

IDAHO EARLY LEARNING EGUIDELINES

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT

SUB-DOMAIN: LEARNING APPROACHES

- Goal 1: Children show curiosity and interest in learning and experimenting.
- Goal 2: Children generate/create new ideas, approaches, and activities in daily routines.
- Goal 3: Children are confident to initiate and complete activities using a variety of approaches.
- Goal 4: Children demonstrate persistence and sustain attention when faced with challenges or frustration.
- Goal 5: Children develop and carry out plans.
- Goal 6: Children change or adapt thought processes, applying previously learned concepts and skills to new situations.
- Goal 7: Children interact, understand, and view the world influenced by temperament.

SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES

- Goal 8: Children demonstrate awareness of cause and effect relationships.
- Goal 9: Children use prior relationships, experiences, and knowledge to build foundational memory.
- Goal 10: Children imitate behaviors that they have observed.
- Goal 11: Children find multiple solutions to questions, tasks, problems, and challenges, including trial and error.
- Goal 12: Children use conjecture, hypothesizing, and guessing.
- Goal 13: Children build knowledge using comparison, contrasts, examination, and evaluation.
- Goal 14: Children participate in exploratory play.
- Goal 15: Children participate in pretend or symbolic play.
- Goal 16: Children represent experiences and thought through symbolic representation including play, movement, arts, numeracy, and literacy.

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT			
SUB-DOMAIN: LEARNING APPROACHES			
CURIOSITY, MOTIVATION, EXPLORATION, AND EXPERIMENTATION			
GOAL 1: CHILDREN SHOW CURIOSITY AND INTEREST IN LEARNING AND EXPERIMENTING.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Seeks, initiates, and responds to interactions with people and objects.	<ul style="list-style-type: none"> ▪ Reacts to new voices or sounds by turning in the direction of sound, becoming more quiet or active, or changing facial expressions. ▪ Looks and follows slow moving objects. ▪ Shows interest in people by kicking legs, smiling, reaching, and looking at the person. ▪ Shows interest in patterns and shapes. ▪ Responds to familiar things or sounds. ▪ Gazes toward and or reaches for toys that are visible but out of reach. 	<ul style="list-style-type: none"> ▪ Hold the baby facing you to encourage exploration of the human face, emotions, communication, and interactions. ▪ Create a safe, secure, and attractive environment for children to explore toys, books, and people. ▪ Use both facial expressions and words to initiate play with the child during the course of everyday routines (diaper changing, bathing). ▪ Observe child to understand unique temperament, learning styles, and ways of showing curiosity. ▪ Introduce child to new people, places, objects, and experiences. ▪ Offer a variety of positions from which a child can explore (e.g. tummy, back, sitting upright, propped on side, or laying on the floor, sitting on a lap, or sitting in a baby chair). ▪ In group child care settings with multiple staff, establish a primary caregiver to create a trusting relationship from which the child can explore. ▪ Provide child with toys and materials with bold designs and contrasting colors. ▪ Show child mobiles with complex patterns. ▪ Encourage child to track movement of slow moving toy. ▪ Offer toys and activities where the child gets a definite, focused response to interactions.

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT**SUB-DOMAIN: LEARNING APPROACHES****CREATIVITY AND INVENTIVENESS****GOAL 2: CHILDREN GENERATE/CREATE NEW IDEAS, APPROACHES, AND ACTIVITIES IN DAILY ROUTINES.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Actively explores self and immediate surroundings.	<ul style="list-style-type: none"> ▪ Turns toward, and responds to familiar voices and/or unfamiliar sounds. ▪ Calms to mother's smell. ▪ Physically searches for nipple using touch and smell. ▪ Inspects own hands and feet, visually and by mouthing. ▪ Grasps items reflexively and mouths them, then later grasps purposefully to shake, bang, drop, and throw objects. ▪ Cries, coos, and makes single syllable sounds specific to certain activities. ▪ Startles easily around sounds, smells, textures. 	<ul style="list-style-type: none"> ▪ Offer sensory play daily with baby, including sound and touch. Play with baby every day. ▪ Provide toys and experiences with colors, size, textures, sounds, shapes, and smells. ▪ Change materials, toys, and objects in baby's environment regularly. ▪ Use every day routines for baby's creativity and exploration (e.g. when feeding a baby let them touch the food while describing what they might be feeling, or during diapering, telling a child, "This wipe will feel cold.>"). ▪ Describe what the baby is experiencing (e.g. "That ball feels squishy." "Hear that drum go boom, boom, boom." "You found your hands.>").

