

## ***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

**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			
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"> <li>▪ Examines a face, toy, or rattle for a brief period of time.</li> <li>▪ Attends to and holds the attention of caregivers (smiles, babbles, sustains eye-contact).</li> <li>▪ Focuses on a face or object from a wide variety of stimuli (watches own face in a mirror, stares at a rattle).</li> <li>▪ Sustains attention towards objects or people by reaching for, grasping, or gazing at them.</li> <li>▪ Repeats simple motions or activities (swat at a mobile, consistently reaches for objects).</li> <li>▪ Reaches for or moves body to resolve a frustration or challenge.</li> <li>▪ Regulates attention for increasing amounts of time with caregiver support.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Encourage child to explore your face naming body parts.</li> <li>▪ Play repetitious games with child ("So Big," or other games from the family's culture).</li> <li>▪ Respond and play with child during the course of everyday routines and free time.</li> <li>▪ Provide space and times where child can play without interruptions.</li> <li>▪ Respond to baby's cue for stimulation (smile, talk, touch the child) and for the child's cues for limiting stimulation.</li> <li>▪ 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").</li> </ul>

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

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16 to 38 Months	Maintains attention to and extends favorite activities by repeating them.	<ul style="list-style-type: none"> <li>▪ 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).</li> <li>▪ Persists in the face of difficulty for a brief time, typically expressing verbal frustration.</li> <li>▪ Sometimes seeks and accepts assistance to complete challenging tasks.</li> <li>▪ Completes simple projects (e.g. three-to-five piece puzzles, stacks blocks, paints on paper and declares it done).</li> <li>▪ Insists on some choices (e.g. what to wear, where food goes on the plate, or when to put on shoes).</li> <li>▪ Listens and participates in story time (turning pages of book or using hand motions, such as claps).</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Provide uninterrupted time for child to engage in sustained activities.</li> <li>▪ Respond to child's requests for assistance.</li> <li>▪ Limit environmental distractions to help child sustain attention to activities (turn television off while child plays in room).</li> <li>▪ Talk with child about activities using open-ended questions and comments (e.g. "How did you do that?" "I wonder what will happen if...").</li> <li>▪ Carry out both familiar and new tasks with child and describe what you both are doing, step-by-step.</li> <li>▪ 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).</li> <li>▪ Help child feel safe and capable of trying something new or taking reasonable risks in all kinds of activities throughout the day.</li> <li>▪ 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.</li> </ul>

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

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

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