Understanding Developmentally Appropriate Practice
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: 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:
Activity: Record your expectations:

What is Developmentally Appropriate Practices?
What does DAP stand for?
Does age factor into DAP?
What DAP would be appropriate for Preschoolers (3-5 years of age)?
Think, Pair, Share: What does DAP mean to you?

DAP means what activities are appropriate for children. Age is an important determination of how and what we teach. Also we must consider the maturity and abilities of the child. All 3 year olds are NOT the same maturity level.
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 group is necessary to plan the most appropriate environments and activities to optimize the learning experience for children in your care.
Example 1: Is this an age appropriate activity? What would make it more developmentally appropriate experience?

Somewhat. A more enjoyable and appropriate project for a toddler could be painting on a bigger sheet of paper, firmer paper, or Plexiglas. It does not need to be made into a project. It is a sensory experience.
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.
Example 2 – Is this example individually appropriate for Nate? Why or why not? What would make it a more developmentally appropriate experience?

It depends. To be appropriate we must consider the individual needs of the child. We need to consider is he lacking sleep and he is just new to the classroom.
What is Developmentally Appropriate Practice?

- **Social/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.
Example: Is this a culturally appropriate activity? Why or why not? What could make it a more developmentally appropriate experience?

It could be. A more appropriate experience might be to offer a variety of mediums and choices to make birdfeeders.
Integrating the 3 Components of Developmentally Appropriate Practice learning experiences for the child in your scenario. Please use Brian to fill in the blanks.

Scenario:

Age: Brian is 4 years old. He is playing in the sand with trucks and blocks. Mrs. Keely knows he rarely seeks others to play with him. He prefers to play by himself. Mrs. Keely doesn’t seem to think this is a problem, because he will be going to kindergarten in the fall and he will have to do his work by himself anyway.

How would you provide DAP learning experiences? Write in the blanks below.
Video Examples of Teaching Intentionally
Refer to the links below:

https://www.youtube.com/watch?v=aRBzCMGzSvs (part 1- Using Food, Fun, & Family Style Meals)

And

https://www.youtube.com/watch?v=FsoapIAslpk (part 2- Using Food, Fun, & Family Style Meals)

Answer the questions in your book pages 10 and 11.
Key Point

Caregivers should be intentional about planning learning experiences that are purposeful, challenging and achievable.
Activity: What is Developmentally Appropriate Practice?

DAP is a curriculum?
No, it is a set of guidelines that help us make decisions about appropriate curriculum and teaching strategies.

When we use DAP, it means there is only one right way to teach a skill.
No, teaching skills requires a dynamic approach by the teacher that uses a variety of techniques best suited to a child’s needs and experiences.
Activity: What is Developmentally Appropriate Practice?

DAP means waiting until a child is ready to acquire new skills.
No, it means setting appropriate expectations that would be considered DAP, but there may be individual differences that also need to be taken into consideration.

Using everyday routines and activities to enhance learning is DAP.
YES
Activity: What is Developmentally Appropriate Practice?

DAP classrooms are largely unstructured to encourage free exploration.

No, to be DAP, programs must be thoughtfully structured, well organized, and planned for in advance.

Teachers should have an understanding of child growth and development.

YES, DAP considers age ranges of the children within the group.
Activity: What is Developmentally Appropriate Practice?

The classroom must be a welcoming environment for everyone’s cultural background.

Yes, the classroom should create a sense of community that demonstrates respect and support for all children.

DAP activities should be intentional, challenging, and achievable.

Yes.

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Activity: What is Developmentally Appropriate Practice?

Recognizing and adapting practices on the cultural background of each child a DAP?
Yes.

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

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Florida has developed learning standards for children birth through age five. Visit them at:

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.
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
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
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.
Perry Preschool Study

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

Understanding Developmentally Appropriate Practice
Key Point

Quality Early Care
+ Quality Education
Quality Outcomes for Children
Activity: Defining Quality Care

How would you define quality child care?

