

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 |
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| <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 |

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| | | | <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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