

Area One: Approaches to Play and Learning

CURIOSITY AND INITIATIVE APL1

1 Being curious learners APL1.1

(Early Infancy 0-8 months)

- a** Shows awareness of what is going on around them by turning their head and looking around. APL1.1A
- b** Shows excitement with facial expressions, vocalizations, or physical movements. APL1.1B

Later Infancy 6-14 months

- c** Shows interest in new experiences such as reaching out to touch rain, hearing a new song, or examining new items APL1.1C

Early Toddler 12-24 months

- d** Participates in new experiences, begins to ask questions, and experiments with new materials APL1.1D

Later Toddler 22-36 months

- e** Asks questions about materials and how they are used APL1.1E
- f** Shows interest and awareness in changes in the environment APL1.1F

Early Preschool 34-48 months

- g** Seeks out new information, asks “Why?” (Early Preschool 34-48 months) APL1.1G

Later Preschool 44-60 months

- h** Shows curiosity by saying things like, “I wonder what will happen next.” (Later Preschool 44-60 months) APL1.1H
- i** Seeks out new information by asking, “How does that work?” (Later Preschool 44-60 months) APL1.1I
- j** Shows eagerness to learn about a variety of topics APL1.1J

2 Taking initiative APL1.2

Early Infancy 0-8 months

- a** Explores their own body by mouthing and clapping hands and by kicking and touching feet **APL1.2A**
- b** Reaches, stretches, or works to crawl towards a desired object or person **APL1.2B**
- c** Repeats actions to get same reaction from an adult (e.g., smiling, laughing, verbalizing) **APL1.2C**
- d** Repeats actions on objects to get same reaction from the object (e.g., kicking items on mobile, moving arms to sound rattle or bell noise on wrist) **APL1.2D**

Later Infancy 6-14 months

- e** Explores objects using their senses and by manipulating them in a variety of ways (e.g., bangs, shakes, throws) **APL1.2E**
- f** Moves toward interesting people, sounds, objects, and activities **APL1.2F**
- g** Seeks out objects that an adult hides **APL1.2G**
- h** Plays with one object for a few minutes before focusing on a different object **APL1.2H**
- i** Initiates turn-taking with familiar adults (e.g., gives parent a toy and parent offers a new toy) **APL1.2I**

Early Toddler 12-24 months

- j** Initiates activities of interest and tries to get others involved **APL1.2J**
- k** Uses toys to make things happen (e.g., pushes a button on a toy to create a sound) **APL1.2K**

Later Toddler 22-36 months

- l** Tries out different ways of using new materials **APL1.2L**

Early Preschool 34-48 months

- m** Purposely tries different ways of doing things to see what happens (e.g., builds ramps with different blocks to make their cars go faster and farther) **APL1.2M**
- n** Makes attempts at new and challenging activities (e.g., climbs a new, higher slide) **APL1.2N**

Later Preschool 44-60 months

- o** Chooses different ways to explore the environment based on prior experiences with tools or actions **APL1.2O**
- p** Suggests new ideas for play activities and follows through with self-direction and independence **APL1.2P**
- q** Seeks new challenges with familiar materials and activities independently (e.g., climbs up the slide) **APL1.2Q**

Early Infancy 0-8 months

- a Explores toys and safe objects with hands and mouth [APL2.1A](#)

Later Infancy 6-14 months

- b Observes other people's use of objects [APL2.1B](#)
- c Imitates simple actions (e.g., claps hands together, covers eyes with hands) [APL2.1C](#)
- d Uses everyday objects for a variety of purposes [APL2.1D](#)

Early Toddler 12-24 months

- e Uses realistic objects in pretend play (e.g., pretends to fit toy keys into a door lock) [APL2.1E](#)
- f Plays with stuffed animals as though they were real [APL2.1F](#)
- g Shows imagination by using objects to stand-in for other objects (e.g., uses a block to represent a phone or a car) [APL2.1G](#)
- h Reenacts familiar events using props (e.g., pats a doll on the back, says, "night, night" and puts it in the toy bed) [APL2.1H](#)

Later Toddler 22-36 months

- i Creates three dimensional structures using blocks and found materials (e.g., stones or sticks) [APL2.1I](#)
- j Incorporates props while talking about actions (e.g., takes play dough to the housekeeping area to fill muffin tins before putting them in the play oven) [APL2.1J](#)
- k Creates new words or rhymes [APL2.1K](#)

Early Preschool 34-48 months

- l Transitions between reality and imagination in cooperative play, dramatic play, or during guided drama experience [APL2.1L](#)
- m Begins to sequence actions in dramatic play (e.g., gathers pots, spoons, and plastic vegetables to "make soup") [APL2.1M](#)
- n Connects dramatic play to story (e.g., acts as a familiar character) [APL2.1N](#)

Later Preschool 44-60 months

- o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play) [APL2.1O](#)
- p Utilizes realistic and open-ended materials in cooperative play [APL2.1P](#)
- q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle) [APL2.1Q](#)

