

Approaches to Learning: By Entry to Kindergarten

EMOTIONAL AND BEHAVIORAL SELF- REGULATION

- 1 Child manages emotions with increasing independence. 1**
 - a Expresses emotions in ways that are appropriate to the situation according to their life experience and cultural beliefs. 1.A
 - b Often looks for adult assistance when emotions are most intense. 1.B
 - c With the support of an adult, uses a range of coping strategies to manage emotions, such as using words or symbols or taking deep breaths. 1.C

- 2 Child follows rules and routines with increasing independence. 2**
 - a Often demonstrates awareness of established rules, when asked, and is able to follow these rules most of the time. 2.A
 - b Follows most routines, such as putting away their backpack when entering the room or sitting on the rug after outside time. 2.B
 - c Responds to signals when transitioning from one activity to another. 2.C

- 3 Child appropriately handles and takes care of materials. 3**
 - a Often handles materials appropriately during activities. 3.A
 - b With minimal adult support, cleans up and puts materials away appropriately, such as placing blocks back on the correct shelf or placing markers in the correct bin. 3.B

- 4 Child manages actions, words, and behavior with increasing independence. 4**
 - a Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child or frustration over not being able to climb to the top of a structure. May need support from an adult. 4.A
 - b Often manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time 4.B
 - c Often waits for their turn, such as waiting in line to wash their hands or waiting for their turn on a swing. 4.C
 - d Often refrains from aggressive behavior towards others. 4.D
 - e Begins to understand the consequences of behavior, such as spilling water on the floor means you will have to clean it up. Can describe the effects their behavior may have on others, such as noticing that another child. 4.E

**COGNITIVE SELF-
REGULATION
(EXECUTIVE
FUNCTIONING)**

5 Child demonstrates an increasing ability to control impulses. 5

- a With adult guidance and support, stops an engaging activity to transition to another less desirable activity. 5.A
 - b Sometimes delays having desires met, such as agreeing to wait their turn to start an activity. 5.B
 - c Without adult reminders, waits to communicate information to a group. 5.C
 - d Sometimes refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them. 5.D
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6 Child maintains focus and sustains attention with minimal trusted adult support. 6

- a Frequently maintains focus on activities for extended periods of time, such as 15 minutes or more. 6.A
 - b Often engages in purposeful play for extended periods of time. 6.B
 - c With minimal support, attends to an adult during large- and small-group activities. 6.C
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7 Child persists in tasks. 7

- a With encouragement from an adult, expresses the desire to take on challenges through verbal or nonverbal means. 7.A
 - b Shows some understanding that mistakes can provide information to learn from. 7.B
 - c Sometimes completes tasks that are challenging or less preferred despite frustration, either by persisting independently or by seeking help from a trusted adult or another child. 7.C
 - d Sometimes returns with focus to an activity or project after having been away from it. 7.D
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8. Child holds information in mind and manipulates it to perform tasks. 8

- a Often accurately recounts recent experiences in the correct order and includes relevant details. 8.A
 - b Often successfully follows detailed, multistep directions, sometimes with reminders. 8.B
 - c Often remembers actions to go with stories or songs shortly after being taught. 8.C
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9 Child demonstrates flexibility in thinking and learning. 9

- a Tries different strategies to complete work or solve problems, including problems with other children. 9.A
 - b Often applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet. 9.B
 - c Often transitions between activities without getting upset. 9.C
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INITIATIVE AND CURIOSITY

10 Child demonstrates initiative and independence. 10

- a Often engages in independent activities. 10.A
 - b Makes choices and usually communicates these to adults and other children. 10.B
 - c Usually independently identifies and seeks supplies to complete activities, such as gathering art supplies to make a mask or gathering cards to play a matching activity. 10.C
 - d Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating scenarios to be enacted. 10.D
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11 Child shows interest in and curiosity about the world around them. 11

- a Often expresses the belief that they can develop new skills, interests, and talents. 11.A
 - b With prompting from adult, asks questions and seeks new information. 11.B
 - c Often is willing to participate in new activities or experiences even if they are perceived as challenging. 11.C
 - d Often demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities 11.D
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CREATIVITY

12 Child expresses creativity in thinking and communication. 12

- a Occasionally asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity. 12.A
 - b With and without prompting from an adult, approaches tasks, activities, and play in ways that show creative problem solving. 12.B
 - c With and without prompting from an adult, uses multiple means of communication to creatively express thoughts, feelings, or ideas. 12.C
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13 Child uses imagination in play and interactions with others. 13

- a Engages in social and pretend play. 13.A
- b Often uses imagination with materials to create stories or works of art. 13.B
- c Often uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel. 13.C