

IDAHO EARLY LEARNING EGUIDELINES

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT

SUB-DOMAIN: LEARNING APPROACHES

- Goal 1: Children show curiosity and interest in learning and experimenting.
- Goal 2: Children generate/create new ideas, approaches, and activities in daily routines.
- Goal 3: Children are confident to initiate and complete activities using a variety of approaches.
- Goal 4: Children demonstrate persistence and sustain attention when faced with challenges or frustration.
- Goal 5: Children develop and carry out plans.
- Goal 6: Children change or adapt thought processes, applying previously learned concepts and skills to new situations.
- Goal 7: Children interact, understand, and view the world influenced by temperament.

SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES

- Goal 8: Children demonstrate awareness of cause and effect relationships.
- Goal 9: Children use prior relationships, experiences, and knowledge to build foundational memory.
- Goal 10: Children imitate behaviors that they have observed.
- Goal 11: Children find multiple solutions to questions, tasks, problems, and challenges, including trial and error.
- Goal 12: Children use conjecture, hypothesizing, and guessing.
- Goal 13: Children build knowledge using comparison, contrasts, examination, and evaluation.
- Goal 14: Children participate in exploratory play.
- Goal 15: Children participate in pretend or symbolic play.
- 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: 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>16 to 38 Months</p>	<p>Deliberately explores and experiments with people and objects.</p>	<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.

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
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.

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
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.

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
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****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>16 to 38 Months</p>	<p>With assistance, uses multiple steps and strategies to plan for and persist in activities.</p>	<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.

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."). ▪ Relates an experience today to one that happened in 	<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.

		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 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 no apparent reason). 	<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

			<p>new activities and situations.</p> <ul style="list-style-type: none">▪ 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: 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>16 to 38 Months</p>	<p>Explores cause and effect with people, objects, and settings.</p>	<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****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>16 to 38 Months</p>	<p>Uses past experiences to apply sequential memory and control impulses.</p>	<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-seek 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****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****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 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/CRITICAL AND ANALYTIC THINKING

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

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>16 to 38 Months</p>	<p>Observes and reacts to similarities and differences in people, places, and situations.</p>	<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****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 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 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.