Cognition

Early learning experiences will support children to develop effective approaches to learning.

1 Curiosity and Initiative

1. Use senses to explore immediate environment C.6.1
2. Seek familiar people and/or objects that are not there C.12.1
3. Use senses to actively investigate and explore the effects of new actions on objects C.18.1
4. Explore objects, activities and environments C.24.1
5. Ask questions and seek answers from a variety of sources C.36.1
6. Explore and investigate a variety of experiences and topics using different materials C.48.1
7. Investigate ways to make something happen C.60.1

2 Engagement with Environment, People and Objects

1. Orient to source of sound or movement and vocalize in response to sights and sounds in the immediate environment C.6.2
2. Show interest in a wider variety of sights and sounds with greater purpose, often in shared experiences with adults C.12.2
3. Focus attention on interesting sights or sounds, often in shared experiences with adults C.18.2
4. Engage in interactions and self-selected activities for increasing lengths of time C.24.2
5. Maintain interest in self-selected activities and may seek to engage others or ask questions C.36.2
6. Maintain interest in exploring specific topics over time C.48.2
7. Express interest in learning about a specific topic over time C.60.2
8. Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high interest activities 15 minutes or longer C.60.3

3 Eagerness to Learn

1. Laugh, babble, increase movement, and engage in repetition of a learning activity C.6.3
2. Seek out new materials and experiences C.12.3
3. Explore new ways to use objects and observe results C.18.3

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4 Demonstrate a desire to accomplish a new skill. May look to others for approval and congratulations C.24.3

5 Demonstrate enthusiasm for new learning (may be within familiar contexts) C.36.3

6 Seek out new challenges and novel experiences C.48.3

7 Show pride in accomplishment when reaching mastery of a skill and share experiences with others C.60.4

4 Cooperation with Peers in Learning Experiences

1 Engage in and complete learning activities with peers C.48.4

2 Help and cooperate in group C.48.5

3 Plan and complete learning activity with a peer C.60.5

4 Model or teach peers how to use materials or complete a task C.60.6

Early learning experiences will support children to use logic and reasoning.

1 Cause and Effect

1 Show interest in the results of their actions and "accidental" discoveries C.6.4

2 Recognize effect of actions on object - cause and effect (e.g., shake a rattle and it makes a sound) C.12.4

3 Learn by observing or listening to others and repeating their actions or verbalizations C.18.4

4 Repeat actions over and over and notice results C.24.4

5 Vary actions to observe different results (e.g., hit lever harder to see if result changes) C.36.4

6 Manipulate materials and communicate about the impact of own actions C.48.4

7 Try multiple uses of same materials and observe differing results C.60.4

2 Attributes, Sorting and Patterns

1 Recognize familiar people or objects in the immediate environment (e.g., notice differences between various people and objects) C.6.5

2 Respond to new or novel objects with interest, recognizing differences C.12.5

3 Match objects that are the same (simple categorizing) C.18.5

4 Sort objects by type (e.g., cars and blocks) and put some objects in order (e.g., lines up three objects from smallest to biggest) C.24.5

5 Identify differences between objects across multiple characteristics (e.g., texture, color, shape, size) C.36.5

6 Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud or soft sound) C.48.7

7 Recognize patterns in routines, objects and/or sounds and replicate sequence using objects or language C.48.8

Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less) C.60.8

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9 Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will...) C.60.9

10 Begin to question accuracy of information and sources as evidenced by sharing conflicting information from another source (e.g., when the teacher shares information with class, says, “But my dad says…”) C.60.10

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3 Problem Solving

1 Sometimes will show they can solve problems by reaching for desired toys or blanket C.6.6

2 Use a variety of actions to obtain desired objects C.12.6

3 Solve simple manipulative challenges through observation and imitation (e.g., putting something “into a bucket”) C.12.7

