

IDAHO EARLY LEARNING EGUIDELINES

GOAL 3: CHILDREN ARE CONFIDENT TO INITIATE AND COMPLETE ACTIVITIES USING A VARIETY OF APPROACHES.

Domain 1: Approaches to Learning and Cognitive Development
Sub-Domain: Learning Approaches

[Birth through 8 Months](#)

[6 to 18 Months](#)

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[60 Months through Kindergarten](#)

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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.

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>6 to 18 Months</p>	<p>Seeks out sustained, pleasurable activities with familiar people, objects, and activities.</p>	<ul style="list-style-type: none"> ▪ Remembers where favorite items are stored. ▪ Focuses on the reader or storyteller for brief periods of time. ▪ Tries different ways of doing things, including making sounds, moving, and getting attention. ▪ Shows willingness to try a new activity or a familiar activity in a new setting. ▪ Attempts to feed self in the culturally-defined manner. ▪ Actively explores new surroundings, sometimes with adult support. ▪ Selects a book, toy, or item from several options. ▪ Looks to their caregiver/parent for reassurance, then moves away from caregiver to try a new activity, or moves closer to caregiver if not reassured. ▪ Shows preferences and dislikes for activities, experiences, and interactions. 	<ul style="list-style-type: none"> ▪ Provide choices for child for toys, activities, and books. ▪ Provide opportunities for child to take reasonable and safe risks (stretch for an object beyond reach). ▪ Provide many opportunities for active exploration and doing. ▪ Discourage watching television or videos. ▪ Encourage child to try something new; a texture, taste, movement, or object. ▪ Make daily routines pleasurable for the child (e.g. when diapering, offer steps up to the diapering table, talk with the baby while diapering, take time for reciprocal "talking".) ▪ Reinforce new skills (e.g. "Yes, you put your arm in the sleeve."). ▪ Get on the child's physical level as you talk.

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16 to 38 Months	Uses a variety of strategies to initiate activities and seek out new experiences with familiar people, objects, and settings.	<ul style="list-style-type: none"> ▪ Initiates play with others. ▪ Responds with “no!” or “mine!” when someone takes a toy. ▪ Chooses one activity over another and pursues it for a brief period of time. ▪ Proposes an idea for how to spend time. ▪ Shows interest in wanting to take care of themselves (dressing). ▪ Initiates activities at caregivers’ or other child’s suggestions. ▪ Seeks and takes pleasure in both new and familiar skills and experiences. ▪ Shows willingness to try less familiar environments and situations; depending on temperament. ▪ Plays beside others, using similar materials, though not necessarily sharing the same toy. 	<ul style="list-style-type: none"> ▪ Provide time for child to engage in sustained activities; to be on “toddler time.” ▪ Respond to child’s requests for assistance. ▪ Limit environmental distractions to help child sustain attention to activities (turn television off while child plays in room). ▪ As a play time proceeds and the setting becomes littered with toys, blocks, and books, tidy up making a safe and inviting area for children to initiate play. ▪ Talk with children about their activities using open-ended questions (e.g. “How did you do that?” “Tell me more.”). ▪ Try new tasks with child and describe them. ▪ Provide and support child’s choices during daily activities (e.g. choosing a book, hat, cup, toy). ▪ Help child feel safe and capable of trying something new or taking reasonable risks in a variety of settings. ▪ Direct concerns about child’s behavior or development to a medical or developmental expert (in partnership with the family). ▪ Offer suggestions about how the child can play beside other children, as the child is learning to initiate such play.

