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development and learning in all these domains as well as in general learning competencies and executive functioning, which include attention, working memory, self-regulation, reasoning, problem solving, and approaches to learning.

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environments aim to

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vii. Children construct their own knowledge based on their curiosity and driven by their interests. This active construction is facilitated by interaction with adults and other children. viii.

Children ' s learning is

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active and follows a recurring path: awareness, exploration, inquiry, and application. ix.

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Guide 4 Hold child's arms and legs and help the child move; smile back to acknowledge the child's anticipation.

Learn to “ read ” the different cries and offer

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con-sistent responses,  
e.g., when you offer food,  
the child begins to feed;  
don't be afraid of  
“ spoiling ” the infant.  
(Crying is the only way  
an infant has

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