High quality child care is a safe, nurturing environment where children learn and grow. Staff are properly trained and supported. Parents have access to programs at all times and the program is well organized to promote optimal skill development.
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.
What does this mean to us?

Since poor quality care can actually harm children, we need to do a better job. We can do this by informing parents about the importance of choosing quality care and making quality care affordable and accessible. If we don’t, children raised in poor quality child care programs may actually have problem behaviors promoted, lower cognition and language, poor relationships, and decreased school readiness. This is exactly why we need quality child care.
Activity: Favorite Store

Write down 5 reasons why you enjoy shopping at your favorite store, and 5 reasons why you don’t enjoy shopping at another store.

<table>
<thead>
<tr>
<th>Favorite Store</th>
<th>Another Store</th>
</tr>
</thead>
<tbody>
<tr>
<td>Color, variety</td>
<td>Dirty, crowded, cluttered</td>
</tr>
<tr>
<td>Friendly service</td>
<td>Mean or unfriendly people</td>
</tr>
<tr>
<td>Smells good</td>
<td>No restrooms</td>
</tr>
<tr>
<td>Wide aisles, not crowded</td>
<td>Long lines, expensive</td>
</tr>
<tr>
<td>Labeled, organized</td>
<td>Parking problems</td>
</tr>
</tbody>
</table>
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:

Sunny Day Child Care is committed to providing a safe and healthy learning environment for all children. Our goal is to ensure that every child feels valued and respected. We believe in using positive reinforcement and encouraging behavior to help children develop good habits.

1. Positive Reinforcement:
   - We use verbal praise, stickers, and other positive affirmations to encourage good behavior.
   - Children are rewarded for following rules and demonstrating positive behavior.

2. Consistency:
   - Staff members follow consistent routines and expectations.
   - Children are taught the same rules and expectations regardless of who is in charge.

3. Limit Setting:
   - Clear boundaries are set for what is acceptable behavior.
   - Staff members enforce limits and consistently restate them when necessary.

4. Positive Consequences:
   - When a child needs redirection, we focus on teaching the child what to do instead of what not to do.
   - Children are encouraged to make good choices and are given positive feedback.

5. Positive Discipline:
   - Staff members use positive discipline strategies such as time-out, redirection, and consequences.
   - Children are taught to respect others and their belongings.

6. Collaboration with Parents:
   - We work closely with parents to ensure that all children receive consistent discipline strategies.
   - Parents are encouraged to participate in discipline discussions.

Parental Notification:

Sunny Day Child Care understands the importance of open communication between parents and staff members. We believe that keeping parents informed about their child’s behavior is essential to creating a positive learning environment.

1. Communication:
   - Staff members share information about a child’s behavior with parents.
   - Parents are encouraged to ask questions and provide feedback.

2. Consistency:
   - Staff members consistently communicate with parents.
   - Parents should receive consistent information from their child’s teacher.

3. Collaboration:
   - Staff members work closely with parents to develop strategies for behavior management.
   - Parents are encouraged to participate in developing discipline plans.

Corporal Punishment is NEVER used:

Sunny Day Child Care does not believe in using corporal punishment as a form of discipline. We believe that it is ineffective and can be harmful to a child’s emotional development.

1. Positive Reinforcement:
   - We use positive reinforcement to encourage good behavior.
   - Children are rewarded for following rules and demonstrating good behavior.

2. Positive Discipline:
   - Staff members use positive discipline strategies such as time-out, redirection, and consequences.
   - Children are taught to respect others and their belongings.

3. Collaboration with Parents:
   - We work closely with parents to ensure that all children receive consistent discipline strategies.
   - Parents are encouraged to participate in discipline discussions.

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.
Activity: Think, pair, share

Discuss some of the challenges that parents and families face when it comes to raising children. Discuss with your groups some of the main concerns and record them in the space provided.

The number of children being raised by single parents, foster parents, or grandparents as the primary caregivers is larger than ever before. More than 20% of preschoolers are being raised by their grandparents.