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT			
SUB-DOMAIN: LEARNING APPROACHES			
CONFIDENCE AND INITIATIVE			
GOAL 3: CHILDREN ARE CONFIDENT TO INITIATE AND COMPLETE ACTIVITIES USING A VARIETY OF APPROACHES.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Engages in interactions with people and explores people and objects around them.	<ul style="list-style-type: none"> ▪ Examines a face, toy, or rattle for a brief period of time. ▪ Anticipates feeding routine when caregiver brings bottle or mother starts to offer breast. ▪ Holds the attention of caregivers (smiles, babbles, sustains eye-contact). ▪ Directs attention towards objects by reaching, grasping, or staring at them. ▪ Repeats simple motions or activities (swats at a mobile, consistently reaches for objects). ▪ Makes attempts to get attention of adults and children. ▪ Begins to prefer familiar people. 	<ul style="list-style-type: none"> ▪ Seek and sustain eye contact with the infant. Looking away and back as the infant cues interaction. ▪ Mimic the infant's sounds back to them. Respond to child's actions, and play with child during every day routines and free time. ▪ Follow child's cues and/or choices in daily activities. ▪ Position child for activities for simple exploration on back and tummy, with supervision. ▪ Use routines where you talk and use gestures to child. ▪ Explain what will happen next. ▪ Provide opportunities for baby to watch others by placing the child close to activities.

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT			
SUB-DOMAIN: LEARNING APPROACHES			
PERSISTENCE AND ATTENTIVENESS (MASTERY, MOTIVATION, CONCENTRATION)			
GOAL 4: CHILDREN DEMONSTRATE PERSISTENCE AND SUSTAIN ATTENTION WHEN FACED WITH CHALLENGES OR FRUSTRATION.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Briefly sustains attention to caregiver's actions and objects in the environment.	<ul style="list-style-type: none"> ▪ Examines a face, toy, or rattle for a brief period of time. ▪ Attends to and holds the attention of caregivers (smiles, babbles, sustains eye-contact). ▪ Focuses on a face or object from a wide variety of stimuli (watches own face in a mirror, stares at a rattle). ▪ Sustains attention towards objects or people by reaching for, grasping, or gazing at them. ▪ Repeats simple motions or activities (swat at a mobile, consistently reaches for objects). ▪ Reaches for or moves body to resolve a frustration or challenge. ▪ Regulates attention for increasing amounts of time with caregiver support. 	<ul style="list-style-type: none"> ▪ Encourage child to explore your face naming body parts. ▪ Play repetitious games with child ("So Big," or other games from the family's culture). ▪ Respond and play with child during the course of everyday routines and free time. ▪ Provide space and times where child can play without interruptions. ▪ Respond to baby's cue for stimulation (smile, talk, touch the child) and for the child's cues for limiting stimulation. ▪ Imitate the child's actions, and repeat the action with the child (e.g. the child opens her mouth, you open your mouth; the child says, "Ba" and you say, "Ba").

