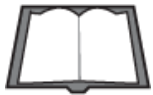# Understanding Developmentally Appropriate Practices

Icons

Several icons are used throughout this course as a visual reference.

This icon represents a new topic in the text. This is a visual cue for you to answer any questions about the previous section before moving along to the next one.

This icon is used to identify an exercise that involves in-class practices and feedback.

This icon is used to identify a specially designed activity that requires active class participation.

This icon is used to identify a section that is accompanied by a video.

Understanding Developmentally Appropriate Practices

Icons

This icon is used to identify the use of an overhead related to the material in this section.

This icon is used to identify a key point in the material.

This icon is used to identify an online resource. You will need a computer with an internet connection to view these resources.

This icon is used to identify an exercise that involves a role-playing scenario.

Module 1: What is Developmentally Appropriate Practice?

Learning Objectives:

- Participants will define the three principle components associated with Developmentally Appropriate Practice.

- Participants will evaluate and demonstrate how teacher intentionality promotes development and enhances learning for children birth - age 8.

- Participants will identify three critical challenges currently impacting early childhood practices.

TG - 2
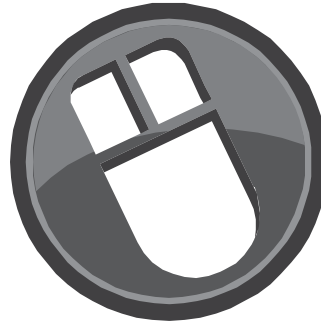
You can read the entire article here:

http://www.reuters.com/article/2010/05/14/us-daycare-usa-idUSTRE64D0LT20100514

You can also view an additional video that discusses the importance of early childhood education for life-long learning here:

http://developingchild.harvard.edu/library/multimedia/inbrief_series/inbrief__the_foundations_of_lifelong_health/

TG - 5

Understanding Developmentally Appropriate Practices

Key Point

Developmentally Appropriate Practice focuses on children birth through eight years old and is made up of three principle components: age appropriateness, individual appropriateness, and social/cultural appropriateness.

What is Developmentally Appropriate Practice and How Does It Apply to Children (Birth – Age 8)?

- ***<u>Age</u> appropriateness*** means considering what is typical for a child within a given age group.

Key Point

Knowing the typical behaviors and growth patterns for certain age group is necessary to plan the most appropriate environments and activities to optimize the learning experience for children in your care.

TG - 9

What is Developmentally Appropriate Practice and How Does It Apply to Children (Birth – Age 8)?

- ***Individual appropriateness*** means considering the needs of each child as a unique individual.

TG - 10

Key Point

A child's age, temperament, personality, and family history are all factors that affect their development.

What is Developmentally Appropriate Practice and How Does It Apply to Children (Birth – Age 8)?

- **_Social/Cultural_ _appropriateness_** means considering the social and cultural contexts in which children grow and live.

TG - 12

Key Point

Children's learning experiences are enhanced when caregivers are aware of and support the social and cultural contexts in which they live.

TG - 12

Key Point

Caregivers should be intentional about planning learning experiences that are purposeful, challenging, and achievable.

TG - 21

What is DAP?

- Developmentally Appropriate Practice is a curriculum.

- When we use Developmentally Appropriate Practice, it means there is only one right way to teach a skill.

- Developmentally Appropriate Practice means waiting until a child is ready to acquire new skills.

- Developmentally Appropriate Practice means doing the same thing for all children in the classroom.

- Using everyday routines and activities to enhance learning is Developmentally Appropriate Practice.

- Developmentally appropriate classrooms are largely unstructured to encourage free exploration.

TG – 21 & 22

What is DAP?

- Teachers should have an understanding of child growth and development.

- The classroom must be a welcome environment for everyone's cultural background.

- Developmentally Appropriate Practice activities should be intentional, challenging, and achievable.

- Recognizing and adapting practices based on the cultural background of each child is a Developmentally Appropriate Practice.

- A child's age, personality, temperament, and family history are all factors that affect his/her development.