EXECUTIVE FUNCTIONS AND COGNITIVE SELF- REGULATION [APL3](#)

1 Focusing and paying attention [APL3.1](#)

Early Infancy 0-8 months

- a With adult support, starts to filter distractions to focus on people or objects in environment [APL3.1A](#)
- b Limits sensory input by breaking gaze and shifting attention [APL3.1B](#)

Later Infancy 6-14 months

- c Demonstrates increasing ability to attend to people, objects, and activities (e.g., quiets motor movements and shows intense concentration) [APL3.1C](#)
- d Notices when something expected does not happen [APL3.1D](#)
- e Kicks a toy repeatedly and notices the movement of the toy [APL3.1E](#)

Early Toddler 12-24 months

- f Participates in activities with people and materials that require attention like listening to simple stories as they are read [APL3.1F](#)

Later Toddler 22-36 months

- g Focuses on self-initiated activities for a short amount of time (e.g., works on a puzzle) [APL3.1G](#)
- h Sustains interest with one or two tasks that engage them (e.g., plays at the sensory table for 5-10 minutes) [APL3.1H](#)

Early Preschool 34-48 months

- i With adult prompts and support, focuses attention on activities like listening to stories read to a group for short periods of time in spite of interruptions or distraction [APL3.1I](#)
- j Stays with a variety of tasks that interest them (e.g., plays in the dramatic play and block areas for 10 minutes) [APL3.1J](#)

Later Preschool 44-60 months

- k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence [APL3.1K](#)
- l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes) [APL3.1L](#)
- m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group) [APL3.1M](#)

2 Building working memory [APL3.2](#)

Early Infancy 0-8 months

- a Shows recognition of familiar faces and voices by attending to that person [APL3.2A](#)
- b Develops expectations of what will happen based on prior experiences (e.g., caregiver will come when baby cries) [APL3.2B](#)

Later Infancy 6-14 months

- c** Shows recognition and memory of familiar faces and objects over longer periods of time since last seen [APL3.2C](#)
- d** Correctly looks and reaches toward a toy's hiding place when the place has been changed from one location to another [APL3.2D](#)

Early Toddler 12-24 months

- e** Points to and names parents, siblings, body parts, and familiar objects [APL3.2E](#)
- f** Sings some of the words to a favorite song [APL3.2F](#)
- g** Follows simple 1-step verbal directions like "put your spare clothes in your cubby" [APL3.2G](#)

Later Toddler 22-36 months

- h** Practices remembering by recounting a story or verbally describing a picture no longer in view [APL3.2H](#)
- i** Remembers where materials are kept in familiar environments (e.g., can retrieve spare clothes from cubby) [APL3.2I](#)

Early Preschool 34-48 months

- j** Repeats a list of items needed for self-care or play [APL3.2J](#)
- k** Plays simple memory and matching games [APL3.2K](#)
- l** Remembers and follows 2-step directions to complete simple tasks (e.g., "wash your hands then help prepare or eat a snack") [APL3.2L](#)

Later Preschool 44-60 months

- m** Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug) [APL3.2M](#)
- n** Remembers actions that go with stories or songs [APL3.2N](#)
- o** Teaches another child the steps taken for a given action (e.g., shows a peer how to use soap to wash hands before snack) [APL3.2O](#)

3 Thinking flexibly and adapting [APL3.3](#)

Early Infancy 0-8 months

- a** Explores objects by putting in the mouth and then rattling or shaking [APL3.3A](#)
- b** Modifies expressions and actions based on others' responses (e.g., begins to smile in response to caregiver's smiling face) [APL3.3B](#)

Later Infancy 6-14 months

- c** Shows ability to shift focus to attend to something else [APL3.3C](#)
- d** Participates in a new activity or tries new ways to solve a problem with little protest [APL3.3D](#)
- e** Allows caregiver to interrupt an activity to perform a routine as long as the caregiver notifies in advance (e.g., child playing with toy allows caregiver to wipe face) [APL3.3E](#)

Early Toddler 12-24 months

- f** Tries a variety of approaches to get what is wanted [APL3.3F](#)
- g** Modifies actions or behavior in social situations, daily routines, to problem solve [APL3.3G](#)

Later Toddler 22-36 months

- h** Adjusts to changes in routines when informed in advance [APL3.3H](#)
- i** Identifies signals for changes between activities [APL3.3I](#)
- j** Makes transitions that are part of a daily schedule [APL3.3J](#)

Early Preschool 34-48 months

- k** Demonstrates “cognitive flexibility” by trying another approach, with adult support, when something does not work the first time (e.g., tries a different way to climb a structure when the first effort does not work or uses a tool or another person to get an item out of reach) [APL3.3K](#)
- l** Shows ability to shift attention from one task or activity to another when necessary [APL3.3L](#)

