Region 10 ESC
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Developmentally Appropriate Practice
What Does it Really Mean

Presented by
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Developmentally Appropriate Practice – What it Really Means

Goal: To recognize, support and use the basic tenants of DAP when implementing curriculum.

Outcomes: Participants will be able to…

Identify and define core considerations, principals and guidelines of DAP.

Identify and utilize child knowledge needed to support learning and development of children.

Identify process of observation, reflection and response as tools of intentional teaching.

Identify how the environment, daily routines, interactions, activities and partnering with parents support intentional planning.

Which picture(s) is an example of Developmentally Appropriate Practice?
Why or Why Not
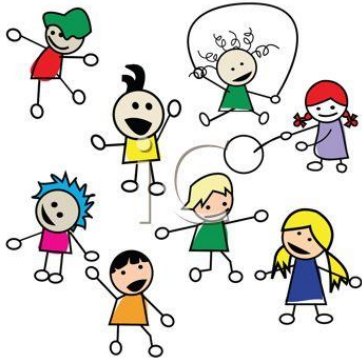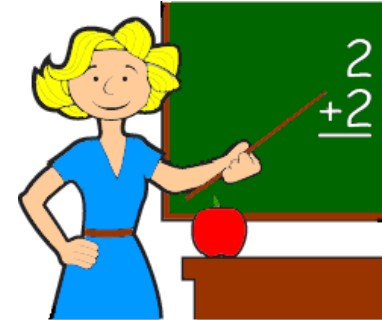
Core Values and Beliefs

Small group exercise

Why did you choose this career?

Why is most important to you about children's growth and learning?

List the values you use to make decisions about working with young children.

Developmentally Appropriate Practice
DAP

3 core areas of consideration:

What is known about child development and learning.

What is known about each child as an individual.

What is known about the social and cultural contexts in which children live.

Exercise

- Small group:

- Using handouts discuss principles

- Look at guidelines discuss how you are currently implementing these guidelines.

Forget exercise. This is more fun.

12 Principles of Child Development and Learning Activity

- All areas of development and learning are important.
- Learning and development follow sequences.
- Development and learning proceed at varying rates.
- Development and learning result from an interaction of maturation and experience.
- Early experiences have profound effects on development and learning.
- Development proceeds toward greater complexity, self-regulation, and symbolic or representational capacities.
- Children develop best when they have secure relationships.
- Development and learning occur in and are influenced by multiple social and cultural contexts.
- Children learn in a variety of ways.
- Play is an important vehicle for developing self-regulation and promoting language, cognition, and social competence.
- Development and learning advance when children are challenged.
- Children's experiences shape their motivation and approaches to learning.

5 Guidelines for Effective Teaching

- Creating a caring community of learners
- Teaching to enhance development and learning
- Planning curriculum to achieve important goals
- Assessing children's development and learning
- Establishing reciprocal relationships with families

Supporting Our Understanding of Child Development

Connecting Theory/Research to Practice: Let's Get Real!

THEORY/RESEARCH	KEY FINDINGS	IMPLICATIONS FOR PRACTICE
Abraham Maslow	Meeting children's basic needs is essential to helping them succeed as learners.	
Erik Erikson	Social/Emotional Learning is a lifelong process that begins at birth. When adults are responsive to children's needs, children learn trust, develop independence and take initiative to assert themselves in socially acceptable ways.	
Jean Piaget	Young children construct their on understanding of concepts as they manipulate real concrete objects and participate in first hand experiences.	
Lev Vygotsky	Children grow cognitively not only acting on objects but also interacting with knowledgeable peers and adults.	

Connecting Theory/Research to Practice: Let's Get Real!

THEORY/RESEARCH	KEY FINDINGS	IMPLICATIONS FOR PRACTICE
Sensory Processing Disorder	Sensory Processing Disorder (SPD, formerly known as "sensory integration dysfunction") is a condition that exists when sensory signals don't get organized into appropriate responses. (©2015 Sensory Processing Disorder Foundation)	
Brain Development	The first three years of life are a period of incredible growth in all areas of a baby's development. A newborn's brain is about 25 percent of its approximate adult weight. But by age 3, it has grown dramatically by producing billions of cells and hundreds of trillions of connections, or synapses, between these cells. (© Copyright 2014 ZERO TO THREE: National Center for Infants, Toddlers and Families)	
John Bowlby Attachment Theory	Psychologist John Bowlby was the first to coin the term. His work in the late 60s established the precedent that childhood development depended heavily upon a child's ability to form a strong relationship with "at least one primary caregiver". Generally speaking, this is one of the parents. (Bowlby, John. Attachment and Loss. 1969)	
T. Berry Brazelton's Touchpoints	Strengthening families, ultimately strengthens the community. The goal is that parents everywhere work with supportive providers, feel confident in their parenting role, and form strong, resilient attachments with their children. (T Berry Brazelton, MD)	

"We teachers must be able to catch the ball that children throw us and toss it back to them in such a way that will continue the game, perhaps developing other games as we go along".

