

IDAHO EARLY LEARNING EGUIDELINES

GOAL 7: CHILDREN INTERACT, UNDERSTAND, AND VIEW THE WORLD INFLUENCED BY TEMPERAMENT.

Domain 1: Approaches to Learning and Cognitive Development

Sub-Domain: Learning Approaches

[Birth through 8 Months](#)

[6 to 18 Months](#)

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[36 to 60 Months](#)

[60 Months through Kindergarten](#)

[First, Second, and Third Grades](#)

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	Expresses temperamental indicators of intensity, persistence, sensitivity, adaptability, activity level, approaches to newness, mood, and distractibility.	<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).

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>6 to 18 Months</p>	<p>Explores familiar people, objects, places, and situations with temperament style prominent as the child expresses emotion, focuses attention, and adapts to changes.</p>	<ul style="list-style-type: none"> ▪ Needs adult support to self-regulate (e.g. soothing routine to go to sleep, predictable setting or music). ▪ Engages in, and briefly sustains play in an activity. ▪ Can be distracted from an activity. ▪ Emotions are usually expressed consistent with temperamental characteristics. ▪ Temperamentally characteristic responses show in give and take with others. ▪ Engages with others in trusting relationships (e.g. parents, relatives, child care providers). ▪ Shows decreasing dependence (e.g. desires to put on own coat, wants to pour milk for himself, refuses to ride in the stroller). ▪ Visually and vocally checks in with caregiver; exhibiting social referencing. ▪ Uses self-calming strategies including seeking trusted adult, and/or favorite object for coping. 	<ul style="list-style-type: none"> ▪ Provide a variety of sensory experiences with a reassuring tone. ▪ Observe and reflect on child’s temperament to best support the child’s development. ▪ 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). Provide physical and emotional safety for child. ▪ Support child by mediating stressful situations through warmth and nurturing as child ventures, including new experiences. ▪ Model consistent and loving care giving responses to support the relationship. ▪ Have enough equipment to satisfy children’s specific temperament and needs (e.g. some children need more time to accept unfamiliar things or people, or are more distressed by someone taking a toy away). ▪ Anticipate children’s reactions to unfamiliar situations, materials, and toys. ▪ Offer unfamiliar food repeatedly so children can adapt to different colors, textures, and tastes. ▪ Offer choices to older babies to help them aim toward some self-regulation (e.g. “Do you want to eat the peas first, or the corn?” “Should we read the blue book first or the green book?”).

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<p>16 to 38 Months</p>	<p>Gains skills in focusing, regulating feelings and emotions, and reacting to people, situations, and objects.</p>	<ul style="list-style-type: none"> ▪ Shows self-expression and a full range of emotions. ▪ Has a rhythm with caregivers in daily routines. ▪ Sometime acts impulsively (e.g. may grab a desired toy from another child). ▪ Often complies with suggestions from others. ▪ Seeks information through observation. ▪ Uses active experiences to gain understanding. ▪ Copes with change when shifting attention is needed (e.g. can accept going inside from outdoor play). ▪ May be surprised by other children's reaction to an individual action (e.g. grabbing, shoving, and giving a toy). ▪ With effort and adult support, shows some self-control with people, situations, and things. ▪ Usually positively reacts to boundaries and change. ▪ Sometimes regulates strong emotional expression (tantrums, acting impulsively). ▪ Uses self-soothing techniques (e.g. rubs ear, looks to adult, holds blanket, or sucks thumb). ▪ Engages in "herd behavior" when in a group of children (e.g. group running and squealing, group suddenly gathers, group all point up at ceiling for 	<ul style="list-style-type: none"> ▪ Recognize and acknowledge child's learning, coping, and reactive characteristics. ▪ Observe the child's non-verbal cues, and listen to the child's point of view. ▪ Give children choices within boundaries (e.g. "Do you want the blue cup or the red one?"). ▪ Model appropriate behaviors and responses for transitions and routines. ▪ Know that one style of action does not work for all children. Use to match individual children's temperamental styles (e.g. easy/flexible; feisty/active; cautious/slow to warm). ▪ Explain what is happening and how it will happen (e.g. what comes next). ▪ Use routines to help children as they learn to control impulsive reactions. ▪ Model language, labels, feelings, thoughts, and experiences for child. ▪ Use turn-taking rather than sharing as a strategy so that children neither have to wait too long or are over-frustrated by not getting to play. ▪ Give suggestions to children about how to solve problems. ▪ Help children talk about their actions and emotions. ▪ Make sure each child has access to all experiences. ▪ Support individual differences in children as they try