Later Preschool 44-60 months

- m** Adapts to new rules in game or activity (e.g., sorting cards by color and then by shape) [APL3.3M](#)
- n** Considers ideas from adults and other children in finding a solution or strategy [APL3.3N](#)
- o** Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials) [APL3.3O](#)
- p** Responds consistently to adult suggestions to try out different activities [APL3.3P](#)

4 Inhibiting responses [APL3.4](#)

Later Toddler 22-36 months

- a** Begins to take turns and waits in line for short periods of time with adult support [APL3.4A](#)

Early Preschool 34-48 months

- b** Seeks adult help when distressed with behavior of or interaction with a peer [APL3.4B](#)
- c** With adult support, begins to use words, signs or gestures to express distress with peers (instead of biting or pushing) [APL3.4C](#)
- d** Begins to inhibit impulsive behaviors with adult support (e.g., inhibits initial response to call out an answer to a question during story time with educator's reminder) [APL3.4D](#)

Later Preschool 44-60 months

- e Controls impulses with more independence (e.g., walks instead of runs; asks for a turn with a toy instead of grabbing; waits to share out instead of calling out) [APL3.4E](#)
 - f Uses strategies to help control own actions more frequently such as creating physical distance or finding an alternative toy or activity [APL3.4F](#)
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5 Persisting and problem-solving [APL3.5](#)

Early Infancy 0-8 months

- a Cries persistently until needs are met [APL3.5A](#)
- b Repeats attempts to reach a desired object by looking at or moving toward the object [APL3.5B](#)
- c Uses more than one strategy to get what they want (e.g., vocalizing as well as reaching or moving toward) [APL3.5C](#)

Later Infancy 6-14 months

- d Repeats attempts to communicate or repeats actions to get desired action or object [APL3.5D](#)
- e Persists in looking to find things that are hidden [APL3.5E](#)
- f Uses trial and error to solve problems (e.g., pressing a lever to make a particular toy pop up) [APL3.5F](#)

Early Toddler 12-24 months

- g Shows increasing ability to stay engaged and complete task (e.g., putting all shapes in a shape sorter) [APL3.5G](#)
- h Repeats preferred activities and gestures, signs, or asks for “more” [APL3.5H](#)
- i Turns puzzle pieces different ways to complete a puzzle [APL3.5I](#)
- j Begins to use different strategies to solve a problem when one approach does not work [APL3.5J](#)
- k Uses language to request help [APL3.5K](#)

Later Toddler 22-36 months

- l Practices a skill or activity many times, even with difficulty (e.g., building a taller block tower or balancing on a log or balance beam) [APL3.5L](#)
- m Alters approach to tasks when initial approach does not work (e.g., tries different techniques when assembling a shape puzzle) [APL3.5M](#)
- n Responds to adult’s verbal encouragement to try a new object or experience or try again after an unsuccessful attempt at an activity [APL3.5N](#)

Early Preschool 34-48 months

- o** Persists in preferred tasks that may be challenging, with or without adult support **APL3.5O**
- p** Remembers solutions discovered before and uses them (e.g., uses a spoon to mix flour and water for playdough when fingers get sticky from using hands) **APL3.5P**
- q** Responds to adult's positive feedback for effort to continue trying or practicing a new skill **APL3.5Q**

Later Preschool 44-60 months

- r** Sometimes persists in less preferred activities with or without adult support **APL3.5R**
- s** Figures out more than one solution to a problem (e.g., using packing tape with strings to hold cardboard pieces together when masking tape doesn't work) **APL3.5S**

BEHAVIORAL SELF-REGULATION **APL4**

1 Managing actions and behaviors **APL4.1**

Early Infancy 0-8 months

- a** Responds to caregivers' attempts at regulation (e.g., by rocking, talking to child) **APL4.1A**

Later Infancy 6-14 months

- b** Looks to adult for guidance before acting in novel situations (e.g., looks at adults' facial cues) **APL4.1B**

Early Toddler 12-24 months

- c** Follows simple routines established by adults (e.g., eating, napping, playing) **APL4.1C**
- d** Follows simple instructions from adult (e.g., puts toy in a specified location) **APL4.1D**

Later Toddler 22-36 months

- e** Participates in simple routines with adult support (e.g., hand washing before eating, clean up after eating) **APL4.1E**
- f** Becomes familiar with basic safety rules (e.g., hold an adult's hand when crossing the street) **APL4.1F**

Early Preschool 34-48 months

- g** Follows classroom rules and routines with prompting and reminders from adults (e.g., uses visual aids to meet behavioral expectations) **APL4.1G**
- h** Uses classroom materials with adult support (e.g., how to handle appropriately, how to properly store) **APL4.1H**

Later Preschool 44-60 months

- i Follows classroom rules and routines more independently (e.g., morning arrival) [APL4.1I](#)
- j Uses classroom materials appropriately [APL4.1J](#)
- k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations) [APL4.1K](#)