This domain emphasizes the attitudes, behaviors, and learning styles children use in social situations and in acquiring information. Goals for children are not limited to the acquisition of knowledge, understanding, and skills, but also address the development of positive attitudes and dispositions.

**Strategies FAMILY MEMBERS can use to facilitate children’s **CURIOSITY:**

- Encourage children’s interest and excitement in discovery and exploration
- Share activities and experiences where children and adults learn new things together
- Encourage children to make choices in materials and activities
- Plan family outings to interesting places such as parks, markets, and museums
- Provide a variety of materials and activities in the home environment
- Help children learn about and explore their neighborhood and community

**Strategies TEACHERS and CAREGIVERS can use to facilitate children’s **CURIOSITY:**

- Share children’s excitement in discoveries, exploration, and manipulation of items in the environment
- Provide opportunities and time for children to explore a variety of activities and materials including those in their larger community environment
- Identify and build upon children’s individual ideas and interests
- Provide a variety of instructional approaches/strategies/materials that appeal to both genders and to the full range of learning styles, cultures, and ability levels of children
- Provide a variety and an appropriate amount of learning activities
- Model curiosity and information-seeking
**EARLY CHILDHOOD INDICATORS OF PROGRESS***

Children show progress in **CURIOSITY** when they:

1. Show eagerness and a sense of wonder as a learner
2. Show interest in discovering and learning new things

*These indicators apply to children in the preschool period of ages three to five. They are based on expectations for children approximately four years of age.*

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**Strategies COMMUNITY MEMBERS can use to promote children’s development in APPROACHES TO LEARNING:**

- Provide a variety of environments and activities appropriate for families with young children (e.g. parks, libraries, open-ended “adventure playgrounds”, festivals, and celebrations)
- Provide safe community environments and activities that allow freedom to explore and learn
- Provide appropriate and equitable access to media resources
- Provide opportunities for families to participate in solving community problems or issues

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**Strategies POLICYMAKERS can use to promote children’s development in APPROACHES TO LEARNING:**

- Encourage cooperation and collaboration across systems that impact environments and activities for families with young children
- Ensure accessible and affordable environments and activities for families with young children
- Support the development of children and base decisions on developmental needs of the whole child
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**Strategies FAMILY MEMBERS can use to facilitate children’s RISK-TAKING:**

- Encourage children to try new things and solve problems creatively
- Respond positively to mistakes or errors
- Introduce everyday household materials and toys that can be used in more than one way
- Monitor children’s use of media including television, video/DVD, and computer

**Strategies TEACHERS and CAREGIVERS can use to facilitate children’s RISK-TAKING:**

- Provide opportunities for children to try new activities and experiences
- Recognize and plan for children’s individual differences and diverse ways of learning
- Create environments that offer an appropriate amount of stimulation for children using a wide variety of equipment and materials
- Facilitate and manage children’s use of media including television, video/DVD, and computer
EARLY CHILDHOOD INDICATORS OF PROGRESS*

Children show progress in **RISK-TAKING** when they:

1. Choose new as well as a variety of familiar activities
2. Use a variety of strategies to solve problems

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**Strategies FAMILY MEMBERS can use to facilitate children’s IMAGINATION AND INVENTION:**

- Provide opportunities for children to experiment with new materials and activities without fear of making mistakes
- Provide a variety of familiar and new materials and activities for children to explore
- Encourage children to try new approaches to solving problems
- Encourage pretend and make-believe play

**Strategies TEACHERS and CAREGIVERS can use to facilitate children’s IMAGINATION AND INVENTION:**

- Provide an environment of psychological safety where children are encouraged to experiment without fear of making mistakes
- Provide tasks in which the goal is trying different strategies or solutions rather than right or wrong answers
- Model exploration and use of a wide variety of familiar and new learning materials and activities
- Encourage children’s demonstration of flexibility and inventiveness in play and problem-solving
EARLY CHILDHOOD INDICATORS OF PROGRESS*

Children show progress in IMAGINATION AND INVENTION when they:

1. Approach tasks and experiences with flexibility, imagination, and inventiveness
2. Use new ways or novel strategies to solve problems or explore objects
3. Try out various pretend roles in play or with make-believe objects

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**Strategies FAMILY MEMBERS can use to facilitate children’s PERSISTENCE:**

- Provide places and times where children can play or work at tasks without interruptions
- Provide age-appropriate materials and activities
- Respond to children’s requests when help is needed without being intrusive
- Encourage children’s attention and persistence at tasks

**Strategies TEACHERS and CAREGIVERS can use to facilitate children’s PERSISTENCE:**

- Provide sufficient time for children to engage in sustained activities
- Support children’s efforts to complete activities and projects
- Arrange the classroom to limit environmental distractions
- Follow the child’s lead in timing of suggestions and interventions when problems are encountered
- Be available and respond to children when they encounter problems without being intrusive
**EARLY CHILDHOOD INDICATORS OF PROGRESS***

Children show progress in **PERSISTENCE** when they:

1. Work at a task despite distractions or interruptions
2. Seek and/or accept help or information when needed
3. Demonstrate ability to complete a task or stay engaged in an experience

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**Strategies FAMILY MEMBERS can use to facilitate children’s REFLECTION AND INTERPRETATION:**

- Encourage children to share their thoughts and ideas about the world around them
- Ask questions that will encourage children to think about what they have seen, heard, and done
- Model thinking “out loud” and talk about ideas with children
- Involve children in planning family activities such as vacations or trips to the library or museum

**Strategies TEACHERS and CAREGIVERS can use to facilitate children’s REFLECTION AND INTERPRETATION:**

- Provide opportunities for children to express their thoughts and feelings about experiences through a variety of methods (e.g., discussion, conversation, journaling, art activities, music, etc.)
- Allow children time to process experiences and information and devise alternatives
- Provide opportunities for children to think and talk about what and how they are learning
- Discuss sequencing and timing of experiences (past, present, future, and relationships among them)
EARLY CHILDHOOD INDICATORS OF PROGRESS*

Children show progress in REFLECTION AND INTERPRETATION when they:

1. Think about events and experiences and apply this knowledge to new situations
2. Generate ideas, suggestions, and/or make predictions

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