

Problem Solving Strategies/Accommodations/Adaptations



Birth-12 months

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Overall Note: Providing new sights, sounds, activities and opportunities for your child to explore their environment is vital to cognitive development.

- Allow you infant to feel different textures
- Provide experiences for your baby to look at a variety of colors, shapes and objects
- Talk about your babies world
- Sing to your baby and play music
- Read daily to your baby
- Play peek-a-boo
- Play hide-and-seek with objects
- Stacking (Take turns stacking the cups and knocking them down. You can also have a "race," where you both stack cups at the same time.)
- Clap with me (around 6 to 8 months of age, your child will learn to clap)
- Shake the botte (Fill the bottle with rice or pasta, and glue the top back on so your baby ca safely watch and hear what happens as he shakes, rattles, and rolls the container.)
- Container Play (Place a few toys in a container with an opening a bit bigger than balls or pegs, plastic links, or other smaller items. Hand the container to your baby, who will probably turn it over and over, causing some toys to tumble out.)

Problem Solving Strategies/Accommodations/Adaptations

12-24 months



12-24 months

OVERALL NOTE: Providing new sights, sounds, activities and opportunities for your child to explore their environment is vital to cognitive development.

- Play peek-a-boo
- Play hide-and-seek with objects
- Encourage play with puzzles and blocks
- Encourage play with nesting toys
- Utilize drawing materials
- Provide a variety of toys and activities that require your child to problem solve
- Play music and sing
- Read daily to your child
- Identify Noises (Ask your child to identify noises she hears: a knock at the door, the dishwasher, a barking dog, a fire truck, etc.)
- Point Out Shapes and Colors
- Fill and Dump (Place rice, sand, or water in one bucket and allow the child to scoop and fill another bucket with the materials.)
- Matching and sorting – recognizing similarities
- Pretend play with realistic and then non-realistic props
- Obstacle Courses (Mini-obstacle courses allows toddlers to learn new ways to do things. They can go over, under, around or through things, which can help with understanding alternate ways to achieve a goal.)

Problem Solving Strategies/Accommodations/Adaptations



24-36 months

24-36 months

OVERALL NOTE: Providing new sights, sounds, activities and opportunities for your child to explore their environment is vital to cognitive development.

- Sort objects by color, shape etc.
- Help your child “write” his own book by writing his words while he or she draws the pictures
- Teach the words; on, under, behind, around by playing games like Simon Says
- Provide a “dress-up” box for your child for imaginative play
- Read daily to your child
- Scoop and Pour
- Pretend play with Household Objects
- I Can Do, Can You?
- Make-Believe Play
- Initiate play with mechanical toys
- Match object to picture activities
- Play make-believe with dolls, animals, and people
- Sort objects by color
- Complete puzzles with 3-4 pieces
- Provide two step directives
- Review identifying body parts

Problem Solving Strategies/Accommodations/Adaptations

36-48 months



36-48 months

OVERALL NOTE: Providing new sights, sounds, activities and opportunities for your child to explore their environment is vital to cognitive development.

- Let your child help set the dinner table, putting one plate out for each family member, then one cup, etc. Count to make sure there is enough for everyone.
- Talk to your child during daily routines and use descriptive words: the tall tree, the shaggy dog, etc.
- Let your child help with simple cooking activities, and ask questions: “What do you think will happen to the cookie when we put it in the oven?”
- Let your child help with chores in the house, such as filling up the water bowl for the dog or watering plants. Explain why: “I have to water the plant and keep it in the sun so that it will keep growing.”
- Try to follow a daily routine with your child, and remind them what is coming next: “After you finish your dinner, it will be time to take a bath.”
- Provide puzzles, LEGO blocks and stacking toys that your child can take apart and put back together.
- Solve problems. For example, the child may ask another child to trade toys so they can each have a turn.
- Observe objects with curiosity and notice differences, such as how some rocks are smooth and others are bumpy.
- Explore cause and effect – shaking a jar of water, for instance, and noticing how it creates bubbles.
- Use something child already knows to attack a new problem. For instance, after learning to use a computer mouse to navigate around a site, the child may test that skill by trying to play a computer game.
- Think logically. See if child is able to classify objects by size or likeness, for instance, and to recognize patterns.

Problem Solving Strategies/Accommodations/Adaptations

48-60 months



48-60 months

OVERALL NOTE: Providing new sights, sounds, activities and opportunities for your child to explore their environment is vital to cognitive development.

- Be aware of her own body in space. You may hear her say things like "I'm up high on the slide."
- Understand the concept of sequence. For example, child may sort objects from smallest to largest.
- Use numbers and count.
- Understand basic concepts of time, such as "now," "soon," and "late."
- Identify six to eight colors and three or more shapes.
- Take on pretend roles. For example, the child may hold a doll and say, "I'm the mommy" or look in a doll's ear and say, "I'm the doctor." You may also notice that she has a vivid imagination and perhaps even imaginary playmates.
- Understand that pictures and objects can symbolize something else. For example, the child may tell you that something she's scribbled is a picture of a dog, or she may show you the "house" she built out of blocks.
- Complete a six- to eight-piece puzzle.
- Notice the features of people and animals that make them different. For instance, she may see that rabbits have big, furry ears while people have rounded, hairless ones.
- Understand the difference between herself and younger children.
- Identify familiar signs and labels, for instance stop signs and her own name.
- Try to follow a daily routine with your child, and remind them what is coming next: "After you finish your dinner, it will be time to take a bath."
- Provide puzzles, LEGO blocks and stacking toys that your child can take apart and put back together.
- Solve problems. For example, the child may ask another child to trade toys so they can each have a turn.