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT**SUB-DOMAIN: LEARNING APPROACHES****PERSISTENCE AND ATTENTIVENESS (MASTERY, MOTIVATION, CONCENTRATION/ATTENTION, CONTROL)****GOAL 5: CHILDREN DEVELOP AND CARRY OUT PLANS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Responds to pleasurable experiences and repeats actions that stimulate pleasure.	<ul style="list-style-type: none"> ▪ Maintains interest in facial expressions and people (laughing, talking, crying). ▪ Indicates needs with distinctive cries and sounds. ▪ Calms when needs are met. ▪ Seeks out and acquires desirable objects within reach (reaches for or touches breast or bottle when offered). ▪ Wiggles, rolls, or crawls to get to a desired visible object. ▪ Shows interest in objects presented to them by kicking, swatting, reaching, cooing, or increased breathing. 	<ul style="list-style-type: none"> ▪ Provide opportunities for baby to see others' faces directly. ▪ Respond to baby's attempt to reach and play with objects. ▪ Watch for and respond to baby's initial cues as transitions occur (e.g. searching for nipple at feeding time, rubbing ear when sleepy, kicking vigorously when clothes are changed). ▪ Provide a variety of safe toys within baby's reach to help them explore. ▪ Play with baby while they show interest in objects (describe the object and their actions and your own actions). ▪ Talk joyfully, gently, softly, gleefully to baby; sing songs and rhymes.

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
<p>Birth through 8 Months</p>	<p>Self regulates around eating, sleeping, and sensory exploration.</p>	<ul style="list-style-type: none"> ▪ Settles into simple routines for sleep, feeding, and being alert. ▪ Picks out nuances of visual and vocal cues. Turns head or makes noise when baby sees bottle or breast. ▪ Repeats simple motions or activities (mouths objects, bangs things). ▪ Anticipates and responds to visual and verbal transition cues such as clean diaper, bath, and car seat. ▪ Tracks people and objects by moving head. ▪ Looks where interesting object was seen or heard, after it disappears. ▪ Notices objects and people who move out of sight and return. ▪ Behaves in a consistent way to elicit desired response (kicks a mobile). ▪ Watches caregiver’s actions and expressions. 	<ul style="list-style-type: none"> ▪ Use responsive caregiving in simple routines, using baby’s cues for feeding, sleeping, and daily activities. ▪ Gain baby’s attention with sounds, movement, and gazing at each other. ▪ Play in response to baby’s cues of interest and disinterest. ▪ Sooth crying baby to help them learn to settle and self sooth. ▪ Take a baby massage class to learn how to help baby relax. ▪ Incorporate baby’s body into songs and rhymes (lifting legs up and down with marching rhymes or playing “Pat-a-Cake”). ▪ Take baby outside and point out nature’s color, beauty, smells, and sounds. ▪ Talk softly to the child while feeding and describe the results of the child’s eating (e.g. “That milk feels warm on your tummy.” “You were hungry.” “You are slowing down; you must be getting full.”). ▪ Incorporate verbal and physical cues into everyday routines (e.g. “Here is your bed. You sleep here.” “Let’s lift your legs up so we can get your diaper on.” “You cried a bit because you were ready for some food, and here it is.”). ▪ Respond to baby’s cues of interest or concern (e.g. baby turns head toward the sound of water running; show the

			<p>baby the faucet and turn the water on and then off saying, "on," then "off").</p> <ul style="list-style-type: none"> ▪ Use sensory activities to respond to and stimulate the baby's interest (e.g. help baby feel the softness of a washcloth and the warmth of the water as you wash the baby's face).
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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
Birth through 8 Months	<p>Expresses temperamental indicators of intensity, persistence, sensitivity, adaptability, activity level, approaches to newness, mood, and distractibility.</p>	<ul style="list-style-type: none"> ▪ Newborn has unregulated and characteristic temperamental reactions to their environment (e.g. displays sensory reactivity to taste, sounds, touch, and sights). ▪ Responds to sensory stimuli such as loud noises, lights, spaces, touch, and texture with varying degrees of intensity. ▪ Develops sleeping, feeding, and waking cycles. ▪ Seeks comfort with family members/familiar others, and begins to modulate responses with them. ▪ Begins to develop coping skills to help self-regulate, with caregivers support (e.g. verbalizes, cries, moves body, sighs). 	<ul style="list-style-type: none"> ▪ Recognize and respond to each child's individual temperaments and needs. ▪ Be responsive and nurturing to child's needs rather than following a strict schedule. ▪ Be aware of your own temperament characteristics (calm, easy, flexible, excitable, active, feisty, cautious, and slow to warm). ▪ Nurture child's ability to focus attention being mindful of child's persistence, sensitivity, intensity, and approaches to newness (e.g. visual tracking of mobiles, toys, faces). ▪ Observe and respond to child's unique cues, especially during transitions in routines and settings. ▪ Plan for and adjust sensory environment in response to the child's sensory reactions (e.g. amount of physical closeness, sounds, and textures). ▪ Support child and mediate for them in stressful situations (e.g. unfamiliar person or setting).

