

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
60 Months through Kindergarten	Develops strategies to match own emotions and personal style when needed to approach exploration, interact with others, and solve problems.	<ul style="list-style-type: none"> <li>▪ Begins to know there are a variety of expressions and reactions to shared experiences.</li> <li>▪ Usually recovers from strong emotions with limited support from adults.</li> <li>▪ Interprets and identifies emotional cues from others.</li> <li>▪ Shows an awareness that others have beliefs and opinions that are different from their own.</li> <li>▪ Begins to self- identify some personal traits ("I run fast!" "I try new stuff!" "Don't hurry me!").</li> <li>▪ Expresses likes and dislikes.</li> <li>▪ Expresses opinions about situations or objects.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognize child's increasing level of complexity in emotional expressions and processing.</li> <li>▪ 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).</li> <li>▪ Support each child's individual temperament traits, as the child encounters stressful situations, prompting the children to reflect upon and interpret their distress.</li> <li>▪ Mediate conflict arising from misread cues and emotional states (e.g. "Look at his face. How do you think he's feeling?" "Do you remember when you felt...?" "What can you do when this happens?").</li> <li>▪ Provide opportunities to safely share differing beliefs and opinions.</li> <li>▪ Provide opportunities for children to assist each other during times of emotional stress (e.g. Have children talk about how they felt during situations and help them relate those situations and feelings to current problems and/or issues.)</li> <li>▪ Assure that each child has access to many and varied experiences.</li> <li>▪ Support individual differences in children as they try new activities and situations.</li> <li>▪ Support and clarify imaginative play roles that support children with different temperaments (e.g. "instigator," "group joiner," and "watchful").</li> </ul>