

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>6 to 18 Months</p>	<p>Explores familiar people, objects, places, and situations with temperament style prominent as the child expresses emotion, focuses attention, and adapts to changes.</p>	<ul style="list-style-type: none"> ▪ Needs adult support to self-regulate (e.g. soothing routine to go to sleep, predictable setting or music). ▪ Engages in, and briefly sustains play in an activity. ▪ Can be distracted from an activity. ▪ Emotions are usually expressed consistent with temperamental characteristics. ▪ Temperamentally characteristic responses show in give and take with others. ▪ Engages with others in trusting relationships (e.g. parents, relatives, child care providers). ▪ Shows decreasing dependence (e.g. desires to put on own coat, wants to pour milk for himself, refuses to ride in the stroller). ▪ Visually and vocally checks in with caregiver; exhibiting social referencing. ▪ Uses self-calming strategies including seeking trusted adult, and/or favorite object for coping. 	<ul style="list-style-type: none"> ▪ Provide a variety of sensory experiences with a reassuring tone. ▪ Observe and reflect on child's temperament to best support the child's development. ▪ Be aware of your own approaches to learning and living in terms of your temperament (e.g. ask yourself if you are generally calm, easy, flexible, excitable, active, feisty, cautious, or slow to warm). Provide physical and emotional safety for child. ▪ Support child by mediating stressful situations through warmth and nurturing as child ventures, including new experiences. ▪ Model consistent and loving care giving responses to support the relationship. ▪ Have enough equipment to satisfy children's specific temperament and needs (e.g. some children need more time to accept unfamiliar things or people, or are more distressed by someone taking a toy away). ▪ Anticipate children's reactions to unfamiliar situations, materials, and toys. ▪ Offer unfamiliar food repeatedly so children can adapt to different colors, textures, and tastes. ▪ Offer choices to older babies to help them aim toward some self-regulation (e.g. "Do you want to eat the peas first, or the corn?" "Should we read the blue book first or the green book?").