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
Birth through 8 Months	Increasingly aware of self, primary caregivers, and objects.	<ul style="list-style-type: none"> ▪ Sustains interactions with caregiver. ▪ Looks for or orients toward a sound or stimulating object. ▪ Uses sounds, gestures, and movements to impact the environment and interactions. ▪ Acts on an object to make a pleasing sight, sound, or motion (e.g. kicks or swats mobile, bats object to hear sound). ▪ Looks to caregiver for support. 	<ul style="list-style-type: none"> ▪ Provide a safe and stimulating environment for baby to explore. ▪ Provide opportunities for baby to see objects and people move out of sight and return. ▪ Provide baby with consistent responses, environments, and routines. ▪ Play turn-taking games with baby (Peek-a-Boo). ▪ Provide opportunities for baby to experience cause and effect (e.g. baby pulls blanket to uncover toy, drops objects, and shakes toy to make a noise). ▪ Sing songs and move baby's hands and feet gently in rhythm to the song. ▪ Offer water play with floating items.

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT			
SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES			
CONCEPT FORMATION/MEMORY			
GOAL 9: CHILDREN USE PRIOR RELATIONSHIPS, EXPERIENCES, AND KNOWLEDGE TO BUILD FOUNDATIONAL MEMORY.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Begins to anticipate routines through interactions with people and objects.	<ul style="list-style-type: none"> ▪ Tracks people and objects as an adult or object moves. ▪ Turns to familiar adult's voice. ▪ Prefers familiar adults to strangers. ▪ Anticipates familiar events or routines (e.g. changing pad means a diaper change, cradled near breast means feeding, appearance of bottle means food). ▪ Smiles and wiggles to engage and respond to family members. ▪ Develops consistent behaviors to elicit a response (kicks a mobile). ▪ Shows surprise and engagement in games such as Peek-a-Boo, holding and examining objects, or pushing and pulling objects. 	<ul style="list-style-type: none"> ▪ In child care settings, provide a primary attachment adult for each child. ▪ Interact with child in consistent and predictable ways. ▪ Provide child with toys and objects that respond to child's actions (e.g. makes a sound when shaken, moves or changes when touched). ▪ In routines and novel settings, talk to child about what is happening. ▪ Consistently respond with words and/or touches when child cries. ▪ Provide a variety of objects that address all the senses and become familiar to the child in both home and child care settings (e.g. textures, odors, tastes, visual stimuli, and auditory stimuli). ▪ Repeat games and activities that interest and stimulate child such as Peek-a-Boo, or singing a favorite song as a diaper is changed. ▪ Watch for baby's cues and initiation for interaction with people and objects.

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT			
SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES			
IMITATION			
GOAL 10: CHILDREN IMITATE BEHAVIORS THAT THEY HAVE OBSERVED.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Initiates, sustains, and replicates brief interactions and expressions.	<ul style="list-style-type: none"> ▪ Looks at objects and faces. ▪ Responds to adult facial expressions with same expression (sticking out tongue, pursing lips). ▪ Mimics sounds. ▪ Stares, smiles at, or shows concern or puzzlement to a caregiver. ▪ Wiggles, kicks, increases rate of breathing in response to observation. ▪ Babbles in tandem with caregiver's sounds. ▪ Imitates other's action or expression and looks to that person for next cue. 	<ul style="list-style-type: none"> ▪ Spend time holding and gazing at the child, responding to baby's cues for sustained action. ▪ Recognize child's cues and need to self-regulate or disengage from activity (e.g. child closes eyes, looks away or gets fussy). ▪ Initiate and respond in reciprocal interactions. ▪ Describe what the child is doing to the child. ▪ Exaggerate facial expressions. ▪ Hold facial expressions for a sustained time as you engage the baby.

