

Approaches to Learning: Age 4–5/Not Yet in Kindergarten

EMOTIONAL AND BEHAVIORAL SELF- REGULATION

- 1 Child manages emotions with increasing independence.** P-ATL1
 - a Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. P-ATL1.4-5.A
 - b May still look to a trusted adult for support in managing the most intense emotions, but shows increasing skill in successfully using strategies suggested by adults. P-ATL1.4-5.B
- 2 Child follows rules and routines with increasing independence.** P-ATL2
 - a With occasional reminders from a trusted adult, usually follows established rules and routines, such as following an end-of-lunch routine that includes putting away their plate, washing their hands, and lining up at the door to go outside. P-ATL2.4-5.A
- 3 Child appropriately handles and takes care of materials.** P-ATL3
 - a Usually handles, takes care of, and manages materials, such as using them in appropriate ways. P-ATL3.4-5.A
- 4 Child manages actions, words, and behavior with increasing independence.** P-ATL4
 - a Manages own actions, words, and behavior with occasional support from a trusted adult. P-ATL4.4-5.A

COGNITIVE SELF- REGULATION (EXECUTIVE FUNCTIONING)

- 5 Child demonstrates an increasing ability to control impulses.** P-ATL5
 - a Sometimes controls impulses independently and may self-soothe, while at other times needs support from a trusted adult. P-ATL5.4-5.A
- 6 Child maintains focus and sustains attention with minimal trusted adult support.** P-ATL6
 - a With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions. P-ATL6.4-5.A
- 7 Child persists in tasks.** P-ATL7
 - a Frequently persists on preferred tasks. P-ATL7.4-5.A

- b** With or without the support of a trusted adult, sometimes persists on less-preferred activities, such as working to clean up an activity area. **P-ATL7.4-5.B**
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8 Child holds information in mind and manipulates it to perform tasks. **P-ATL8**

- a** Holds an increasing amount of information in mind in order to successfully complete tasks. **P-ATL8.4-5.A**
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9 Child demonstrates flexibility in thinking and learning. **P-ATL9**

- a** Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to a trusted adult's suggestions to show flexibility in approaching tasks or solving problems, such as choosing a different toy when many children want to use the same one. **P-ATL9.4-5.A**
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**INITIATIVE AND
CURIOSITY**

10 Child demonstrates initiative and independence. **P-ATL10**

- a** Frequently shows initiative, particularly when engaged in preferred activities. **P-ATL10.4-5.A**
 - b** Demonstrates a willingness and capability to work independently for increasing amounts of time. **P-ATL10.4-5.B**
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11 Child shows interest in and curiosity about the world around them. **P-ATL11**

- a** Independently and with the support of a trusted adult, seeks out new information and explores new play and tasks. **P-ATL11.4-5.A**
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CREATIVITY

12 Child expresses creativity in thinking and communication. **P-ATL12**

- a** With prompting from a trusted adult, communicates creative ideas and actions. **P-ATL12.4-5.A**
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13 Child uses imagination in play and interactions with others. **P-ATL13**

- a** Develops more elaborate imaginary play, stories, and other creative works with children and trusted adults. **P-ATL13.4-5.A**