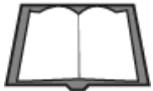


# Preschool Appropriate Practices



# 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.

# 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: Introduction

## Learning Objectives:

- Participants will identify how developmentally appropriate practice applies to children between the ages of 3-5 years old.
- Participants will demonstrate how to apply developmentally appropriate practice for young children in the learning environment.

TG - 2

# DAP – How It Applies

Young children need:

- Variety of experiences
- Lots of play opportunities
- Socialization
- Exposure to rich language experiences

TG - 6

# Key Point



Caregivers should plan and prepare experiences that are fun, stimulating and offer hands-on opportunities for learning that are challenging and achievable.

TG - 7

# Key Point



Language development is one of the most important aspects of a child's learning during the ages of 3-5 years.

TG - 8

# Module 1 Summary

Module 1 introduced:

- How developmentally appropriate practice is applied to young children
- How to apply developmentally appropriate practice in the learning environment

TG - 9

# Module 2:

# Stages of Development for Young Children

Learning Objectives:

- Participants will describe each of Piaget's and Erikson's theories and how they apply to the development of young children.
- Participants will recognize milestones for young children under each developmental domain.
- Participants will identify developmental alerts for children ages 3-5.

TG - 10

# A Quick Review of Piaget and Erikson

- Jean Piaget – Four Stages of Cognitive Development
- Erik Erikson – Eight Conflicts of Social and Emotional Development

TG - 11

# Jean Piaget: The Four Stages of Cognitive Development

- Sensorimotor – 0-2 years old
- Preoperational – 2-7 years old
- Concrete-Operational – 7-11 years old
- Formal Operations – 11 years old and older

TG - 12

# Key Point



According to Piaget, the Preoperational stage is from ages 2-7 and is most relevant to young children. During this stage, young children learn about their world through their actions.

TG - 13

# Key Point



Piaget's theory explains how children interact with their environment to construct knowledge.

TG - 13

# Erik Erikson and the Eight Conflicts in Emotional Development

Erik Erikson developed the theory that emotional development occurs through eight stages in a person's lifetime. He proposes that individuals must go through each of the eight stages in a sequential order.

TG - 14

# Erik Erikson - Eight Conflicts in Emotional Development

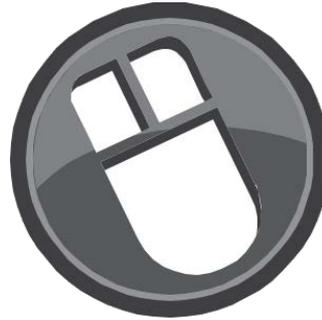
| Age          | Conflict                     | Meaning  |
|--------------|------------------------------|--|
| Infant       | Trust vs. Mistrust           | <ul style="list-style-type: none"> <li>Trust is developed over time by providing an infant with a consistent, comforting environment.</li> <li>When needs are met, trust is established.</li> <li>Trust builds an emotional foundation.</li> <li>A lack of trust can result in poor emotional stability.</li> </ul>  |
| Toddler      | Autonomy vs. Shame and Doubt | <ul style="list-style-type: none"> <li>Toddlers need to explore their own bodies and environment in order to become confident about themselves.</li> <li>When autonomy is allowed, a person can become comfortable with his/her choices.</li> <li>A lack of autonomy can result in a feeling of shame or insecurity.</li> </ul>  |
| Preschool    | Initiative vs. Guilt         | <ul style="list-style-type: none"> <li>Four- or five-year olds begin to develop an interest in exploring beyond themselves.</li> <li>Children who are not allowed to pursue their natural curiosity will be prone to feel guilt for their actions.</li> <li>When initiative is encouraged, a person experiments within one's environment.</li> <li>A lack of encouragement for initiative can result in a feeling of guilt for acting on one's natural curiosity.</li> </ul> |
| Grade School | Industry vs. Inferiority     | <ul style="list-style-type: none"> <li>Between the ages of 6 to 12, children show the ability to develop competencies. Children who are inhibited in developing these skills and abilities will experience inferiority.</li> <li>When children experience success, they attain a sense of adequacy and pride.</li> <li>A lack of industry can result in a feeling of low self-worth.</li> </ul>  |
| High School  | Identity vs. Role Confusion  | <ul style="list-style-type: none"> <li>Between the ages of 12 to 18, children are attempting to define who they are and where they are going.</li> <li>When children are given the opportunity to develop their own ideas and opinions, they can form their own identity.</li> <li>A lack of identity will lead to confusion about who they are.</li> </ul>  |
| Early Adult  | Intimacy vs. Isolation       | <ul style="list-style-type: none"> <li>Between the ages of 18 to 35, young adults are exploring the development of relationships.</li> <li>Young adults need the opportunity to develop close relationships with family, friends, and partners.</li> <li>A lack of intimate relationships can lead to individuals feeling isolated and alone.</li> </ul>   |
| Middle Adult | Generativity vs. Stagnation  | <ul style="list-style-type: none"> <li>Between the ages of 35 to 64, adults are seeking a sense of accomplishment in life through family and career.</li> <li>Adults need to see progress in their careers or success in their contributions to society.</li> <li>A lack of accomplishment often leads to feelings of resentment and regret.</li> </ul>  |
| Late Adult   | Integrity vs. Despair        | <ul style="list-style-type: none"> <li>After the age of 65, adults seek meaning in their lives.</li> <li>Adults are reflecting on their accomplishments and fulfillment in life.</li> <li>A lack of achievement may lead to despair in the final years.</li> </ul>   |

