

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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