According to childstats.gov, “In 2005, 61% of children ages 0-6 who were not yet in kindergarten (about 12 million children) received some type of child care on a regular basis from persons other than their parents. This is about the same proportion of children in child care in 1995.”
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.
Guilt Factor

Use the space provided to record some common concerns parents may have about leaving their child in child care.

• Have I failed as a parent?
• Will my child be safe?
• Will my child be happy?
• Will I miss out on important “firsts”?
• Will taking them to child care have an affect on their learning?
Activity: Think, Pair, Share

Use the space provided to record some ways that you can help make every parent and child look forward to coming into your classroom each day.

• Greet child at the door. Always say the name of the child. When you greet each child, it lets him/her know he/she is now in your care. “Good morning, Sam!”
• Make eye contact with the children, or position yourself at their eye level to let them know you are really listening.
• Create a comfortable and inviting environment
• Share observations about children with parents.
• Call each child by name
• Have activities for the children to do when they enter
Key Point

The best way to deal with parents’ worries is to show them that you understand, are informed, honest and available.
Essential Partnership with Families

Use the space provided to record some things that you can intentionally do to help establish a positive, reciprocal relationships with families?

• Create an environment where parents and children feel welcomed and included
• Provide opportunities for open dialog and two-way communication
• Respect parents preferences, choices, and concerns
• Identify the parents’ strengths and weaknesses.
Activity: Communication Between Parents and Caregivers

Use the space provided to record the types of information a parent needs from a caregiver, and the types of information a caregiver needs from a parent.

Information Parents Can Provide to Caregivers

- Health and growth history
- Relationships with other family members
- Family history (divorce, separation, remarriage, other sources of family stress)
- Child’s likes and dislikes
- Eating and sleeping trends at home
- Allergies and medical information
- Family culture/lifestyles
Activity: Communication Between Parents and Caregivers

Use the space provided to record the types of information a parent needs from a caregiver, and the types of information a caregiver needs from a parent.

Information Parents Can Provide to Caregivers

- Interaction with other children
- How the child is feeling
- Progression in development
- Child’s interests
- How they slept and ate while in care
- Diapering/potty information
- What the child did during the day
- Information about the child’s friends
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!
Including All Families

Language and Custom Barriers

• Parents and children have a difficult time “fitting in”, comfort level may be low
• Communication between parents and caregiver may be infrequent or misunderstood. Increased efforts need to be made to communicate using a variety of methods, formally, and informally.

Single Parent/Foster Parent/Grandparents as Primary Caregivers

• Lack of resources
• Lack of time
• Financial needs require them to work more hours
Including All Families

Special Needs

- Lack of time (doctor’s appts/therapy sessions)
- Financial (medical bills)
- Extra demands and additional stress, sometimes little relief from caregiving duties
- Difficulty in finding quality care
Activity: Super Caregivers

Create a parent strategy for each scenario.

Scenario 1

- Offer language classes, if there is a large population of people who speak English as a second language
- Try learning some Spanish
- Have her come in to teach Spanish to the children
- Ask about Spanish songs or games you could use.
Activity: Super Caregivers

Scenario 2

- Invite her into the room with the older brother
- Use the family’s customs in your room (food, music, dress and dance)
- Make sure the child’s culture is reflected in the room through pictures or toys
Activity: Super Caregivers

Scenario 3
• Provide free child care
• Provide child care as a hardship case on a night out
• Pass on the information in the session the next day
• Have the session meet at a more convenient time

Scenario 4
• Set up a telephone parent conference
• Hold a parent conference during a lunch break
• Have your director assist you
• Use daily reports or other journals that you and the parent fill out.
Activity: Super Caregivers

Scenario 5

- Find out what the children like to do, engage them, and build on their interests
- Set up a time to meet with the parents that is convenient for them, even if it is early in the morning
- Invite the children to help you set up a special activity or event for the program
- Encourage the family to provide input and become involved in the program and/or special event
- Encourage them to share skills and talents, and extend program learning into home
- Use technology to connect and interact with the family, if necessary
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.
Activity: Relationship Challenges