# Key Point



Erikson's theory on social development states that children at this age must be nurtured while they develop an interest in exploring beyond themselves.

TG - 16



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](http://www.floridaearlylearning.com/parents/parent_resources/floridas_early_learning_and_development_standards_birth_to_five.aspx)

TG - 17

# Developmental Domains for Young Children

- Physical Development
- Social and Emotional
- Language and Communication
- Cognitive Development and General Knowledge
- Approaches to Learning

TG - 18

# Physical Development in Young Children

- Growing taller and leaner than toddlers
- Smaller appetite
- Weight gain
- Height gain
- Lower center of balance
- Improved spatial ability

TG - 18

# Gross Motor Skills

- Walking
- Running
- Jumping
- Climbing
- Throwing

TG - 19

# Fine Motor Skills

- Coloring
- Modeling
- Cutting
- Stringing
- Self-help skills

TG - 19

# Social and Emotional Development

- Begin to understand rules and limits.
- Learn how to interact socially with their peers and adults in various ways.
- Begin to imitate the actions of both adults and other children.
- Begin to explore different actions in an attempt to understand what types of behaviors are acceptable.
- Begin to adapt to different settings and their conversational skills are beginning to develop.
- Ask many questions while they try to make sense of various situations.

TG - 20

# Language and Communication

- Improvement in understanding of speech.
- Children at this age often make language mistakes, for example saying, “I goed” instead of “I went”; or applying one speech rule to all words, for example “tooths” instead of “teeth” and “foots” instead of “feet.”
- Be sure to encourage correct language usage. Instead of telling a child they are wrong, model the appropriate language back to them.

TG - 20

# Written Language

- Understand print.
- Distinguish writing from non-writing.
- Recognize letters and words.
- Write letters followed by mock letters.
- Recognize how words and sentences are organized.

TG - 21

# Cognitive Development and General Knowledge

- The word order of subjects and verbs.
- Words to describe locations.
- Opposite words such as “more” vs. “less”.
- Around 4 years old, they will begin to understand similarities in words such as “cup” vs. “glass” and “bike” vs. “bicycle.”

TG - 21

# Approaches to Learning

- Creativity and Inventiveness
- Eagerness and Curiosity
- Persistence
- Planning and Reflection

TG - 22

# Developmental Alerts

- While all children are not expected to develop at the same rate, there are some warning signs that may indicate that a child has a developmental delay.
- These warning signs are described as behaviors or activities that a child is not able to perform by a certain age.
- If you think that a child may be exhibiting warning signs of a developmental delay, inform your director of your concerns immediately.

TG - 25

# Module 2 Summary

Module 2 introduced:

- The theories of Piaget and Erikson
- The milestones of young children in each of the developmental domains
- Developmental alerts for children ages 3-5

TG - 27

# Module 3: Enhanced Development and Learning

## Learning Objectives:

- Participants will create activities and experiences designed to enhance the learning opportunities provided through play.
- Participants will define play and identify reasons for play.
- Participants will identify the stages of play development.
- Participants will define the concepts of active learning and active listening.

