**Five Domains of Readiness**

**Approaches to Learning and Self-Regulation Handout**

The following handout is intended for teachers to document observations for the Kindergarten Individual Development Survey (KIDS) Approaches to Learning and Self-Regulation Domain.

**ATL: REG 1: Curiosity and Initiative in Learning**

Child explores the environment in increasingly focused ways to learn about people, things, materials, and events.

**When will I observe? How do I plan to collect evidence?**

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**Whom will I observe? This observation took place:**

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| --- | --- | --- | --- | --- | --- |
| **Building** | | | **Integrating** | | |
| **Earlier** | **Middle** | **Later** | **Earlier** | **Middle** | **Later** |
| Explores through simple observations, manipulations, or by asking simple questions | Explores by engaging in specific observations, manipulations, or by asking specific questions | Carries out simple investigations using familiar strategies, tools, or sources of information | Carries out multi-step investigations using a variety of strategies, tools, or sources of information | Carries out experiments with things or materials by systematically modifying actions and reacting to the results | Finds out about things, people, or events by comparing multiple sources of information, including experiments, books, and pictures, and asking questions |
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**ATL: REG 2: Self-Control of Feelings and Behavior**

Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time

**When will I observe? How do I plan to collect evidence?**

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**Whom will I observe? This observation took place: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Building** | | | **Integrating** | | |
| **Earlier** | **Middle** | **Later** | **Earlier** | **Middle** | **Later** |
| Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support | Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed | Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate own feelings or behaviors | Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors | Uses self-control strategies to regulate feelings and behaviors in order to prevent self from acting impulsively | Uses mental strategies (e.g., changing goals, reappraising the situation) to manage emotions, with some success |
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**ATL: REG 3: Engagement and Persistence**

Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time

**When will I observe? How do I plan to collect evidence?**

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**Whom will I observe? This observation took place: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Building** | | | **Integrating** | | |
| **Earlier** | **Middle** | **Later** | **Earlier** | **Middle** | **Later** |
| Continues self-selected activities with adult support, even though interest briefly shifts to other activities | Continues self-selected activities on own, seeking adult support to work through challenges | Works through challenges on own while engaged in self-selected activities | Returns to activities, including challenging ones, on multiple occasions to practice a skill or to complete the activity | Pursues simple multi-step activities, following the steps through to completion | Completes complex multi-step activities, making and adjusting plans as needed |
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**ATL: REG 4: Shared Use of Space and Materials**

Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time

**When will I observe? How do I plan to collect evidence?**

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**Whom will I observe? This observation took place:**

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| **Building** | | | **Integrating** | | |
| **Earlier** | **Middle** | **Later** | **Earlier** | **Middle** | **Later** |
| Shows awareness that other children might want to use materials by taking action to control the materials | Maintains control of some preferred materials, allowing others to use the rest, but will need adult support to share preferred materials with other children | Follows expectations or procedures for sharing, most of the time, without adult prompting | Offers to share space or materials with others in the absence of explicit expectations for sharing | Shows concern about everyone being treated fairly in collaborative activities with others | Engages in sustained collaborative activities that involve mutual assistance |
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