1. Discipline Issues
2. Treatment of a child by caregiver
3. Conflict between children and how it is handled
4. What is being taught (how/why?)
Activity: Using Your Community Resources

- Child Care of Southwest Florida
- Step by Step
- CCPS
Activity: Using Your Community Resources

- Child Care of Southwest Florida
- Step by Step
- CCPS
Key Point

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.
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

Self-fulfillment needs
Psychological needs
Basic needs

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

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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.
<table>
<thead>
<tr>
<th>Statement</th>
<th>Emotional</th>
<th>Physical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving water to a thirsty child</td>
<td></td>
<td>Water fulfills a basic physical need</td>
</tr>
<tr>
<td>Spending time with children on an individual level, such as holding or</td>
<td>Giving children individual attention establishes trust with the caregiver</td>
<td></td>
</tr>
<tr>
<td>rocking an infant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Singing quiet songs before naptime</td>
<td>Establishing a soothing presence helps to form bonds by creating a</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>comfortable environment</td>
</tr>
<tr>
<td>Talking to toddlers about favorite foods during mealtime</td>
<td>Engaging children in conversation not only helps develop language skills,</td>
<td>Providing nutritious meals and snacks fulfills physical needs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statement</td>
<td>Emotional</td>
<td>Physical</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Sitting on the floor with a toddler who is playing</td>
<td>Children love to include adults or caregivers in their play. Doing so establishes emotional bonds.</td>
<td></td>
</tr>
<tr>
<td>Comforting a crying infant</td>
<td>Providing comfort to a child who is upset establishes a bond by helping to fulfill the emotional needs of the infant.</td>
<td></td>
</tr>
<tr>
<td>Changing an infant’s diaper</td>
<td></td>
<td>Changing an infant’s diaper maintains his/her hygiene which is a physical need. Be sure to follow correct sanitation procedures for the changing table and ALWAYS use universal precautions.</td>
</tr>
</tbody>
</table>
### Activity: Emotional and Physical Needs

<table>
<thead>
<tr>
<th>Statement</th>
<th>Emotional</th>
<th>Physical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing cribs that meet Florida’s safety standards for infants to nap in.</td>
<td></td>
<td>Shelter, safety, and bedding provide for the physical needs of infants.</td>
</tr>
<tr>
<td>Teaching toddlers to wash their hands</td>
<td>Good sanitation and hygiene fulfill physical needs.</td>
<td></td>
</tr>
<tr>
<td>Comforting a crying child while you clean and bandage a scrape or scratch.</td>
<td>Comforting and calming a child who is in pain establishes a bond between child and caregiver.</td>
<td>Cleaning and bandaging scrapes and scratches fulfill physical needs.</td>
</tr>
</tbody>
</table>
Children need breakfast in the morning and nutritious meals throughout the day to be able to play, grow, and learn. A predictable routine is necessary so children know what to expect and feel safe. Each child needs responsive adults who encourage and support them as they develop the skills they need. Children need to experience success.
## Erik Erikson’s Social Theory

### Erikson’s Stage Theory in its Final Version

<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>

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

Understanding Developmentally Appropriate Practice
Activity: Exploring Erikson’s Stages of Social Development

• Allow your children to make appropriate choices throughout the day. Where would they like to play? What would they like to do or make?

• Offer choices when guiding behavior. Offer 2 acceptable choices such as, “Would you like to join us in the blocks or read a book at the table?”

• Encourage initiative

• Draw attention to accomplishments by identifying what they have done versus general statements (I see you painted the whole page versus I like your painting.)