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT			
SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES			
REASONING AND LOGIC/ PROBLEM SOLVING			
GOAL 11: CHILDREN FIND MULTIPLE SOLUTIONS TO QUESTIONS, TASKS, PROBLEMS, AND CHALLENGES, INCLUDING TRIAL AND ERROR.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Use senses to explore environment and relationships.	<ul style="list-style-type: none"> ▪ When upset or stimulated, responds to caregiver's voice. ▪ Adjusts to variety of tastes and tactile stimuli for eating. ▪ Reaches for a toy or object. ▪ Seeks assistance from caregiver using vocalizations, facial expressions, or gestures. 	<ul style="list-style-type: none"> ▪ Respond to child's signals for assistance. ▪ Provide varying textures, tastes, and sounds to engage child. ▪ Provide consistency during routines (changing, feeding, and napping). ▪ Offer many opportunities for play around looking, hearing, tasting, touching, and smelling. ▪ Give baby time and repetition to incorporate and make sense of sensory experiences.

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT**SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES****REASONING AND LOGIC/ PROBLEM SOLVING****GOAL 12: CHILDREN USE CONJECTURE, HYPOTHESIZING, AND GUESSING.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Use all senses to explore environment and relationships.	<ul style="list-style-type: none"> ▪ Displays curiosity using senses (vision, hearing, taste, touch, smell). ▪ Looks for or orients toward sights and sounds. ▪ Uses fingers, sounds, and caregiver touch for soothing. ▪ Uses sounds, gestures, and movements to impact the environment and interactions. ▪ Looks at and listens to novel objects and sounds. 	<ul style="list-style-type: none"> ▪ Respond to child's signals for assistance. ▪ Provide a variety of materials with sensory character to engage a child (a mobile, an infant gym, or rattles). ▪ Use routines to develop an individual rapport with each child to best read and respond to their individual cues. ▪ Both initiate play and follow the child's lead when playing together. ▪ Closely supervise babies as they play with sensory-related toys and maintain the toys so they are within the child's reach. If the toys have associated sounds, be sure the sound is working. ▪ Rearrange and redirect toys that become frustrating or out of reach of the baby.

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT			
SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES			
REASONING AND LOGIC/CRITICAL AND ANALYTIC THINKING			
GOAL 13: CHILDREN BUILD KNOWLEDGE USING COMPARISON, CONTRASTS, EXAMINATION, AND EVALUATION.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Responds to and initiates actions with people and objects.	<ul style="list-style-type: none"> ▪ Sustains gaze or tracks object. ▪ Notices changes to familiar places and people. ▪ Imitates actions, gestures, and sounds. ▪ Watches own body parts, their movement, and experiments with control of those movements. ▪ Reacts to novel and familiar activities and objects with sensory exploration (e.g. gazing, reaching toward, grasping, mouthing, or turning toward). ▪ Repeats previously successful actions such as shaking or patting objects to hear a noise or see a reaction to their action. 	<ul style="list-style-type: none"> ▪ Babies learn through stimulation of their senses. Plan so that you touch the child often, offer lots of visual stimulation, provide sounds such as singing, talking, music, and are attentive to everyday sounds in the environment such as birds singing, bells ringing, and phones ringing. ▪ Provide toys and objects of different textures that respond to the actions of the child (rattles, squeeze toys, cloth toys, and soft balls). ▪ Play games with child that support understanding of object permanence (Peek-a-Boo). ▪ Plan stimulating environments to promote interactions with people and things (e.g. floor time, one-on-one time with an adult, intentionally stimulating daily routines, and attention to novel sounds and sights). ▪ Respond to child's behavior in an interactive way. When child initiates through a gesture or verbalization, respond by reinforcing both verbally and through engagement. ▪ Provide experiences and materials for child to experiment with different textures, sounds, shapes, smells, and sights. ▪ Change toys regularly, offering novelty for stimulation and advancing skills. ▪ Describe comparisons during playful interactions (e.g. "You are holding the smooth block. Here's the nubby ball!").

