

	<b>Approaches to Learning- Strategies</b>
	<ol style="list-style-type: none"> <li>1. Attends and engages</li> <li>2. Follows directions</li> <li>3. Persists</li> <li>4. Solves problems</li> <li>5. Shows curiosity and motivation</li> <li>6. Shows flexibility and inventiveness in thinking</li> </ol>

- Help the child stay focused by singing about an activity if it is helpful, e.g., sing, “This is the way we pack for school, pack for school, pack for school...”
- Encourage children to play “stop and go” games (e.g., “Freeze Tag”, “Simon Says”, “Red Light/Green Light”) to strengthen their self-regulation skills and ability to control impulses.
- Use classic children’s games, including Simon Says and musical chairs. In a game called Champion Distractor, one player focuses on completing a task, while the other tries to distract him. To win the game, a player needs to be a good Distractor, and must be able to avoid being distracted.
- Play a round of the game of “Freeze! Focus!” When the child is least expecting it, say, “Freeze! Focus!” and have him freeze in place (start with 10 seconds and build your way up). When time is up, ask the child to describe three things he/she saw while frozen. Eventually, you can put up signs around the house that list rules and chores and ask him/her to focus on them while he’s frozen.
- Talk often using rich language to describe objects, events, and people in the environment.
- Walk over to the child instead of speaking from across the room. The child can attend more easily to what you are saying if you are nearby.
- Be clear and specific when making requests and giving directions.
- Use gestures and concrete objects to clarify what you are saying to a child.
- Use the same words and phrases when discussing common at-home activities.
- Give adequate waiting time, so children can process what they hear and take part in discussions.
- Alert children when giving complex explanations. Tell them what to listen for. For example, “Listen carefully. I am going to give you four steps”.
- Positively acknowledge when the child follows directions.
- Use multi-step and unrelated directions. For example, you might say, “First, take the plastic tablecloth and put it on the table. Next, put the forks in the basket. Put ice cubes in each cup.” Also use multiple directions related to different tasks. For example, “Hang your coat up. Place the books on the shelf. Turn off the light in your bedroom.”
- Give children opportunity to hear fluent reading (read aloud) from you, or via a Web-based source.
- Do ‘think-alouds’ while reading aloud to children. Talk about what you are thinking about as you are reading a story (e.g., interesting vocabulary words, ways you figured out tricky words in the text, interesting facts you read about, connections you made.)
- After you give oral directions, ask a child to repeat the directions in his/her own words.
- Play “20 Questions” with common household items in the classroom and have children figure out which item you are thinking about.
- Provide recyclable, as well as, new materials that can be used in a variety of innovative ways, e.g., boxes, tubes, spools, containers.
- Provide many opportunities for making choices from interesting materials that are familiar and challenging, and encourage the child to use them in many ways.

	<b>Approaches to Learning Continued.....</b>
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- Interpret and expand on what a child does and says. Model deliberate, strategic engagement in activities and self-talk to help children stay engaged and persist with challenging tasks.
- Provide opportunities for the child to observe others solving problems and to work with other children and adults to solve problems together.
- Support efforts during challenging tasks by providing specific, positive verbal feedback or physical support while encouraging the child to come up with solutions, e.g., “Keep turning the puzzle pieces until you figure out how where it fits”.
- Describe a child’s problem-solving strategies, e.g., “You tried going through that door, but since it was locked, you decided to go around to check the other entrance”.
- Limit directions to 3-steps at a time, increasing the number of steps over time. Reinforce the directions visually by demonstrating the activity, by using pictures, or by using picture and word cues.
- Encourage the child to learn from his/her mistakes. Encourage them to make and test predictions and to examine their thinking.
- Respond to a child's explorations and discoveries with enthusiasm and encouragement rather than by providing rewards like stickers or prizes.
- Support spontaneous interest, e.g., examination of the locust shells found in the backyard, in addition to offering at-home investigations and experiments based on the child's interests.
- Encourage the child to solve problems for themselves when appropriate. Be available to offer support, encouragement, and new ideas when needed.
- Demonstrate, explain, and engage a child to try different ways of doing things. Discuss whether the strategies worked well.
- Take time to answer *why* questions, offering explanations that the child can understand.
- Encourage a child’s inclination to ask questions and wonder. Help refine his/her questions and support them in finding answers.