4 Purposefully experiment with the effects of new actions upon objects C.18.6

5 Utilize shapes and sorting boxes. May use trial and error to fit objects together C.18.7

6 Try a successful strategy in a new situation (e.g., tugging or prying on something that is stuck) C.24.6

7 Take things apart and try to put them back together C.24.7

8 Use objects in new and unexpected ways to solve problems through trial and error C.36.6

9 Use spatial relationships to solve problems (e.g., fit pieces into puzzle) C.36.7

10 Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful C.48.9

11 Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas) C.60.11

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4 Symbolic Representation

1 Use dolls and stuffed animals as if they were real (e.g., rocks doll, pets stuffed dog) C.18.8

2 Engage in pretend play with realistic objects (e.g., uses a play phone to pretend to make a phone call) C.18.9

3 Play with dolls or stuffed animals and realistic props together (e.g., use a play spoon to feed a doll) C.24.8

4 Act out familiar functions in play (e.g., sweeping floor, pouring milk) C.24.9

5 Use a similar object to represent another object in play (e.g., pretend a pencil is a spoon) C.36.8

6 Act out relational roles in play (e.g., mom or dad with baby) C.36.9

7 Use or make a prop to represent an object (e.g., build a telephone) C.48.10

Act out actions or scenarios involving familiar roles (e.g., teacher, doctor, firefighter) C.48.11

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9 Represent people, places or things through simple drawings, movements and three-dimensional construction C.48.12

10 Use dissimilar objects to represent other objects in play or perform an action with an imaginary object (e.g., use stirring action without anything in hand) C.60.12

11 Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality C.60.13

12 Represent people, places or things through drawings, movements and/or three-dimensional constructions that are increasingly abstract (e.g., may draw a map that includes an "X" that marks the location of the treasure) C.60.14

Early learning experiences will support children to strengthen executive function.

1 Choosing and Planning

1 Indicate preferences nonverbally C.12.8

2 Indicate preferences by pointing and using one or two words C.18.10

3 Indicate preferences using simple language C.24.10

4 Make choices based on preferences C.36.10

5 With adult assistance, choose activities and plan what to do C.48.10

6 Make a plan, follow through and review plan based on what they actually did. Indicate reasons for choice, set goals and follow plan C.60.10

2 Task Persistence

1 Repeat actions to obtain similar results C.6.7

2 Practice an activity many times until successful C.12.9

3 Complete simple activities C.18.11

4 Complete simple activities despite frustration C.24.11

5 Complete selfselected short-term activities many times to gain mastery C.36.11

6 Continue working through moderately difficult activities, despite some frustration C.48.11

7 Complete longer term and more complex tasks with a focus on the goal, despite frustration C.60.11

3 Cognitive Flexibility

1 Use objects in new and unexpected ways C.18.12

2 Purposefully try multiple ways of using the same objects C.24.12

3 Realize when something is not working and with adult assistance can try another approach C.36.12

4 With adult assistance, stop and consider alternatives when encountering a problem C.48.15

Generate or seek out multiple solutions to a problem C.60.17

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Working Memory

1. Hold in mind a simple task long enough to complete it (e.g., wiping a table, walking across the room to throw something in the garbage) C.24.13
2. Remember where recently used objects were placed C.36.13
3. Engage in games that involve remembering (e.g., memory) C.48.16
4. Hold in mind the topic of group discussion and contribute personal experience (e.g., when talking about something that is broken says, “My mom used a screwdriver to fix our shelf.”) LR.60.18

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5 Regulation of Attention and Impulses

1. Engage in interactions and self-selected activities for increasing length of time C.24.14
2. Maintain focus on high-interest activities in the face of routine distractions C.36.14
3. With adult support, resist impulses in structured settings for brief, but increasing periods of time C.36.15
4. Maintain focus on high-interest activities in the face of minor social or sensory distractions C.48.17
5. With adult reminders can briefly inhibit initial response (e.g., stop imitating inappropriate behaviors of peers, wait turn to respond to question or prompt in group setting) C.48.18
6. Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high-interest activities 15 minutes or longer C.60.19
7. Typically resists impulses and can wait longer to respond in more structured settings (e.g., at a restaurant, in circle time in preschool) C.60.20