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT**SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES****REPRESENTATIONAL THOUGHT AND PLAY****GOAL 14: CHILDREN PARTICIPATE IN EXPLORATORY PLAY.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Gains stability and balance among senses and uses those senses to evoke relaxation and calmness that supports exploration.	<ul style="list-style-type: none"> ▪ Gathers information through the senses (e.g. mouthing, grasping, reaching). ▪ Explores with more than one sense at a time (e.g. uses sight, touch, taste, and hearing to examine and explore a toy). ▪ Gazes at stimulating objects in the environment. ▪ Initiates familiar play scheme (banging objects, grabbing spoon). ▪ Uses and repeats action to cause change in what they see, hear, and feel. ▪ Reacts to other babies or reflection in mirror. ▪ Responds to music, shiny objects, and textures. ▪ Communicates sensory preferences. 	<ul style="list-style-type: none"> ▪ Consistently respond and create predictable routines so infant feels safe and secure to explore. ▪ Engage in playful interactions allowing baby to explore your face. ▪ Provide toys and experiences that appeal to all senses. ▪ Engage in reciprocal play such a Peek-a-Boo, hand clapping, stretching, and moving songs and games. ▪ Set up environment to stimulate movement and action in exploration (e.g. objects just beyond reach so child must roll, bat, or kick to cause noise or action). ▪ Describe what baby sees, hears, and does. ▪ Respond to child's cues as to likes and avoids (e.g. loud sounds, bright lights, pleasing sounds, comforting textures).

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT			
SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES			
REPRESENTATIONAL THOUGHT AND PLAY			
GOAL 15: CHILDREN PARTICIPATE IN PRETEND OR SYMBOLIC PLAY.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Sustains brief playful interactions with caregiver support.	<ul style="list-style-type: none"> ▪ Coordinates body and visual cues with caregiver. ▪ When stimulated, gazes at, away from, and back to caregiver in a reciprocal manner. ▪ Initiates interaction with adult using eye gaze, smiling, or verbalizations. ▪ Responds with interest to Peek-a-Boo and hand clapping. ▪ Plays with sounds while exploring a toy. ▪ Smiles, coos, and relaxes muscles in reciprocal play with caregiver. 	<ul style="list-style-type: none"> ▪ Engage baby in playful interactions (smiles, face-making, stroking), and respond to child's cues of stimulation and over-stimulation. ▪ Watch for child's signals of looking to engage in interactions. ▪ During care giving tasks, bring baby close and talk softly (feeding, diapering, face washing). ▪ Provide baby opportunities to see objects and people when interested and alert. ▪ Sing songs, say rhymes, look out the window, and show picture books while baby is alert and interested.

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT**SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES****REPRESENTATIONAL THOUGHT AND PLAY**

GOAL 16: CHILDREN REPRESENT EXPERIENCES AND THOUGHT THROUGH SYMBOLIC REPRESENTATION INCLUDING PLAY, MOVEMENT, ARTS, NUMERACY, AND LITERACY.

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Infants initiate and respond to sensory stimulation which is a neurological precursor to symbolic representation.	<ul style="list-style-type: none"> ▪ Varies intonation in their voices. ▪ Tracks objects and sounds that are stimulating. ▪ Responds to variations in temperature or taste of food, including breast milk. ▪ Initially responds reflexively to touch, and later responds to touch by intentionally reaching out, grasping, and resisting. 	<ul style="list-style-type: none"> ▪ Play Peek-a-Boo and games that engage and respond to a child. ▪ Provide pictures and books, and talk about simple features (baby's nose, the dog). ▪ Sing and move with baby. ▪ Give animal or other sounds when baby sees animals in a book, picture, or nature.