

# Approaches to Learning: Age 3

## EMOTIONAL AND BEHAVIORAL SELF-REGULATION

- 1 Child manages emotions with increasing independence.** P-ATL1
  - a Begins to manage less intense emotions, such as mild frustration, independently. P-ATL1.A
  - b May require a trusted adult's support to manage more intense emotions. P-ATL1.B

---

- 2 Child follows rules and routines with increasing independence.** P-ATL2
  - a When supported by a trusted adult, follows simple established rules and routines (with occasional reminders), such as hanging up their coat or sitting at the table. P-ATL2.A

---

- 3 Child appropriately handles and takes care of materials.** P-ATL3
  - a With trusted adult support, handles materials, such as putting them where they belong. P-ATL3.A

---

- 4 Child manages actions, words, and behavior with increasing independence.** P-ATL4
  - a Manages own actions, words, and behavior with frequent support from a trusted adult, such as reminders to use gentle touches and friendly words. P-ATL4.A

## COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)

- 5 Child demonstrates an increasing ability to control impulses.** P-ATL5
  - a When directly supported by a trusted adult, frequently engages in impulsive behaviors, but inhibits them. P-ATL5.A

---

- 6 Child maintains focus and sustains attention with minimal trusted adult support.** P-ATL6
  - a With trusted adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions. P-ATL6.A

---

- 7 Child persists in tasks.** P-ATL7
  - a With or without trusted adult support, persists on preferred tasks when presented with small challenges, such as continuing to try to build a tall tower with blocks even when some pieces fall. P-ATL7.A

---

- 8 Child holds information in mind and manipulates it to perform tasks.** P-ATL8
  - a With the support of a trusted adult or peer, holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks. P-ATL8.A

---

**9 Child demonstrates flexibility in thinking and learning.** P-ATL9

- a Demonstrates flexibility, or the ability to switch gears, in thinking and behavior when prompted by a trusted adult, such as trying a new way to climb a structure when the first attempt does not work. P-ATL9.A
- 

**INITIATIVE AND  
CURIOSITY**

**10 Child demonstrates initiative and independence.** P-ATL10

- a Regularly shows initiative, particularly in interactions with trusted adult. P-ATL10.A
  - b Without adult prompting, works independently for a brief length of time. P-ATL10.B
- 

**11 Child shows interest in and curiosity about the world around them.** P-ATL11

- a With trusted adult support, seeks out new information and explores new play and tasks. P-ATL11.A
- 

**CREATIVITY**

**12 Child expresses creativity in thinking and communication.** P-ATL12

- a Responds to adults' prompts to express creative ideas in words and/or actions. P-ATL12.A
- 

**13 Child uses imagination in play and interactions with others.** P-ATL13

- a Uses imagination in play and other creative works P-ATL13.A
- b Begins to communicate creative ideas to other children and trusted adults. P-ATL13.B