TG - 28

# Description and Reasons for Play

1. Play provides pleasure to the player
2. Play focuses more on the player's enjoyment of the process than the acquisition of some particular product
3. Play is voluntary and freely chosen by the player
4. Play involves active engagement by the player

TG - 30

# Key Point



Children's language, physical and social development improves through play, as well as their problem-solving skills.

TG - 30

# Activity: Stages of Play

- What are some examples of play you have seen in young children?
- Do young children ever engage in cooperative play?
- Do young children ever engage in solitary play?



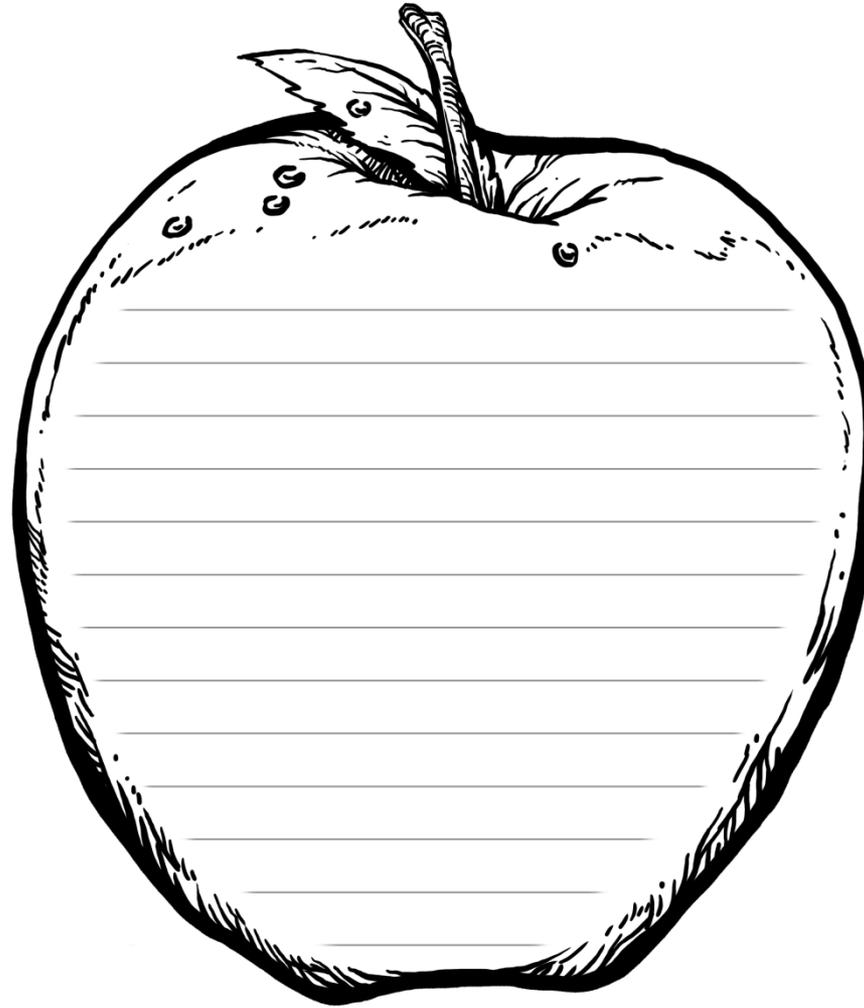
More information regarding the stages of play can be found at the following links:

<http://www.youtube.com/watch?v=-GgOCQx9w8I&feature=search>

<http://www.youtube.com/watch?v=nhF6E7zHqWI&feature=search>

TG - 32

## Activity: Describing Apples



TG - 33

## Activity: Describing Apples



TG - 33

- Can you tell by this activity how children and adults learn?
- How will this affect the way you set up your classroom and the activities you provide?
- How can the special needs of children affect learning? For example, what if you could not see the apple? How else might you learn what an apple is?

TG - 34

# Key Point



Manipulation of materials by itself does not constitute active learning. Children must have choices, use language, and be supported by adults.