• Allow children to correct their own mistakes. If they spill their milk, do not shame them. Let them feel successes by allowing them to clean it up with your assistance.
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

Lev Vygotsky

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

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

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.  False

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

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

4. A three year old’s brain is less active than your brain. False

5. A young child can acquire any skill at any time in the first five years of growth. False
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 Department of Education Office of Early Learning
Developmental Domains

Physical 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
Stages of Writing

Understanding Developmentally Appropriate Practice
Stages of Play

**SOLITARY PLAY**

**PARALLEL PLAY**

**ASSOCIATIVE PLAY**

**CO-OPERATIVE PLAY**


Understanding Developmentally Appropriate Practice
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.
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.
Activity: Favorite Places to Play and Learn

- Safe (familiar people, places, colors, smells/no dangerous objects or unfamiliar people or animals, etc.)
- Comfortable (clean, tidy/ well organized environment, plenty of room, good lighting, soothing colors, appropriate music, playground, nature, outdoors, etc.)
- Full of supplies (paper, pencils, crayons, paint, chalk, toys, etc.)
Key Point

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

Furniture

• Furniture for routine care and play should be child sized. This allows children to participate freely and promotes independence

Access to material:

*Children should be able to reach and use materials independently. Open shelves, cubbies, baskets, materials, and learning centers should be at their level.
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
Room Arrangement

• Safety: organized play spaces must consider the health and safety of children first.

• Positive relationships and interactions: classroom arrangement has an effect on how children interact with each other and materials. It can either help or hinder a child’s ability to learn and develop.
Room Arrangement

• **Location:** Messy play areas such as art, sand and water should be placed near each other. Quiet, clean areas like books, manipulatives, and computers should be placed away from messy or noisy areas.

• **Traffic patterns:** Traffic patterns should be set up to avoid large open runways yet should not be so divided up that they are hard to move around in.
Room Arrangement

• Wall decorations: Place meaningful photographs, paintings, and drawings down low where children can see and talk about them. Rotate displays frequently.
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.
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](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.
Developmentally Appropriate Equipment and Play Materials

• Safe: Are all toys, materials, and equipment non-toxic? Does anything pose a choking hazard?
• Appealing: Do the materials reflect children’s interests? Are they meaningful and relevant?
• Age Appropriate: Do the toys allow for open-ended exploration? Is there a wide variety of each type of play material? Does the environment support independent use and children’s choice?
• Accessible: Are all toys, equipment, and play materials accessible for all children, including those with varying needs and abilities? Are they child sized? Do they promote and encourage social interaction?
Developmentally Appropriate Centers

- **Cooking Center** - Have multicultural plastic breads (pita, tortilla, crescent, pretzel, French bread, Greek Easter bread, breadsticks
- **Dramatic Play** - Provide fabrics with different country’s prints (Mexican, African, Chinese, Scottish) Represent different stores (grocery, pet, book, shoe, gas station)
- **Art/Creative Expression Center** - Run tiny trucks and cars through paint then on paper or plastic trays, stamp pads in a tub with ink and construction paper. Have a mini-muffin pan used to pour paints and water into sections, include: knob ended (palm grasp) brushes for children with special needs. Pour paint on large sponges, then use a small paint roller with fuzzy brush attachment. Be sure to cover tables in plastic tablecloths or newspaper for easy cleanup.
• **Discovering/Sensory/Science Center:** offer an old wash tub with washboard and a small amount of soap and water. Children can “wash” doll clothes. Have a short line to dry clothes on. Provide a plastic tub with gerbil bedding with chlorophyll. Place random items inside the tub like: rubber frogs and plastic flowers. Inside a plastic tub place broken radio for the children to disassemble. Have cornstarch in a plastic tub with different sized measuring cups and rubber toys hidden in it. Provide top soil or water in a tub with rubber fishing worms,

• **Music and Movement Center:** Have musical instruments and CDs from different countries and genres

• **Computer Center:** Use an old keyboard or type writer, telephones, pens, office paper, or envelopes.
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.
## Daily Routines - original

