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 Practice
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.
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 lifelong learning here:
Key Point

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

- *Age 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 groups is necessary to plan the most appropriate environments and activities to optimize the learning experience for children in your care.
What is Developmentally Appropriate Practice?

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

A child’s age, temperament, personality and family history are all factors that affect their development.
What is Developmentally Appropriate Practice?

- **Cultural appropriateness** means considering the social and cultural contexts in which children grow and live.
Key Point

A child’s learning experience is enhanced when caregivers are aware of and support each child’s social and cultural context in which they live.
Key Point

Caregivers should be intentional about planning learning experiences that are purposeful, challenging and achievable.
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 practices 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.
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 their development.
You can view the Florida Department of Education’s VPK standards here:

You can view the Florida Office of Early Learning’s Birth to Three Learning and Development standards here:
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 on-going support.

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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.
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.
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

*Understanding Developmentally Appropriate Practice*
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-size furnishings
- Well defined and equipped space that meets the needs of all children

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

Quality Early Care
+ Quality Education
Quality Outcomes for Children

Understanding Developmentally Appropriate Practice
Key Point

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

The lack of quality care has negative effects on children’s school readiness and development.

Understanding Developmentally Appropriate Practice
Key Point

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

SUNNY DAY CHILD CARE
Written Policy

Discipline Policy:

Written Policy defines discipline as consistent, reasonable, and age-appropriate. Discipline is aimed at teaching children healthy coping strategies and problem-solving skills. The following guidelines are intended to promote a safe, supportive, and nurturing environment for all children.

1. Positive reinforcement: Praise and encouragement are used to foster positive behavior.
2. Clear expectations: Children are given clear and consistent expectations for their behavior.
3. Logical consequences: Consequences for behavior are consistent with the severity of the action.
4. Consistency: Staff members maintain consistent rules and expectations.
5. Respect: Children are treated with respect and dignity.
6. Non-physical discipline: Corporal punishment is NEVER used.

Parental Notification:

SUNNY DAY CHILD CARE emphasizes the importance of parental involvement in children's development. Regular communication with families is essential for the well-being of the children. Parents are encouraged to take an active role in their child's education and development.

Corporal Punishment is NEVER used:

Corporal punishment is considered a violation of the Written Policy. Staff members are prohibited from using physical force or any other forms of punishment. Respect and positive reinforcement are used to guide children toward healthy behaviors.

Understanding Developmentally Appropriate Practice

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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.
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
Module 3: Who does Developmentally Appropriate Practice Impact?

Learning Objectives:

• Participants will identify ways to intentionally include families in the child care 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.
Key Point

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

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

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

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

The best way to deal with parents’ worries is to show them that you understand, are informed, honest and available.
Communication between parents and caregivers

Information Parents can Provide to Caregivers

Information Caregivers and Provide to Parents
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: ____________________________________

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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!
Barriers

Language / Custom Barriers

Single Parent / Foster Parent / Grandparents

Special Needs
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.
Respecting families and sharing information promotes positive relationships among all families and strengthens their sense of belonging in the community.
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 classroom community
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 six domains of development.
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:
http://www.youtube.com/watch?v=lEam9lpa6TQ

Vygotsky:
http://www.youtube.com/watch?v=hx84h-i3w8U

Understanding Developmentally Appropriate Practice
Abraham Maslow: Hierarchy of Needs

- **Self-actualization:** Fulfill one's life with purpose and meaning, Being all that one is able to be
- **Esteem needs:** Adequacy, Confidence, Importance
- **Social:** Belonging, Love and Attention, Acceptance
- **Comfort and Safety:** Safety, Security, Stability
- **Physical:** Shelter to protect, Water to drink, Food to eat, Clothes to wear

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

Understanding Developmentally Appropriate Practice
Key Point

Providing for the physical needs of infants and toddlers 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.

Understanding Developmentally Appropriate Practice
**Erik Erikson’s Social Theory**

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

Understanding Developmentally Appropriate Practice
Lev Vygotsky

Understanding Developmentally Appropriate Practice
Key Point

Developmentally appropriate practices are influenced and enhanced by sound early childhood theories focused on young children’s developmental stages.
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
Brain Twisters

1. Listening to any kind of music improves math skills later in life.
2. We are born with 100 billion 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.
Key Point

Brain connections are stimulated by events, experience and attachment. These connections, formed through repetition, shape the way a child feels, thinks and acts.
You can view the Florida Office of Early Learning’s Birth to Five Standards here:
http://www.flbt5.com/

You can view the Department of Education’s Voluntary Prekindergarten Education Standards here:
Developmental Domains

Physical Development

Motor Development
- Stages of Writing
- Stages of Art
Stages of Art

Free Radical

Repeating of basic shapes

Drawing of circle with legs/arms

A more recognizable human form

Understanding Developmentally Appropriate Practice
Stages of Writing
Developmental Domains

Language Development

Social and Emotional Development

• Stages of Play
Stages of Play

SOLITARY PLAY

PARALLEL PLAY

ASSOCIATIVE PLAY

CO-OPERATIVE PLAY

Understanding Developmentally Appropriate Practice
Developmental Domains

Cognitive Development

Approaches to Learning
Key Point

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

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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
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.
Key Point

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

1. **Dramatic Play/Home Living:** kitchen furniture, mirrors, dress-up clothes, baby dolls and tables/chairs
2. **Library:** books, cozy area/listening center, rugs, puppets, soft pillows/furniture, natural lighting
3. **Discover/Sensory/Science:** items found in nature (pine cones, shells, rocks, water/sand table), sensory items (shakers, smelling jars)
4. **Blocks/Construction:** wooden, plastic or 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

Understanding Developmentally Appropriate Practice
Room Arrangement

• Safety:
• Positive relationships and interactions:
• Location:
• Traffic patterns:
• Wall decorations:

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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.
Classroom Arrangement

Understanding Developmentally Appropriate Practice
Key Point

Outdoor play is a great way that caregivers can help fight the growing childhood obesity epidemic.
For more information on ways that you can help fight the childhood obesity epidemic visit http://www.letsmove.gov.
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.
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.
Key Point

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

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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
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
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:


(Keywords: transition, songs)
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.
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.
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.
Key Point

Everyday, caregivers take on many roles from being an observer in the classroom to community liaison.
Key Point

Being professional increases the quality of child care.
You can access information about the staff credential here: http://www.myflorida.com/childcare - 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 & compensation.

You can access information about T.E.A.C.H. here: http://www.thechildrensforum.com/
### Each One-Teach One Guidelines for Effective Teaching

<table>
<thead>
<tr>
<th>Guideline</th>
<th>Why is this guideline important?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a community</td>
<td>Signed by:</td>
</tr>
<tr>
<td>Teach to enhance development and learning</td>
<td>Signed by:</td>
</tr>
<tr>
<td>Plan curriculum to achieve identified goals</td>
<td>Signed by:</td>
</tr>
<tr>
<td>Assess children’s development</td>
<td>Signed by:</td>
</tr>
<tr>
<td>Establish relationships with families</td>
<td>Signed by:</td>
</tr>
</tbody>
</table>

**Understanding Developmentally Appropriate Practice**

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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/
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.