TG - 35

# Creative Curriculum

- Art area
- Block area
- Computer center
- Cooking area
- House center
- Library
- Music and movement
- Outdoors
- Sand and water
- Table toys

TG - 36

# Key Point



It is important to have a wide variety of learning centers that offer diverse, challenging and achievable opportunities for play.

TG - 36



### Additional Resources:

The Florida Department of Education Office of Early Learning has developed curriculum resources for both the School Readiness and VPK Programs:

[http://www.floridaearlylearning.com/providers/provider\\_resources/school\\_readiness\\_curriculum.aspx](http://www.floridaearlylearning.com/providers/provider_resources/school_readiness_curriculum.aspx)

[http://www.floridaearlylearning.com/providers/provider\\_resources/vpk\\_curriculum.aspx](http://www.floridaearlylearning.com/providers/provider_resources/vpk_curriculum.aspx)

TG - 36

# Active Listening

- Process of taking an active role in hearing and responding to what children have to say.
- Uses open-ended questions to stimulate a child's thinking.
- Be sure to wait for a response from the child.

TG - 37

# Key Point



Using active listening with children encourages them to talk.

TG - 37



Shelley Lovett from <http://childcareland.com/> has an informative video about descriptive praise on YouTube: [http://www.youtube.com/watch?v=z1t2pM-7mVs&feature=player\\_embedded](http://www.youtube.com/watch?v=z1t2pM-7mVs&feature=player_embedded)

TG - 37

# Teacher Interaction

You should be actively identifying connections between the learning activities you create and the areas of learning you are stimulating in children.

TG - 39



Remember back in the Child Growth and Development course, information regarding lesson planning was discussed.

For more information regarding curriculum, visit the Florida Department of Education website:

[http://www.floridaearlylearning.com/providers/provider\\_menu/professional\\_development\\_and\\_training\\_resources/vpk\\_professional\\_development\\_and\\_teacher\\_resources.aspx](http://www.floridaearlylearning.com/providers/provider_menu/professional_development_and_training_resources/vpk_professional_development_and_teacher_resources.aspx)

TG - 40

# Module 3 Summary

Module 3 introduced:

- The concept of enhancing learning opportunities through play
- The description and reasons for play
- The stages of play development
- The concepts of active learning and active listening

TG - 41

# Module 4:

# Quality Learning Environments

Learning Objectives:

- Participants will identify the elements of a quality learning environment.
- Participants will recognize the methods used to plan learning centers and create effective traffic flow.
- Participants will identify developmentally appropriate toys and materials for young children.

TG - 42

# Key Point



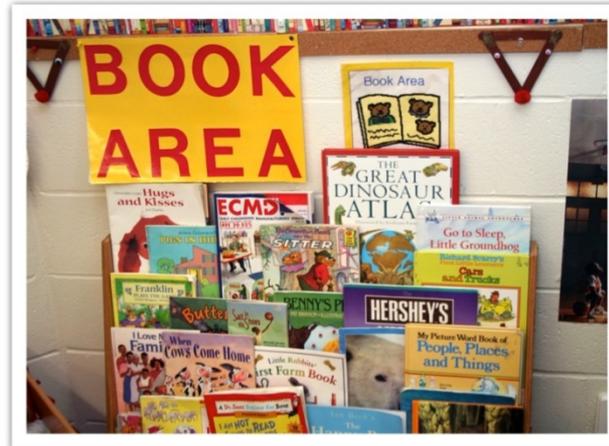
Developmentally appropriate environments must be safe, comfortable and support children's play through hands-on learning experiences.

TG - 43

# Learning Centers

TG - 45

# Activity: Evaluating Learning Centers



TG - 46

# Activity: Evaluating Learning Centers



TG - 46

# Room Arrangement

TG - 48

# Key Point



When arranging your classroom, you need to first plan for safety, but also find a balance that ensures children are comfortable and feel welcome.

TG - 48



# **Video: “Room Arrangement”**

TG - 49

# **Developmentally Appropriate Toys and Activities**

TG - 50

# Key Point



Using age-appropriate toys and materials encourages children to engage in hands-on learning. Be sure that all toys and materials are clean and safe.