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:15</td>
<td>Morning arrival</td>
</tr>
<tr>
<td>8:15 – 8:45</td>
<td>Inside play</td>
</tr>
<tr>
<td>8:45 – 9:15</td>
<td>Table toys</td>
</tr>
<tr>
<td>9:15 – 9:45</td>
<td>Puzzles</td>
</tr>
<tr>
<td>9:45 – 10:15</td>
<td>Breakfast</td>
</tr>
<tr>
<td>10:15 – 10:30</td>
<td>Coloring</td>
</tr>
<tr>
<td>10:30 – 10:45</td>
<td>Play dough</td>
</tr>
<tr>
<td>10:45 – 11:00</td>
<td>Circle time</td>
</tr>
<tr>
<td>11:00 – 11:30</td>
<td>Art project time</td>
</tr>
<tr>
<td>11:30 – 11:45</td>
<td>Learning time</td>
</tr>
<tr>
<td>11:45 – 12:00</td>
<td>Outside play</td>
</tr>
<tr>
<td>12:00 – 12:05</td>
<td>Hand washing</td>
</tr>
<tr>
<td>12:05 – 12:30</td>
<td>Lunch</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:30 – 12:45</td>
<td>Interactive songs</td>
</tr>
<tr>
<td>12:45 – 1:15</td>
<td>Story time</td>
</tr>
<tr>
<td>1:15 – 1:30</td>
<td>Outside play</td>
</tr>
<tr>
<td>1:30 – 2:00</td>
<td>Nap time</td>
</tr>
<tr>
<td>2:00 – 2:15</td>
<td>Snack time</td>
</tr>
<tr>
<td>2:15 – 2:30</td>
<td>Free play</td>
</tr>
<tr>
<td>2:30 – 2:45</td>
<td>Play dough</td>
</tr>
<tr>
<td>2:45 – 3:00</td>
<td>Coloring</td>
</tr>
<tr>
<td>3:00 – 3:15</td>
<td>Cutting</td>
</tr>
<tr>
<td>3:15 – 3:30</td>
<td>Table toys</td>
</tr>
<tr>
<td>3:30 – 4:00</td>
<td>Outside play</td>
</tr>
<tr>
<td>4:00 –</td>
<td>Afternoon pickup</td>
</tr>
</tbody>
</table>
# Daily Routines - revised

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 9:45</td>
<td>Morning arrival/hand washing/free play/table toys/puzzles (Combine activities to eliminate transitions. Allow children to choose from a number of activities.)</td>
</tr>
<tr>
<td>9:45 – 10:00</td>
<td>Hand washing</td>
</tr>
<tr>
<td>10:00 – 10:30</td>
<td>Breakfast</td>
</tr>
<tr>
<td>10:30 – 11:15</td>
<td>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.)</td>
</tr>
<tr>
<td>11:15 – 11:30</td>
<td>Cleanup/hand washing (Children can clean up from their art activity and join circle time at their own pace.)</td>
</tr>
<tr>
<td>11:30 – 11:45</td>
<td>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.)</td>
</tr>
<tr>
<td>11:45 – 12:30</td>
<td>Lunch time</td>
</tr>
<tr>
<td>12:30 – 1:00</td>
<td>Outside time/playground (Children have the choice of playing on playground equipment or other outside activities.)</td>
</tr>
<tr>
<td>1:00 – 1:30</td>
<td>Nap time</td>
</tr>
<tr>
<td>1:30 – 2:15</td>
<td>Learning time/interactive songs/story time (Combining activities that are similar eliminates transitions.)</td>
</tr>
<tr>
<td>2:15 – 3:00</td>
<td>Center time/table toys/puzzles</td>
</tr>
<tr>
<td>3:00 – 3:30</td>
<td>Hand washing/snack time</td>
</tr>
<tr>
<td>3:30 – 4:00</td>
<td>Coloring/cutting/table toys</td>
</tr>
<tr>
<td>4:00</td>
<td>Afternoon pickup</td>
</tr>
</tbody>
</table>
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.
Activity: Represent Yourself as a Caregiver

If you were able to describe the “ultimate” caregiver, what would he or she be like?

• Patience
• Ability to budget time
• Kindness
• Knowledge of child development and growth
• Playfulness
• Good health
• Resilience
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>
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.