

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
36 to 60 Months	Experiments with and uses words to describe simple causal relationships.	<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.