

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

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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
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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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.

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<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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<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.

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<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.

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<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.).