TG - 51

# Activity – Where Do Learning Materials Belong?

|   |                                   |                                       |
|---|-----------------------------------|---------------------------------------|
| 1. <u>D</u> play food                           | 9. <u>Com/L</u> printer           | 18. <u>L/A</u> flannel board          |
| 2. <u>Man/E</u> counting bears                  | 10. <u>D</u> briefcase            | 19. <u>M/L</u> musical instruments    |
| 3. <u>E</u> sensory table                       | 11. <u>M</u> drums                | 20. <u>Man/L</u> sequencing cards     |
| 4. <u>ALL</u> books, books, books               | 12. <u>A</u> easels               | 21. <u>B/D</u> wooden unit blocks     |
| 5. <u>A</u> modeling compound                   | 13. <u>B/D</u> dollhouse and prop | 22. <u>M/L</u> CD player              |
| 6. <u>D/B</u> tools                             | 14. <u>Com/L</u> computer         | 23. <u>A</u> different types of paint |
| 7. <u>D/E/Man/L</u> mirrors                     | 15. <u>Man</u> lacing cards       | 24. <u>Com</u> appropriate software   |
| 8. <u>B/D</u> miniature people / cars / animals | 16. <u>D</u> nurse/doctor kit     | 25. <u>Man/L/B/E</u> puzzles          |
|   | 17. <u>E</u> magnifying glass     | 26. <u>A/L</u> crayons                |

TG - 52

# Daily Routines



TG - 53

# Key Point



Successful transitions are the key to effectively carrying out your daily routine and maintaining order.

TG - 53

# Module 4 Summary

Module 4 introduced:

- The elements of a quality learning environment
- How to plan learning centers and create effective traffic flow
- Developmentally appropriate toys and materials

TG - 55

# Module 5:

## Positive Guidance Strategies

### Learning Objectives:

- Participants will identify methods for preventing difficult and challenging behaviors.
- Participants will recognize the characteristics of a role model for good behavior in the classroom.
- Participants will define appropriate disciplinary practices that comply with state and federal law.

TG - 56

# Positive Guidance Strategies

- What are some of the positive behaviors that we see in young children on a day-to-day basis?
- What are some negative behaviors that are seen in young children?
- What are some of the things that may cause children to behave this way?

TG - 58

# Promoting Positive Behavior

TG - 59

# Promoting Positive Behavior



TG - 59

# Key Point



Ensure that children understand what is expected of them. Children cannot be expected to adhere to unclear rules and expectations about conduct and behavior.

TG - 60

# Creating Developmentally Appropriate Classroom Rules

TG - 61

# Key Point



Classroom rules are the foundation of a stable learning environment. Reinforce the classroom rules whenever possible to ensure that all children fully understand them.

TG - 61

# Be a Role Model

TG - 62

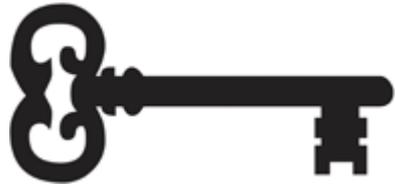
# Warning Signs

TG - 63

# Intervention Techniques

TG - 64

# Key Point



When intervening with children, you must remember to maintain the child's self-esteem and set a good example by controlling your anger.

TG - 65

# Redirection

Can you describe some other ways that you can distract children engaged in unwanted behaviors and redirect their attention?

- Use favorite toys to grab children's attention
- Flick the classroom lights on and off
- Turn on a radio or sing a song
- Transition into another activity
- Ask the child to help you with a task

Can you describe some inappropriate ways of dealing with unwanted behaviors?

- Yelling, raising your voice at children
- Throwing objects
- Putting children in time out
- Using threats
- Spanking/physical punishment
- Humiliation

TG - 66

# Bullying

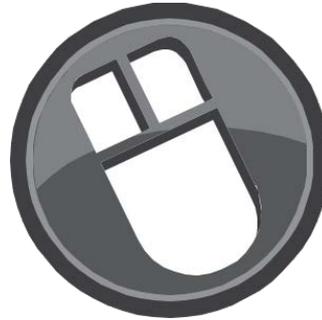
TG - 67

# Key Point



Bullying can cause emotional damage to children when they are bullied either physically or emotionally. There should be a no tolerance policy for bullying in your program.

