

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. |