Approaches to Learning

Motivation to Learn

Curiosity and Interest

1.1 Curiosity and Interest

Early (3 to 4½ years)

1. Express interest in some familiar and new objects, people, and activities in their immediate environment. Seek information by exploring with their senses, describing their observations, and asking simple questions. 1.1

Later (4 to 5½ years)

1. Express interest in a broader range of familiar and new objects, people, and activities by exploring more extensively with their senses, describing their observations in greater detail, and asking more detailed questions. 1.1

Initiative

1.2 Initiative

Early (3 to 4½ years)

2. Demonstrate initiative by starting activities (such as simple play scenarios), initiating social interactions (such as helping others), and seeking solutions to problems. 1.2

Later (4 to 5½ years)

2. Demonstrate initiative by starting activities (such as detailed and more complex play scenarios), initiating social interactions (such as helping others) more often, and seeking solutions to problems more persistently. 1.2

Engagement

1.3 Engagement

Early (3 to 4½ years)

3. Actively engage by focusing and concentrating on activities for brief periods of time with adult support. 1.3

Later (4 to 5½ years)

3. Actively engage by focusing and concentrating on activities for longer periods of time with less adult support. 1.3

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1.4 Persisting Despite Difficulties

Early (3 to 4½ years)

4. Demonstrate persistence, with adult support, when engaging in an activity despite encountering setbacks or boredom. Make an effort, with adult support, to cope with emotions that arise (for instance, frustration, sadness, anger, excitement), although may shift to another activity after a short while. 1.4

Later (4 to 5½ years)

4. Demonstrate persistence for longer periods of time when engaging in an activity despite encountering setbacks or boredom. More consistently cope with emotions that arise (for instance, frustration, anger, sadness, excitement) and can continue engaging in an activity with less adult support. 1.4

Executive Functioning

Working Memory

2.1 Working Memory

Early (3 to 4½ years)

1. Hold approximately one to two pieces of information in their mind for a short time and use the knowledge to guide behavior when performing tasks and engaging in play, with adult support. 2.1

Later (4 to 5½ years)

1. Hold approximately two to three pieces of information in their mind for longer periods of time and use the knowledge to guide behavior when engaging in multistep tasks and more complex play, with less adult support. 2.1

Inhibitory Control

2.2 Managing Impulsive Behaviors

Early (3 to 4½ years)

2. Demonstrate emerging ability to manage habitual reactions (habits that are not useful in a particular context), impulsive behaviors (acting on a whim), and delaying gratification (resisting temptation for an instant reward) with adult support. 2.2

Later (4 to 5½ years)

2. Manage habitual reactions (habits that are not useful in a particular context), impulsive behaviors (acting on a whim), and delaying gratification (resisting temptation for an instant reward) with less adult support. 2.2

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2.3 Managing Attention and Distractions

Early (3 to 4½ years)

3. Demonstrate an emerging ability to ignore distractions and interruptions during independent or group activities; however, often need adult support to manage attention when distracted or interrupted. 2.3

Later (4 to 5½ years)

3. Demonstrate an emerging ability to ignore distractions and interruptions during independent or group activities with less adult support. 2.3

Flexibility

2.4 Flexibility

Early (3 to 4½ years)

4. Demonstrate emerging ability to shift behavior and think about things in a new way, with adult support. 2.4

Later (4 to 5½ years)

4. More consistently shift behavior and think about things in a new way, with less adult support. 2.4

Goal-Directed Learning

Problem-Solving

3.1 Planning

Early (3 to 4½ years)

1. Demonstrate emerging ability to set and carry out simple goals (for example, one- to two-step plans and goals), with adult support. 3.1

Later (4 to 5½ years)

1. Demonstrate ability to set and carry out more complex plans (for example, two- to three-step plans and goals), with less adult support. 3.1

3.2 Reflecting and Analyzing

Early (3 to 4½ years)

2. Make attempts to adjust a problem-solving approach or strategy by reflecting on and analyzing their current approach, with adult support. 3.2

Later (4 to 5½ years)

2. Make attempts to adjust a problem-solving approach or strategy by reflecting on and analyzing their current approach, with less adult support. 3.2

Collaborative Effort

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3.3 Problem-Solving Together

Early (3 to 4½ years)

3. Collaborate with peers in problem-solving during play and learning activities, sometimes for a short period of time and sometimes longer. 3.3

Later (4 to 5½ years)

3. Engage in extended collaborative problem-solving during play and learning activities. Communicate with peers about how to solve a problem and help peers when needed. 3.3

3.4 Understanding Others

Early (3 to 4½ years)

4. Notice, with adult support, that others have different approaches and preferences, although often have difficulty accepting others' approaches or preferences. 3.4

Later (4 to 5½ years)

4. Demonstrate understanding and explain that others can have different approaches and preferences and more consistently accept others' approaches and preferences, with less adult support. 3.4