


1  **Developmentally Appropriate Practice in Early Childhood Programs**

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

2  **Chapter 4, Page 111
DAP in the Preschool Years – Ages 3-5**

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- 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)
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3  **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

4  **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
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5  **DAP in the Preschool Years – Ages 3-5**

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- 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)

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- "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
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7  **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 . . .
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8  **DAP in the Preschool Years – Ages 3-5**

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- 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)
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9  **DAP in the Preschool Years – Ages 3-5**

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- 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
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10  **DAP in the Preschool Years – Ages 3-5**

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- 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
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11  **DAP in the Preschool Years – Ages 3-5**

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- 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

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12  **DAP in the Preschool Years – Ages 3-5**

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- 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)
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13  **DAP in the Preschool Years – Ages 3-5**

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- 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)
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14  **DAP in the Preschool Years – Ages 3-5**

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- 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
 - Harmful practices
- Summary-teachers put forth great effort (see notes 18)
 - Final exam-given scenarios from chart and select best practice
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15  **Quote**

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