TG – 21 & 22
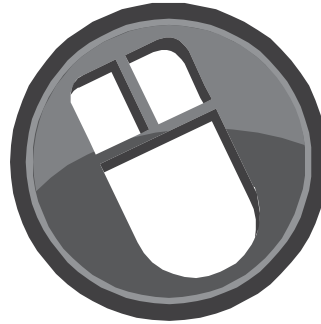
Florida has developed learning standards for children birth through age five.

View them at the Florida Department of Education Office of Early learning:
http://www.floridaearlylearning.com/parents/parent_resources/floridas_early_learning_and_development_standards_birth_to_five.aspx

TG - 24

Key Point

Three critical challenges impacting early childhood practices are: addressing disparities in school success and achievement; integrating and aligning preschool and elementary school programming; and improving teacher preparation, professional development, and ongoing support.

TG - 25

Module 1 Summary

Module 1 introduced:

- The three core components associated with Developmentally Appropriate Practice.
- How teacher intentionality promotes development and enhances learning for children birth - age 8.
- Three critical challenges currently impacting early childhood practices.

TG - 26

Understanding Developmentally Appropriate Practices

Module 2: Why is Developmentally Appropriate Practice Important?

Learning Objectives:

- Participants will describe the need for quality child care for children.

- Participants will identify structural and process indicators of quality child care.

- Participants will analyze data from professional studies to determine the importance of quality care as it relates to outcomes for children.

- Participants will recognize the effects of quality child care.

TG - 27

What is Quality Child Care?

Structural indicators are things that are "regulable," monitored and important for providing consistent care.

- Licensure

- Lower ratios

- Smaller group size

- Caregiver qualifications

- Professional development for staff

- Health and safety regulations

- Inclusive environment

TG - 29

Understanding Developmentally Appropriate Practices

What is Quality Child Care?

Process indicators are what programs "do" to help promote development – observable interactions.

- Curriculum and established routines

- Language and reasoning activities

- Sensitive, responsive interactions

- Collaboration and provisions for parents and families

- Parent, teacher, and child interactions

- Child-sized furnishings

- Well defined and equipped space that meets the needs of all children

TG - 29

Key Point

Indicators of quality include both structural and process measures. Quality child care programs consistently maintain licensing standards and demonstrate responsive care giving practices.

TG - 29

Perry Preschool Study

http://www.highscope.org/Content.asp?ContentId=611
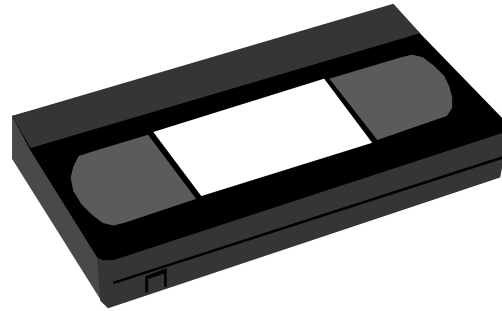
TG - 31

Key Point

Quality Early Care

+   Quality Education
_____

Quality Outcomes for Children

Understanding Developmentally Appropriate Practices

Key Point

Quality child care lays the foundation for a lifetime of success.

TG - 33

Key Point

A lack of quality care has negative effects on children's school readiness and development.

TG - 34

Key Point

High-quality care means children are getting the solid foundation they need to be healthy, happy, and successful throughout life.

TG - 35

Written Discipline Policy

Understanding Developmentally Appropriate Practices

Key Point

The disciplinary practices of your program must obey state and federal laws at all times and should promote social and emotional health for the children in care.

TG - 37

Module 2 Summary

Module 2 introduced:

- The need for quality child care for children
- The structural and process indicators of quality child care
- The importance of quality care as it relates to outcomes for children
- The changing role child care plays in American family life

TG - 38

Module 3: Who Does Developmentally Appropriate Practice Impact?

Learning Objectives:

- Participants will identify ways to intentionally include families in the childcare setting.

- Participants will explain the need to establish a collaborative relationship with parents.

- Participants will illustrate the importance of connecting parents to resources in their community.

- Participants will create parent involvement strategies, which illustrate why culture is important to the changing classroom community.

