

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
6 to 18 Months	Sustains play with objects. Use trial and error experimentation.	<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.