

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](#)

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[60 Months through Kindergarten](#)

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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.

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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?"

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16 to 38 Months	Use goal-oriented exploration with novel objects and situations, and familiar people.	<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.

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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?").

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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.

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<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.