TG - 39

Key Point

High-quality care helps parents to be better employees and it helps employers to retain a stable workforce, which in turn helps the entire community.

TG - 42

Key Point

Forming partnerships with parents is one of the ways we support healthy growth and development in children.

TG - 44

Key Point

Working with children and families transitioning into group care requires patience, understanding, and reassurance.

TG - 47

Key Point

Children who form secure attachments with adults have a better chance of becoming secure adults.

TG - 48

Key Point

The best way to way to deal with parents' worries is to show them you understand and are informed, honest, and available.

TG - 50

Communication Between Parents and Caregivers

Information Parents Can Provide to Caregivers

Information Caregivers Can Provide to Parents

TG - 52

Understanding Developmentally Appropriate Practices

Sample Parent Note

SUNNY DAY CHILD CARE
Daily Note
Today's Date: _____

- **CHILD'S NAME**: _____

- Diaper changes / potty times: _____
  _____

- What was eaten and how much: _____
  _____

- Nap time: _____
  _____

- Mood: _____
  _____

- Reminders (extra clothes, diapers, medication, etc): _____
  _____

- Today, we learned about: _____
  _____
  _____
  _____

TG - 54

Understanding Developmentally Appropriate Practices

Key Point

Establishing a partnership with parents requires consistent communication. Caregivers and parents need to acknowledge and deal with differences in child-rearing beliefs and practices in a constructive way. The common goal should be the development of the child!

TG - 54

Barriers

Language / Custom Barriers

Single Parent / Foster Parent / Grandparents

Special Needs

TG - 55

Understanding Developmentally Appropriate Practices

40

Key Point

Developmentally appropriate practice emphasizes the need for teachers to become more intentional about what they do. This includes building a positive relationship with each child and family within the context of their culture and through the inclusion of children with special needs.

TG - 58

Key Point

Respecting families and sharing information promotes positive relationships among all families and strengthens their sense of belonging in the community.

TG - 61

Module 3 Summary

Module 3 introduced:

- Ways to intentionally include families in the childcare setting
- The need to establish a collaborative relationship with parents
- The importance of connecting parents to resources in their community
- Parent involvement strategies, which illustrate why culture is important to the changing classroom community

TG - 62

Understanding Developmentally Appropriate Practices

Module 4: When Should a Caregiver Use Developmentally Appropriate Practice?

Learning Objectives:

- Participants will identify each theorist, their theory and how it applies to the development of children.

- Participants will explain common terms and concepts related to brain development and the formation of neuronal connections.

- Participants will explain the ways that children develop within five domains of development.

TG - 63

The following Youtube links can be used to illustrate the various theories described in this module:

Maslow:

http://www.youtube.com/watch?v=QxdNzOVRAmA

Erikson:

http://il.youtube.com/watch?v=ZZS33b1Ki6I&feature=related

Piaget:

https://www.youtube.com/watch?v=TRF27F2bn-A

Vygotsky:

https://www.youtube.com/watch?v=InzmZtHuZPY

TG - 66

Abraham Maslow: Hierarchy of Needs

Self-actualization: Fulfill one's life with purpose and meaning, Being all that one is able to be — Self-fulfillment needs

Esteem needs: Adequacy, Confidence, Importance

Social: Belonging, Love and Attention, Acceptance — Psychological needs

Comfort and Safety: Safety, Security, Stability

Physical: Shelter to protect, Water to drink, Food to eat, Clothes to wear — Basic needs

http://docsiva.files.wordpress.com/2009/01/maslows-hierarchy-of-needs1.jpg

TG - 67

Understanding Developmentally Appropriate Practices

46

Key Point

Providing for the physical needs of children while also establishing their comfort and safety is the foundation for their achievement of social and emotional development, achieving self-esteem and satisfaction, and realizing family actualization.

