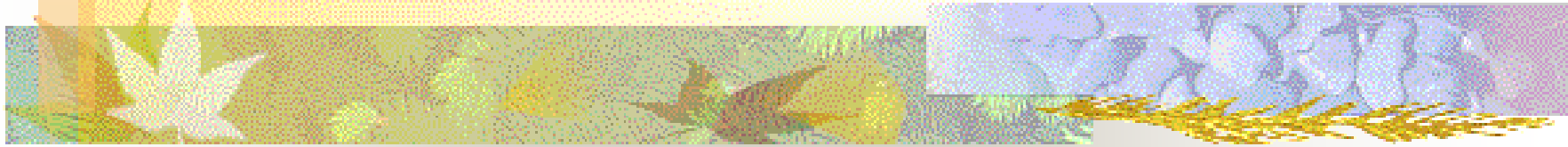


Developmentally Appropriate Practice in Early Childhood Programs



"I get by with a little help from
my friends."
- John Lennon



Chapter 4, Page 111

DAP in the Preschool Years – Ages 3-5

- **Pages 111 & 112**
- **Half of preschoolers US/enrolled preschool**
- **Optimal development & learning/positive & caring relationships**
- **Teachers-knowledge (cultural), skill, training**
- **Children arrive w/unique experiences**
- **4 year olds in poverty/18 months behind**
- **43% of preschool families/poverty**
- **Pre-operational thinkers (see notes-1)**



DAP in the Preschool Years – Ages 3-5

- **Pages 113-117/Physical Development**
- **Constantly moving/1/4 day outside/ex. Group time alternative listening/moving**
- **2-3 year olds—fairly immature, uncoordinated**
- **4-5 years olds—greater control, not yet fluid**
- **6-7 year olds—fluidity begins**
- **Sensation (senses/taste) & perception (see notes-2)**
- **Fine motor—handedness/4 years; explore writing, cutting**
- **Girls-fine motor; boys-gross motor**
- **Regular physical activity – benefits (see notes-3)**
- **Avoid competition-ego strength & self-esteem**

DAP in the Preschool Years – Ages 3-5


- Pages 117-120/Social & Emotional Development
- Positive social & emotional dev./foundation cognitive & academic competence now & later
- Born with temperaments/not born with + or – learning experiences





DAP in the Preschool Years – Ages 3-5

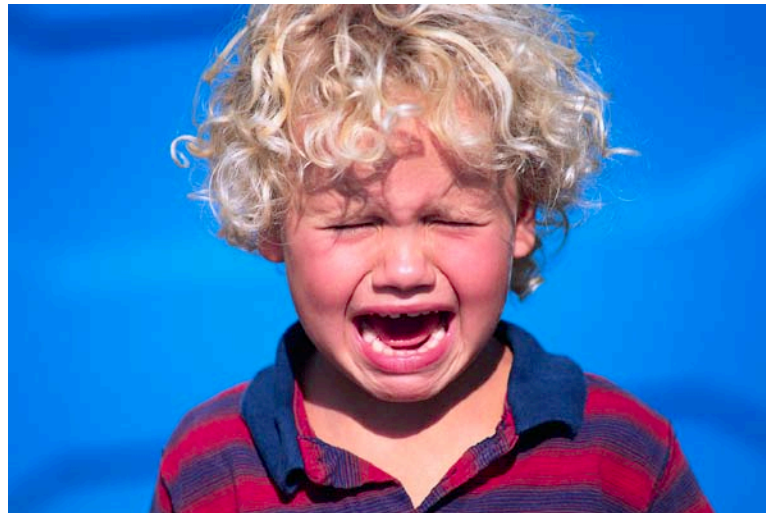
- **Social Interactions (pg. 120) (see notes 4)**
- **Development of Prosocial Behavior (pg. 122) (see notes 5)**
- **Aggression & other challenging behaviors (pg. 122) (see notes 6)**
- **Sense of self in relation to others (pg. 122) (see notes 7)**

- 
- “A simple friend thinks the friendship over when you have an argument. A real friend knows that it's not a friendship until after you've had a fight.”

Unknown

DAP in the Preschool Years – Ages 3-5

- Pages 123-129 Emotional Development
- Emotions are ALL okay/don't need to fix!!
- + & - emotions serve important functions
- Some feelings motivate children to learn-pleasure! Others may interfere – sadness . . .





DAP in the Preschool Years – Ages 3-5

- **Development of emotional competence (pg. 123) (see notes 8)**
- **Development of conscience (pg. 125) (see notes 9)**
- **Stress, coping, resilience (pg. 125) (see notes 10)**
- **Promoting social and emotional development in preschool (pg. 126) (see notes 11)**



DAP in the Preschool Years – Ages 3-5

- **Promoting social development (pgs. 127-129)**
 - **Intentionally set up**
 - **Blocks of time for children to play together**
 - **Teachers scaffold social interactions**
 - **Help children join play/social pretend play**
 - **Help child select an activity or play group or an individual**
 - **Help children learn to solve conflicts**



DAP in the Preschool Years – Ages 3-5

■ Promoting emotional development (pgs. 128-129)

■ Relationships

■ Emotion-center teachers/emotional communication

- Help children find words**
- Development of conscience/discuss feelings, values, behaviors and their consequences**
- Protect children from stress/long term damage**
- Help children cope/best coping strategy-close relationship with teacher**



DAP in the Preschool Years – Ages 3-5

■ Cognitive Development (pgs. 129-131)

- Mental representations including past/future**
- Influences of social interaction and play**
 - Make sense of world through pretend play/theorists explain benefits**
 - Vygotsky Developing Ideas**
 - Communication with others, private speech, internalized thought**
 - Piaget/strengthens newly acquired ideas/mentally represent**
 - Allows children to take control/doctor visit, moving**



DAP in the Preschool Years – Ages 3-5

■ **Cognitive Development (pgs. 132-137)**

■ **Executive Functioning (pgs. 132-137) (see notes 12)**

- **Attention**
- **Memory**
- **Mental Representation**
- **Logic and characteristics of thought**
- **Reasoning**
- **Concept acquisition and classification**
- **Magical Thinking**

■ **Promoting cognitive development/best strategy/periods of time for sustained play/give props & teachers promote play/allow children to pursue their interests**

- **Teaching mathematics (pg. 139) (see notes 13)**
- **Teaching science (pg. 140) (see notes 14)**



DAP in the Preschool Years – Ages 3-5

- **Language and literacy development (pg. 142)**
 - **Oral language and communication (ability to state feelings, desires, and ideas & respond to others/varying abilities; acquire 2nd language) (see notes 15)**
 - **Promoting language and literacy**
 - **Promoting oral language and vocabulary knowledge (pg. 144) (see notes 16)**
 - **Promoting early literacy interest and skills (pg. 147) (see notes 17)**



DAP in the Preschool Years – Ages 3-5

■ Chapter 5 (page 149)

- Framework (all ages) derives from what the early childhood field knows through:**
 - Research**
 - Experience about how children develop and learn**
- Chart addresses developmentally appropriate practice in five areas important to the teacher's role:**
 - 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**
- Chart two columns**
 - Left column-best practices considering culture**
 - Right column-things well-intentioned teachers might do but that are not likely to serve children as well**



Quote

- If you judge people, you have no time to love them.
- *Mother Teresa*