideas by symbols (gender signs for restrooms, commercial signs, stop signs). ▪ May use shapes and letters to “write messages.” ▪ May use movement and drama to recreate experiences or express emotions. 	<ul style="list-style-type: none"> ▪ Provide opportunities for child to engage in symbolic play (act happy, imitate a sad puppy). ▪ Provide opportunities for child to draw pictures of people, feelings, family, animals, and objects. ▪ Tell stories without pictures and encourage child to visualize, imagine, and express what he/she feels. ▪ Identify and point out symbols during daily activities; demonstrating and explaining what they mean. ▪ Encourage child to draw a story, with caregiver as “scribe,” writing dictated words. Child tells the story and draws to represent the story. ▪ Read stories and provide props for dramatizing the plot (e.g. Three Billy Goats Gruff with blocks, pictures of bridges, and some writing utensils and paper for signs).

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT

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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
<p>60 Months through Kindergarten</p>	<p>Use symbols to represent numbers, letters, and some words; and for expression in creative arts.</p>	<ul style="list-style-type: none"> ▪ Combines drawing and art expression with words. ▪ Uses art, music, and movement to create expressions of self and feelings that are beyond verbal expression. ▪ Responds empathetically to books and pictures that express emotions and social roles. ▪ Represents simple objects through drawings, movement, mime, and three-dimensional constructs. ▪ Uses physical objects to demonstrate symbolic vocabulary (using blocks or food at the table to demonstrate how much and more and less). ▪ Independently chooses new and different materials to represent original thoughts, ideas, and feelings. ▪ Expresses ideas using marks that are approximation of letters and numerals. ▪ Uses some recognizable letters and numerals to communicate ideas. ▪ Represents numeracy concepts such as addition and subtraction with objects, fingers, mental images, drawings, and sounds. 	<ul style="list-style-type: none"> ▪ Engage child in creating symbols to represent familiar objects (e.g. “What would a symbol for your bed look like?”). ▪ Provide opportunities for child to participate in culture specific representational activities (storytelling, oral history, dance, songs). ▪ Use written symbols liberally to show how words help us function in daily life (e.g. do a project on “signs;” have children make a sign to send messages to others about saving a structure or to tell others when the class is outside or on a field trip; have children make up gestures to represent the weather each day; or use a roll of adding machine tape to record a sequential numeral each day to show how many days we have been in school this year). ▪ Offer a writing center with the alphabet and numerals printed and taped to the table. ▪ In dramatic play centers, have a blank cookbook where children create and record “recipes.” ▪ In block play, supply paper and writing tools where children can draw their plans, or draw their final construction. ▪ Offer measurement tools with “data sheets” where children can show the results of experiments. ▪ Post a “waiting list” in popular spots (such as computer stations or water table) for children to sign up for the next available spot.

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>First, Second, and Third Grades</p>	<p>Uses symbols to operate on, represent, and communicate creative thought, number concepts, and to express ideas.</p>	<ul style="list-style-type: none"> ▪ Recognizes self and personal feelings as being similar to a character in a book, movie, or play. ▪ Uses unique ways of expressing emotion and thoughts through art, literature, movement, singing, and drama. ▪ Takes multiple perspectives when drawing or map drawing (e.g. child can draw both a floor plan “bird’s eye view,” and an elevation or frontal view and know they both represent the same object). ▪ Uses humor with the realization that words have multiple meanings. 	<ul style="list-style-type: none"> ▪ Provide stories that have more than one meaning and talk about multiple meanings with child. ▪ Provide folk tales and cultural stories for dramatic presentations or artistic representation. ▪ Provide opportunities for perspective taking when drawing, building, and creating, including some models. ▪ Use map making and symbol drawing sequences (story pictures) as a means of extending child’s thinking and perspective taking. ▪ Engage child in playing with the sounds and meanings of words for expressing humor (e.g. offer and respond to riddles and jokes such as knock-knock jokes). ▪ Provide structured activities for making up songs, dances, and poetry. ▪ Bring artists to the classroom for performances that include child participation. ▪ Offer field trips to museums, galleries, and concerts. ▪ Offer literature rich activities throughout the curriculum. ▪ Offer plenty of hands-on building and manipulation activities to represent number and number concepts, measurement, and geometry.