(Filippini 1990 as cited in Edwards, Gandini and Formam 1993, 153)

How does this quote support DAP?

Road Blocks in Implementing DAP

Teacher's Belief

- -The thousand of hours that perspective teachers spend as pupils in the in the classroom shape their belief".

- -Teacher do have strong beliefs about the role that education can play.

- -Teacher's beliefs are used to evaluate new ideas how to teach. If it squares with their beliefs it is recognized as new…if not it is dismissed as unworkable of even wrong.

(Raths/Kennedy p. 385)

Strengths that will Support DAP

Dispositions to strengthen:

Value the use of knowledge

Value colleagueship

Value advocacy for all children and families

(Raths/Katz p.389)

Process to Support DAP
Observe, Reflect and Respond

Teacher As A Researcher

http://ececompsat.org/competencies/osad/osad.html

Comments and Thoughts?

Process Continued Observe & Reflect
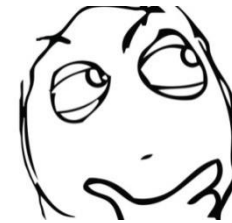
Observation:

https://www.youtube.com/watch?v=_x1eMm6FMUU

Exercise: What were you Curious about?

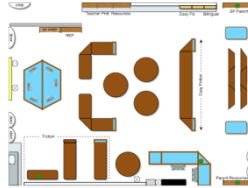Reflection: What did you think was happening

Responding

Based on what you saw in the video, how could you respond using the…

Environment

Routine

Interaction

Activity

Partnering with Parents

Activity

CREATIVE CURRICULUM®
FOR PRESCHOOL

Observing and Responding to Children

Observation	Reflection	Response
Arrival Crystal says:"Ms. Tory! Guess what? I got a new puppy and his name is Sparky. He's white with some black spots and he licks my face."	Crystal transitions into the classroom easily. *(Objective 1, Shows ability to adjust to new situations)* She can describe her new puppy. *(Objective 39, Expresses self using words and expanded sentences)* How can I use her interest in her new puppy to strengthen her skills in literacy?	Engage Crystal in conversations about her new puppy. Show her books in the Library about puppies. Suggest that she represent her ideas about her new puppy using props in the Dramatic Play Area, drawing a picture of her puppy, or creating one with clay. Listen to conversations among the children to see if this might be good topic for a study.
Group Meeting Setsuko sits still and looks at others sing and march. She looks down and does not respond when other children ask her why she doesn't want to join in.		
Choice Time Derek pretends to be a police officer writing a ticket:"Pull over, lady. You're going too fast." He scribbles on a piece of paper from left to right and top to bottom of the page.		
Closing/Departure While discussing the day, Juwan says "Me and Tasheen dug a hole outside and found a bug. We're gonna find that bug again tomorrow."		

Observe	Reflect	Respond/Experience
8 month old Kyle is playing with a cloth book, he picks up one page then begins trying to flip other cloth pages. He flips one more page but cannot flip the other pages, he tries two more times, then leave the book alone.		
18 month old Sabrina smiles when the lunch comes in an begins walking to the area for handwashing. She begins waving her hands at the teacher saying "wa,wa, wa".		
22 month old Lynette is setting up play plastic people figures on the table. She hits the table and the figures fall. She says, "all down". She sets the figures up two more times and two more time she hits the table and the figures fall. Again she repeats "all down" the next time she sets up the figures and hits the table. This time the figures do not fall. She says "good" and walks way.		

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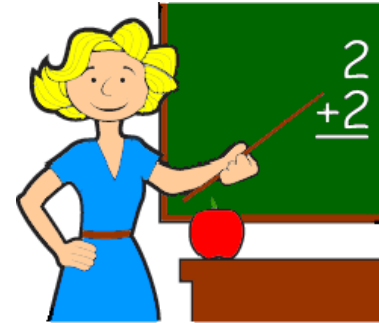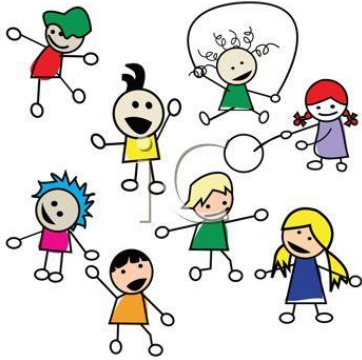
What Did We Learn!

-Curriculum can support DAP when consider your knowledge of child development, each individual child and their social and cultural context. implemented.

-Observation, Reflection and Response is the process used to support DAP and your curriculum, be a researcher.

-When planning use the environment, daily routines, interactions, activities and partnering with parents supports the DAP.

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Questions & Feedback