



The LEARN Process™ Success Path

	6 months - 18 months	18 months - 24 months	24 months - 36 months	3 years to 4 years	4 years to 5 years
L Life Skills focuses on developing Social and Independence Skills	<p>Preferring human faces to inanimate objects</p> <p>Simple turn taking by playing games such as peekaboo</p>	<p>Parallel play – playing in the proximity of peers</p> <p>Observing and imitating peers</p>	<p>Engaging in short group activities</p> <p>Simple situations beginning to take the point of view of others</p>	<p>Making Friends – Seeking out others to play with</p> <p>Problem Solving Skills – beginning to express what they want and are thinking and feeling</p> <p>Peer Group entry skills – beginning to observe before entering play</p> <p>Helping Skills – offering assistance</p> <p>Empathy – Seeing the view of the world from someone else perspective</p>	<p>Making Friends – offering play materials and roles to others, inviting others to join play</p> <p>Problem Solving Skills – regulating emotions in order to solve conflict</p> <p>Helping Skills – regulating their own behaviour in the face of the needs of others</p> <p>Co-operating Skills – exchanging ideas and materials during play</p> <p>Empathy – putting themselves in another person's shoes</p>
E Emergent Curriculum Focuses on developing Cognitive Skills	<p>Attention Regulation – attending, disengaging and returning attention</p> <p>Repeating actions that produce outcomes</p> <p>Object permanence – searching for items that may move out of sight</p>	<p>Attention Regulation – maintaining attention for increasing periods of time</p> <p>Problem Solving by trial and error</p> <p>Spatial exploration – putting things together and taking them apart</p> <p>Memory – increasing memory capacity</p> <p>Following routines</p> <p>Sorting by selective characteristic</p>	<p>Problem solving by trial and error</p> <p>Problem solving by seeking out adult help for achieving goals</p> <p>Self-Regulation - beginning to ignore distracting variables</p> <p>Spatial Problem solving – pushing obstacles out of the way</p> <p>Understanding terms such as "now" and "later" "yesterday" and "tomorrow"</p> <p>Matching items by function (spoon and bowl)</p>	<p>Self-Regulation – using language to regulate own behaviour and attention</p> <p>Problem Solving—identifying the problem</p> <p>Taking action to solve a problem</p> <p>Imaginative Play – pretending to be someone else</p> <p>Questioning – telling others of problems</p> <p>Observing – using variety of senses to gather information</p> <p>Communicating Findings—describing similarities and cause and effect</p> <p>Classifying into group</p>	<p>Self-Regulation – monitoring own behaviour</p> <p>Problem Solving—generating alternative solutions</p> <p>Questioning – Asking questions solve a problem</p> <p>Observing – naming and describing the things they have observed</p> <p>Communicating Findings—identifying patterns of events</p> <p>Reasoning with Logic</p> <p>Understanding basic mathematical concepts (seriation, patterns, Representing numbers, Number position and Order, Two and Three dimensional Shapes, measurements, spatial understanding)</p>
A Attitudes and Behaviors Focuses on developing Communication, Language and Literacy	<p>Non-Verbal communication – eye contact, pointing to direct adult attention, shaking head for 'no'</p> <p>Responding to human voices</p>	<p>Listening to stories</p> <p>Combining words</p> <p>Increasing vocabulary</p> <p>Asking questions "what" and "where"</p>	<p>Responding to longer sentences and commands</p> <p>Using simple to compound sentences</p> <p>Attempting to join in conversation</p>	<p>Vocabulary – asking questions to extend their understanding of words</p> <p>Conversing with adults and other peers</p> <p>Enjoying literacy</p> <p>Using descriptive language to explain, explore and extend learning</p> <p>Letter recognition</p> <p>Retelling Stories</p> <p>Beginning writing skills and reading skills – recognizing and writing their own nam</p>	<p>Non-Verbal skills – using facial expression and tone to match the content of the their conversation</p> <p>Using increasingly more complex sentences</p> <p>Listening to others with attention without interruption</p> <p>Using descriptive language to explain, explore and extend learning</p> <p>Word recognition, isolating sound combinations</p> <p>Refining writing skills – writing most letters and some words when dictated</p>
R Respect Focuses on developing Emotional Skills	<p>Expression of emotion</p> <p>Emotional self-regulation – becoming calm when comforted by familiar adults</p> <p>Sense of Self</p>	<p>Emotional self-regulation – beginning to recover from emotion in the presence of familiar adults</p> <p>Empathy – offering comfort by touching, showing awareness of own feelings and feelings of others</p> <p>Autonomy – initiating activities, making choices, Sense of Self – seeing self as "doer"</p>	<p>Emotional self-regulation – being overwhelmed and recovering</p> <p>Behaviour self-regulation – responding to cues to stop actions</p> <p>Empathy – showing concern for other by demonstrated by offering caring behaviour</p> <p>Autonomy – making choices and avoiding distractions increases</p> <p>Sense of Self – using name of self and others</p>	<p>Identity formation</p> <p>Self-Esteem – seeing themselves as a valued member of the group</p> <p>Identifying their emotions and regulating depending on the current situation</p> <p>Focusing attention</p> <p>Respecting the work of others and their own</p>	<p>Identity formation—recognize own abilities and others abilities</p> <p>Self-Esteem – acting responsibly towards others</p> <p>Persisting when frustrated</p> <p>Expressing satisfaction and joy when accomplishing tasks</p> <p>Respecting the work of others and their own</p>
N Natural Environment Focuses on developing Physical Skills	<p>Reaching and holding</p> <p>Dropping and throwing objects</p> <p>Rolling – Sitting – Crawling – Cruising – Walking</p> <p>Development of the five senses</p>	<p>Balancing on one foot</p> <p>Jumping up and down on one spot</p> <p>Dressing – pulling up zippers</p> <p>Using Utensils to eat independently</p> <p>Pincer Grasp – using forefinger and thumb gras</p> <p>Coordinating senses with motor skills</p>	<p>Balancing and coordination increases</p> <p>Dressing – working on buttons</p> <p>Using toddler scissors</p> <p>Scribbling expands to include lines and shapes</p>	<p>Increase level of activity and endurance—running, jumping, climbing, hopping, balancing</p> <p>Gross Motor Skills – co-ordination, speed and endurance</p> <p>Fine Motor Skills—dressing without assistance, copying straight lines</p>	<p>Increase skill in group games</p> <p>Gross Motor Skills – throwing with increased co-ordination</p> <p>Fine Motor Skills—perfecting pencil grasp</p>