TG - 69

Erik Erikson's Social Theory

Erikson's Stage Theory in its Final Version

Age	Conflict	Resolution or "Virtue"	Culmination in old age
Infancy (0-1 year)	Basic trust vs. mistrust	Hope	Appreciation of interdependence and relatedness
Early childhood (1-3 years)	Autonomy vs. shame	Will	Acceptance of the cycle of life, from integration to disintegration
Play age (3-6 years)	Initiative vs. guilt	Purpose	Humor; empathy; resilience
School age (6-12 years)	Industry vs. Inferiority	Competence	Humility; acceptance of the course of one's life and unfulfilled hopes
Adolescence (12-19 years)	Identity vs. Confusion	Fidelity	Sense of complexity of life; merging of sensory, logical and aesthetic perception
Early adulthood (20-25 years)	Intimacy vs. Isolation	Love	Sense of the complexity of relationships; value of tenderness and loving freely
Adulthood (26-64 years)	Generativity vs. stagnation	Care	Caritas, caring for others, and agape, empathy and concern
Old age (65-death)	Integrity vs. Despair	Wisdom	Existential identity; a sense of integrity strong enough to withstand physical disintegration

http://media.photobucket.com/image/erik%20erikson%252527s%20social%20theory/worldinmotion/erikson.jpg

TG - 71

Understanding Developmentally Appropriate Practices

Piaget's Stages of Cognitive Development

SENSORIMOTOR STAGE

Children learn through sensory perception and motor activity.

Ages 0 - 2

PREOPERATIONAL STAGE

Children begin to use symbols.

Ages 2 - 7

CONCRETE OPERATIONAL STAGE

Children become more rational in their thinking.

Ages 7 - 12

FORMAL OPERATIONAL STAGE

Children think beyond the present and think about ideal situations.

Ages 12 - Adulthood

http://www.abacon.com/slavin/images/t5.gif

TG - 73

Lev Vygotsky

Zone of proximal development
Focused teaching

Level of
Challenge

Zone of proximal development

Level of competence

http://www.education.vic.gov.au/images/content/studentlearning/zpdgraph.jpg

TG - 74

Understanding Developmentally Appropriate Practices

Key Point

Developmentally Appropriate Practice is influenced and enhanced by sound early childhood theories focused on young children's developmental stages.

TG - 76

The three main components of the brain used in learning are:

- **Neuron** - specialized nerve cells that make up the central nervous system

- **Axon** - Each neuron has 1 axon. An axon is a fiber that sends messages "away" to other neurons.

- **Dendrites** - Each neuron has many dendrites. Dendrites accept incoming messages from the axons.

Structure of a Typical Neuron

Dendrite

Cell body

Axon terminal

Node of Ranvier

Schwann cell

Nucleus Axon

Myelin sheath
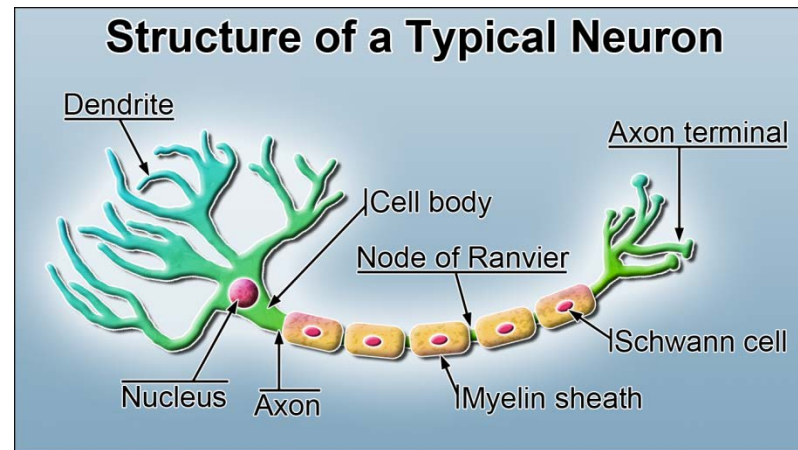
TG - 77

Brain Twisters

1. Listening to any kind of music improves math skills later in life.

2. We are born with 100 billion brain cells and will not grow anymore.

3. Young children are not able to learn a second language, but teenagers can. That is why foreign language is taught in high school.