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36 to 60 Months	Initiates and sustains interactions and activities with increasing independence.	<ul style="list-style-type: none"> ▪ Asks a peer to join in play. ▪ Joins a play activity already in progress, with assistance. ▪ Selects new activities during playtime (e.g. selects characters for dress up, tries a new scooter, or creates art with an unfamiliar medium). ▪ Offers to help with chores (e.g. sweeping sand from the floor, helping to clean up juice spills). ▪ Finds and uses materials to follow through on an idea (e.g. blocks for building a tower, blank paper and crayons for drawing about a story or experience). ▪ Makes decisions about activities and materials to work with from the selection offered. ▪ Plans time for completing activities. ▪ Shows completed projects to others, and explains what they did. 	<ul style="list-style-type: none"> ▪ Encourage child to pursue favorite activities. ▪ Demonstrate and explain to child that taking reasonable risks is acceptable. ▪ Facilitate play in groups. ▪ Offer props to extend play. ▪ Protect children’s projects and activities from other children’s interruptions and interference. ▪ Teach children about finding enough space to do their activity or project (e.g. build with the blocks away from the shelves, so others will not be stepping to get blocks where you are building). ▪ Modify group activities to ensure participation of each child, including those with special needs. ▪ Acknowledge when child initiates pro-social activities and point out the positive outcomes. ▪ Provide environments that create opportunities for child to initiate activities where failure is acceptable. ▪ Help children learn the meaning of beginning, middle, and ending, as they carry out projects. ▪ Recognize that child may not demonstrate and express initiative in the same way in all settings (e.g. may take initiative with peers but not in presence of adults; may try out a swing, but not when peers are close by). ▪ Create opportunities to “save” art, blocks, or process activities so child can return to them later. ▪ Offer opportunities to display work, including three-

			<p>dimensional structures.</p> <ul style="list-style-type: none">▪ Structure classroom environment so children select materials, work with them, and return materials to designated place.▪ Label containers and shelves with words and sentences that help children match items with words.
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60 Months through Kindergarten	Initiates, sustains, and completes play and activities based on personal and shared interests.	<ul style="list-style-type: none"> ▪ Chooses to work on a project because the activity is of personal interest. ▪ Invents projects and works on them with little assistance. ▪ Forms a plan for an activity and acts on it. ▪ Tells the difference between appropriate and inappropriate (or dangerous) risk-taking, with assistance. ▪ Chooses to leave a project and returns to it later for completion or elaboration. ▪ Participates in displaying a completed project. ▪ Joins peers in working on a project. 	<ul style="list-style-type: none"> ▪ Provide opportunities for children to set and pursue goals. ▪ Encourage children to follow through on own interests or projects, by helping them predict how much time the project might take. ▪ Create projects for children to work on over time (planting seeds and nurturing them to watch them grow, taking notes, and making drawings of changes). ▪ Provide opportunities for children to take on activities or responsibilities that last more than one day (e.g. making questions to ask on a field trip, going on the field trip, returning and writing about the trip). ▪ Provide adequate space, time, and support for children to complete increasingly complex games or tasks. ▪ Label classroom materials with written and picture signs to support choices and with putting away materials. ▪ Provide opportunities for children to work successfully together on complex projects. ▪ Offer assistance, if necessary, for children to join other children playing. ▪ Set up environments for children to play both independently, and with others. ▪ Offer time and places for children to talk with a variety of people (e.g. peers, elders, shopkeepers, community helpers, neighbors). ▪ Provide opportunities for children to form, design, and undertake activities and projects.

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<p>First, Second, and Third Grades</p>	<p>Sustains independent work and contributes to group efforts, applying social conventions and rules.</p>	<ul style="list-style-type: none"> ▪ Comments on self-competence or self confidence in social, physical, or cognitive situations. ▪ Compares self to others, including skills and abilities. ▪ Shows awareness of gender and cultural differences in perceived competence. ▪ Shows assertiveness toward rules and social conventions (older children can resolve conflicts between groups). ▪ Shares interests with peers, and displays mutual understanding of situations. ▪ Takes initiative in selecting activities. ▪ Takes initiative in choosing ways to solve problems. ▪ Sustains interest in and returns to creative projects over time. ▪ May insist or argue about “rules” or how things must be done. 	<ul style="list-style-type: none"> ▪ Provide opportunities to extend projects related to themes over a period of time. ▪ Provide opportunities for children to work on projects in groups. ▪ Be sensitive to children’s emerging ability to compare their competencies to others (social comparison), which can negatively influence their confidence. ▪ Involve children in resolving conflicts when they occur between individuals and groups. ▪ Respect cultural differences in the value placed on competition and cooperation. ▪ Help child see progress in personal growth and skill development, rather than focusing on group competition. ▪ Encourage children to solve their problems and acknowledge their efforts. ▪ Support conflict negotiation and help children see different points of view and resolve problems.