

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
60 Months through Kindergarten	Begins to recognize own ways of creating ideas and solving problems.	<ul style="list-style-type: none"> <li>▪ Engages in activities and solves problems cooperatively.</li> <li>▪ Uses a variety of methods to express thoughts and ideas (discussions, art, or drama).</li> <li>▪ Uses long-term memory to explain meaningful events and interesting ideas.</li> <li>▪ Holds several ideas in mind as a solution for a problem is evolving.</li> <li>▪ Recognizes others' feelings and begins to consider them in problem solving.</li> <li>▪ Use hypothesis testing (e.g. if, then thinking), linking past learning to predict outcomes.</li> <li>▪ Constructs viable arguments and critiques the reasoning of others.</li> <li>▪ Attempts to solve problems on their own.</li> <li>▪ Chooses activities.</li> <li>▪ Follows through to complete chosen activities, even when adjustments are necessary to complete the activity.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide many and varied toys and activities for children to play within groups and on their own.</li> <li>▪ Make materials accessible for self-sufficiency, free choice, and self-expression.</li> <li>▪ Schedule blocks of time that are long enough for children to engage in meaningful play.</li> <li>▪ Help children talk with each other and with their families about what they see, hear, and do.</li> <li>▪ Provide opportunities to recall past experiences in planning new activities and setting goals.</li> <li>▪ When planning schedules and activities, build in time for children to talk about and document what they are thinking about and learning.</li> <li>▪ Revisit completed activities with groups of children and individual children for critiquing and evaluation, and discussing next steps.</li> <li>▪ Ask open-ended questions to encourage reflection.</li> <li>▪ Help child recognize emotions in their peers and talk through conflicts.</li> <li>▪ Provide opportunities to engage in group activities that offer hypothesis building and testing (e.g. planting and tending a garden, making bread, combining liquids, blending colors, reading chapter books, or predicting how many blocks will it take to build a tower as tall as the table top).</li> <li>▪ Expose child to different cultural traditions.</li> <li>▪ Use varying strategies to help children understand other's motives and intentions, and match those strategies to each child's individual skill level, including those who have special learning needs.</li> </ul>