4. A three-year-old's brain is less active than your brain.

5. A young child can acquire any skill at any time in the first five years of growth.

TG - 79

Understanding Developmentally Appropriate Practices

Key Point

Brain connections are stimulated by events, experiences, and attachments. These connections, formed through repetition, shape the way a child feels, thinks, and acts.

TG - 80
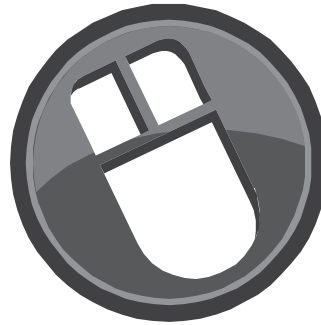
Florida has developed learning standards for children birth through age five.

View them at the Florida Department of Education Office of Early Learning:

http://www.floridaearlylearning.com/parents/parent_resourc es/floridas_early_learning_and_development_standards_bir th_to_five.aspx

TG - 81

Developmental Domains

Physical Development

- Stages of Art
- Stages of Writing

TG - 82

Stages of Art

Free Radical

Repeating of basic shapes
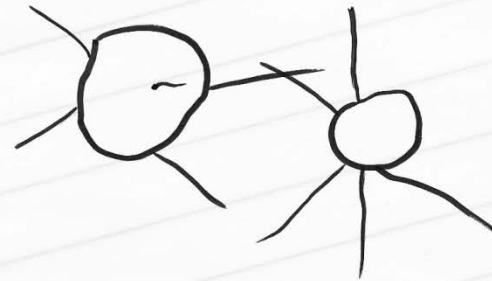
Drawing of circle with legs/arms
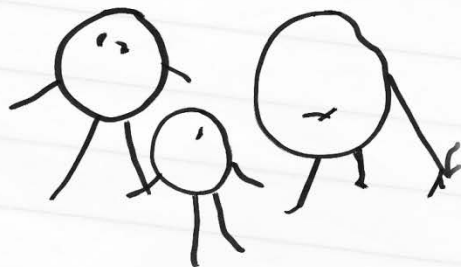
A more recognizable human form

TG - 84

Stages of Writing

Understanding Developmentally Appropriate Practices

Developmental Domains

Language and Communication Development

Social and Emotional Development

- Stages of Play

TG - 86

Stages of Play

SOLITARY PLAY

PARALLEL PLAY

ASSOCIATIVE PLAY

CO-OPERATIVE PLAY

http://www.correspondence.school.nz/ech/ideas/ideas_doc/stages_of_play_620.gif

TG - 87

Understanding Developmentally Appropriate Practices

Developmental Domains

Cognitive Development and
General Knowledge

Approaches to Learning

TG - 88

Key Point

Stages of development for young children are commonly clustered into domains related to physical development, language and communication, social and emotional, cognitive development and general knowledge, and approaches to learning.

TG - 90

Module 4 Summary

Module 4 introduced:

- The theories of Vygotsky, Maslow, Piaget and Erikson and how their theories apply to the development of children
- Common terms and concepts related to brain development and the formation of neuronal connections
- Ways that children progress within developmental domains

TG - 91

Module 5: Where Should We See Developmentally Appropriate Practice in Action?

Learning Objectives:

- Participants will identify elements of a quality learning environment.

- Participants will describe four key elements of the learning environment: learning centers, room arrangement, toys and materials, and daily routines.

- Participants will describe how daily routines and schedules provide structure needed for consistent programming.

TG - 92

Key Point

Quality learning environments support all aspects of development for young children.

TG - 94

Understanding Developmentally Appropriate Practices

Learning Centers

1. **Dramatic Play/Home Living:** kitchen furniture, mirrors, dress-up clothes, baby dolls, tables/chairs
2. **Library:** books, cozy area/ listening center, rugs, puppets, soft pillows/furniture, natural lighting
3. **Discovery/Sensory/Science:** items found in nature (pine cones, shells, rocks, water/sand table), sensory items (shakers, smelling jars)
4. **Blocks/Construction:** wooden/plastic/cardboard blocks,trucks/cars, doll house
5. **Art/Creative Expression:** paper, paints, pencils, markers, pens, collage materials, brushes, easels
6. **Music/Movement:** records, tapes, CDs, musical instruments
7. **Manipulatives:** pop beads, stack/nesting toys, puzzles
8. **Wood Working:** tools, Styrofoam, glue, toy hammer/nails
9. **Feeding Area:** tables/chairs, utensils, garbage can, sinks
10. **Sleeping Area:** individual cots, blankets, transitional objects, sheets, soothing music, dim lights
11. **Writing Center:** pencils, crayons, markers, dry-erase board, paper, sticky notes, erasers, stamps