		no apparent reason).	new activities and situations. ▪ Support and clarify imaginative play roles for children with different temperaments (e.g. "instigator," "group joiner," and "watchful").
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<p>36 to 60 Months</p>	<p>Adapts personal style to self-regulate behavior and explore a variety of social and physical settings.</p>	<ul style="list-style-type: none"> ▪ Begins to use personal strategies to control emotional responses (e.g. "When I'm really mad, I yell, not hit!"). ▪ Seeks shared experiences. ▪ Begins to see peers as impacting their actions and self-view. ▪ Begins to calm self from strong emotional situations, with support (e.g. walks away from conflict, seeks teacher, tries to problem solve). ▪ Observes, listens to, and responds to a friend or family members' ideas, likes, or dislikes. ▪ Uses a variety of strategies to cope with transitions, new experiences, and a wider range of people. ▪ Focuses attention on a project or game, sustaining the attention. 	<ul style="list-style-type: none"> ▪ Explain what is happening and how it will happen. Discuss "what comes next." ▪ Establish routines to help children as they learn to control impulsive reactions. ▪ Support child's learning to adapt by mediating stressful situations with each child's temperamental characteristics in mind. ▪ Model language, labels, feelings, thoughts, and experiences with the child. ▪ Anticipate and respond to child's individual temperament traits to support interactions and transitions. ▪ Make sure each child has access to all experiences. ▪ Support individual differences in children as they try new activities and situations. ▪ Support and clarify imaginative play roles that appeal to children with different temperaments (e.g. "instigator," "group joiner," or "watchful"). ▪ Provide activities that offer differing levels of focus and attention (e.g. magnifying glasses and microscopes; studying pictures for clues; or playing lotto games).

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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"> ▪ Begins to know there are a variety of expressions and reactions to shared experiences. ▪ Usually recovers from strong emotions with limited support from adults. ▪ Interprets and identifies emotional cues from others. ▪ Shows an awareness that others have beliefs and opinions that are different from their own. ▪ Begins to self- identify some personal traits (“I run fast!” “I try new stuff!” “Don’t hurry me!”). ▪ Expresses likes and dislikes. ▪ Expresses opinions about situations or objects. 	<ul style="list-style-type: none"> ▪ Recognize child’s increasing level of complexity in emotional expressions and processing. ▪ 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). ▪ Support each child’s individual temperament traits, as the child encounters stressful situations, prompting the children to reflect upon and interpret their distress. ▪ 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?”). ▪ Provide opportunities to safely share differing beliefs and opinions. ▪ 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.). ▪ Assure that each child has access to many and varied experiences. ▪ Support individual differences in children as they try new activities and situations. ▪ Support and clarify imaginative play roles that support children with different temperaments (e.g. “instigator,” “group joiner,” and “watchful”).

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<p>First, Second, and Third Grades</p>	<p>Modifies personal ways of creating ideas, solving problems, and managing situations to align with cultural and social expectations of the greater community.</p>	<ul style="list-style-type: none"> ▪ Is aware of other’s perspectives. ▪ Competently negotiates with others in diverse groups. ▪ Chooses compatible playmates. ▪ Is aware of other children’s temperament characteristics (e.g. “He gets mad easily.” “She likes people and laughs a lot.” “Brannon never gives up.”). ▪ Expresses likes and dislikes, and opinions to others. ▪ Recognizes the classroom as a community and demonstrates an increasing ability to work within the group as a whole. ▪ May try to please adults and peers. ▪ Makes and states rules, though may be more adept at making rules than following rules. 	<ul style="list-style-type: none"> ▪ Teach conflict resolution skills both before conflicts happen and as they happen. Recognize that some children need greater support for resolving conflict than others. ▪ Resist interrupting children as they work out conflicts and problems. Intervene when children run out of strategies to solve the issue. ▪ Provide support when needed, being sure to help children debrief and reflect on problem solving issues. ▪ Discuss differing perspectives and options for future problem solving. ▪ Provide reassurance and safety for child in stressful situations. ▪ Be responsive to each child’s individual approach to learning. ▪ Incorporate opportunities for community building into daily routine. Give children responsibilities during daily routine such as working together to stack chairs or put up art work, as well as in larger community efforts such as recycling or putting on a community play. ▪ Help children document ways they work together in the classroom and community. ▪ Assure that all children have a role in classroom activities. ▪ Support and clarify play roles with children’s different temperament characteristics as a guide (e.g. “instigator,” “group joiner,” or “watchful”). ▪ Support individual differences in children as they try new activities and situations.