TG - 67



The U.S. Health Resources and Services Administration has a great website about bullying at:

<http://www.stopbullying.gov/>

This website is a great resource for both children and adults in the child care field.

(Keyword: bullying)

TG - 67



Dr. Becky Bailey is an expert in childhood education and developmental psychology. She has developed a comprehensive classroom management program titled Conscious Discipline®. This program is designed to help childcare professionals learn relationship skills that encourage good disciplinary practices in the home, school and community. You can learn more about the Conscious Discipline® program at:

[http://consciousdiscipline.com/about/dr\\_becky\\_bailey.asp](http://consciousdiscipline.com/about/dr_becky_bailey.asp)

TG - 68



Second Step is a violence prevention program created by Committee for Children, a nonprofit organization. The program is available for preview and purchase through their Client Support Services at [info@children.org](mailto:info@children.org) or 800-634-4449, ext. 200. You can visit their website at: <http://www.cfchildren.org/>

TG - 68



Positive Behavioral Support is a program designed to eliminate challenging behaviors in children and encourage positive and desirable behaviors in their place. You can learn more about this program by visiting the website at:

[http://www.nasponline.org/resources/factsheets/pbs\\_fs.aspx](http://www.nasponline.org/resources/factsheets/pbs_fs.aspx)

TG - 68



[Tvoparents.com](http://www.tvoparents.com) has an informative video discussing guidance techniques with young children on YouTube:  
<http://www.youtube.com/watch?v=hc1RUDcSjhU>

TG - 69

# Module 5 Summary

Module 5 introduced:

- Methods for preventing difficult and challenging behaviors
- How to be a role model of good behavior in the classroom
- Appropriate disciplinary practices and compliance with state and federal law

TG - 70

# **Module 6: Create a Caring Community in the Classroom**

## **Learning Objectives:**

- Participants will identify the benefits of building a classroom community.
- Participants will describe methods for encouraging positive social and emotional development in young children.
- Participants will define techniques for fostering empathy and creating awareness and a sense of belonging.

TG - 71

# Key Point



The development of positive social and emotional skills at this age leads to greater success in all areas later in life.

TG - 72

# Key Point



Encouraging children to stay engaged in play helps them learn appropriate ways to maintain social interactions and overcome conflict.

TG - 73

# Nurturing Emotional Development

TG - 74

# Key Point



Emotional development occurs in young children when they are able to identify, understand and express their feelings.

TG - 74

# Key Point



Be a role model of kindness and empathy. Set an example of how to show kindness to the people around you.

TG - 75

# Key Point



Children learn empathy and caring by becoming a part of a community in your classroom.

TG - 77



Parents.tv has a clip from their segment “Teachable Moments” about fostering empathy in young children on YouTube:

<http://www.youtube.com/watch?v=TL76NhS77hs>

TG - 77

# Cultural/Social Appropriateness

TG - 78

# Children with Special Needs

## Down Syndrome

According to the National Institute of Health, “Down syndrome is the most frequent genetic cause of mild to moderate intellectual and developmental disabilities and associated medical problems and occurs in one out of 800 live births, in all races and economic groups.”

<http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0001992/>

TG - 79



For more information about Down Syndrome, visit the following websites:

National Institute of Health:

<http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0001992/>

National Down Syndrome Society: <http://www.ndss.org/>

TG - 80

# Children with Special Needs

## Autism

According to the National Institute of Neurological Disorders and Stroke website, “Autism spectrum disorder (ASD) is a range of complex neurodevelopment disorders, characterized by social impairments, communication difficulties, and restricted, repetitive, and stereotyped patterns of behavior.”

TG - 80



For more information about autism you can visit the National Institute of Neurological Disorders and Stroke website:

[http://www.ninds.nih.gov/disorders/autism/detail\\_autism.htm](http://www.ninds.nih.gov/disorders/autism/detail_autism.htm)

TG - 80

# Key Point



The development of emotional security in children at this age begins with a nurturing, predictable and caring relationship with parents and caregivers.

TG - 81

# Module 6 Summary

Module 6 introduced:

- The benefits of building a classroom community
- Methods for encouraging positive social and emotional development in young children
- Techniques for fostering empathy, creating awareness of others and creating a sense of belonging to a group

TG - 83