TG - 97

Understanding Developmentally Appropriate Practices

Room Arrangement

- Safety:

- Positive Relationships and Interactions:

- Location:

- Traffic Patterns:

- Wall Decorations:

TG - 99

Key Point

Early childhood classrooms should be welcoming, warm, and inviting for young children. Adults can encourage involvement and support independence by carefully arranging the environment to facilitate learning.

Understanding Developmentally Appropriate Practices

Classroom Rearrangement/ Learning Center Development
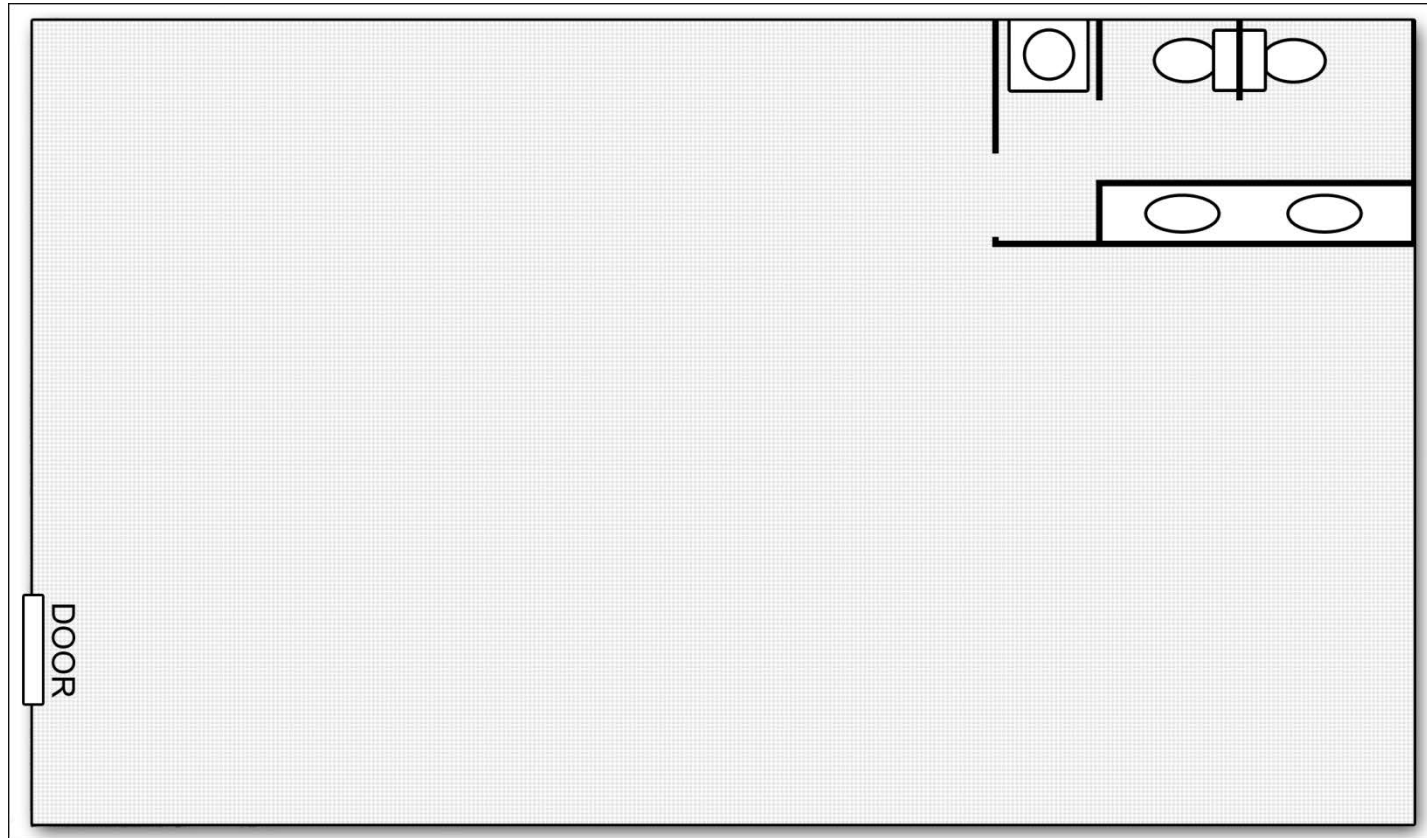
DOOR

TG - 102

Key Point

Outdoor play is a great way caregivers can help fight the growing childhood obesity epidemic.

TG - 103
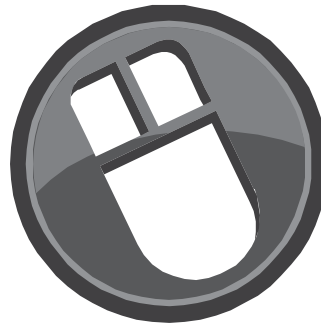
For more information on ways you can help fight the childhood obesity epidemic visit http://www.letsmove.gov.

TG - 103
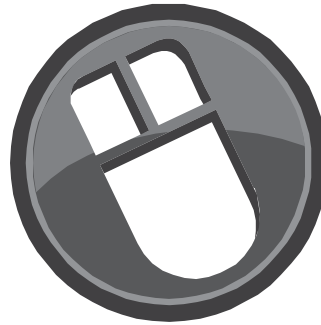
You can view the Public Playground Safety Handbook at http://www.cpsc.gov/PageFiles/116134/325.pdf. It contains additional information and guidelines that are helpful when designing and equipping a safe playground environment.

TG - 104

Key Point

The same considerations should be made for the playground as the indoor classroom. Learning centers and defined play spaces should be planned and prepared for inside and outdoors.

TG - 104

Key Point

Developmentally appropriate toys and materials should be safe, appealing, age appropriate, avoid stereotypes, and reflect the needs and ethnic diversity of the children in the classroom.

TG - 108

Daily Routines

8:00 – 8:15 Morning arrival
8:15 – 8:45 Inside play
8:45 – 9:15 Table toys
9:15 – 9:45 Puzzles
9:45 – 10:15 Breakfast
10:15 – 10:30 Coloring
10:30 – 10:45 Play dough
10:45 – 11:00 Circle time
11:00 – 11:30 Art project time
11:30 – 11:45 Learning time
11:45 – 12:00 Outside play
12:00 – 12:05 Hand washing
12:05 – 12:30 Lunch

12:30 – 12:45 Interactive songs
12:45 – 1:15 Story time
1:15 – 1:30 Outside play
1:30 – 2:00 Nap time
2:00 – 2:15 Snack time
2:15 – 2:30 Free play
2:30 – 2:45 Play dough
2:45 – 3:00 Coloring
3:00 – 3:15 Cutting
3:15 – 3:30 Table toys
3:30 – 4:00 Outside play
4:00 – Afternoon pickup

TG - 112

Understanding Developmentally Appropriate Practices

Daily Routines

8:00 – 9:45 Morning arrival/hand washing/free play/table toys/puzzles (Combine activities to eliminate transitions. Allow children to choose from a number of activities.)

9:45 – 10:00 Hand washing

10:00 – 10:30 Breakfast

10:30 – 11:15 Coloring/play dough/art project time (Combining activities that are similar, in this case art activities, offers children a choice of what they want to do and eliminates transitions.)

11:15 – 11:30 Cleanup/hand washing (Children can clean up from their art activity and join circle time at their own pace.)

11:30 – 11:45 Circle time (Circle time can be used to sing a song, learn numbers, or another activity while children are grouped to prepare them for lunch.)

11:45 – 12:30 Lunch time

12:30 – 1:00 Outside time/playground (Children have the choice of playing on playground equipment or other outside activities.)

1:00 – 1:30 Nap time

1:30 – 2:15 Learning time/interactive songs/story time (Combining activities that are similar eliminates transitions.)

2:15 – 3:00 Center time/table toys/puzzles

3:00 – 3:30 Hand washing/snack time

3:30 – 4:00 Coloring/cutting/table toys

4:00 – Afternoon pickup

TG - 113
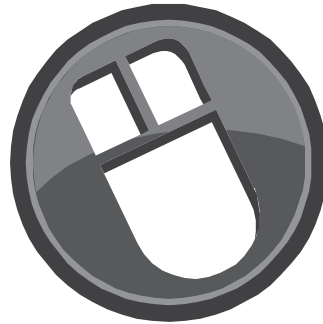
The website Songs for Teaching: Using Music to Promote Learning has a great list of transition songs with links that allow you to listen to samples of the songs. You can visit the website at:

http://www.songsforteaching.com/transitions.htm.
(Keywords: transition, songs)

TG - 114

Key Point

Children need daily routines and schedules that are flexible, yet consistent and predictable. This instills a sense of order and helps children learn new skills and appropriate behaviors.

TG - 114

Module 5 Summary

Module 5 introduced:

- The elements of a quality learning environment.
- Four key elements of the learning environment: learning centers, room arrangement, toys and materials, and daily routines.
- How daily routines and schedules provide structure needed for consistent programming.

TG - 115

Module 6: How Can Caregivers Implement Developmentally Appropriate Practice Concepts and Practices in a Professional Manner?

Learning Objectives:

- Participants will identify the personal and professional characteristics of a quality caregiver for young children.

- Participants will explore the various roles commonly associated with caregiving.

- Participants will develop a professional development plan to improve caregiving skills.

- Participants will summarize the NAEYC guidelines for effective teaching practices.

TG - 116

Key Point

Every day, caregivers take on many roles, from being an observer in the classroom to being a community liaison.
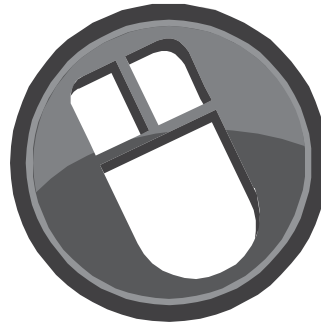
Understanding Developmentally Appropriate Practices

Key Point

Being professional increases the quality of child care.

TG - 122

You can access information about the staff credential at the Florida Department of Children and Families website:

http://www.myflfamilies.com/service-programs/child-care

Click "Training Information" and then "Staff Credential."

The T.E.A.C.H. Early Childhood Scholarship Program assists caregivers in going back to school to continue education in child care by providing scholarships and compensation.

You can access information about T.E.A.C.H. here:

http://www.thechildrensforum.com/

TG - 124

Each One-Teach One
Guidelines for Effective Teaching

| Guideline	Why is this guideline important?	
Create a community		Signed by:
Teach to enhance development and learning		Signed by:
Plan curriculum to achieve identified goals		Signed by:
Assess children's development		Signed by:
Establish relationships with families		Signed by:

TG - 127

Key Point

Professional caregivers understand and value the role they play in the lives of young children.
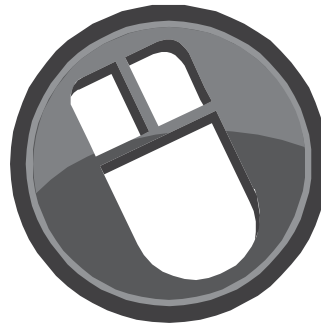
For more information, visit the NAEYC website: http://www.naeyc.org/

TG - 128

Understanding Developmentally Appropriate Practices

Module 6 Summary

Module 6 introduced:

- The key elements that are fundamental to quality caregiving practices
- The various roles commonly associated with caregiving.
- How to access professional development opportunities and resources.
- What the NAEYC guidelines for effective teaching practices are.

TG - 132