DEVELOPMENTALLY APPROPRIATE ENVIRONMENTS FOR ALL CHILDREN

PRESENTATION OBJECTIVES

❑ Understand the foundations of **D**evelopmentally **A**ppropriate **P**ractice (**DAP**)

❑ Review the components that make up the **DAE** point in the 2019/2020 YoungStar evaluation criteria and discuss strategies for inclusive settings

❑ Reflect on your current understanding and use of **DAP**/**DAE** and brainstorm for future implementation

QUESTIONS TO GET US GOING

➢ When you hear someone refer to a "teaching practice" or an environment as "developmentally appropriate," what does that mean to you? What words come to mind?

➢ How well do you know the kids in your care? What types of things do you know about them and are you able to use that information to make decisions or plan for their development?
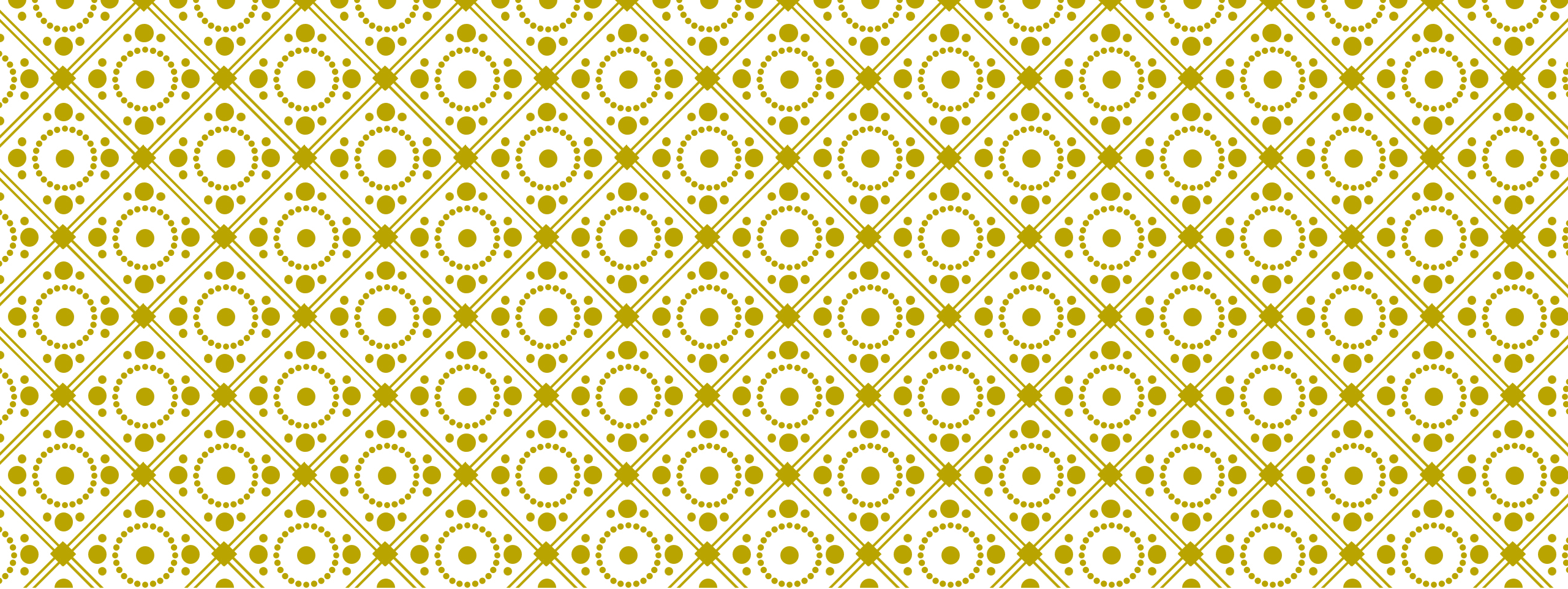
DEVELOPMENTALLY APPROPRIATE PRACTICE (DAP)

CORE CONSIDERATIONS OF DEVELOPMENTALLY APPROPRIATE PRACTICE

Developmentally appropriate practice (DAP) is an approach to teaching grounded in the research on how young children develop and learn and in what is known about effective early education.

DAP is designed to:

➢ Promote optimal learning and development

➢ Help each child meet challenging and achievable learning goals

➢ Meet children where they are, as individuals and as part of a group

1. KNOWING ABOUT CHILD DEVELOPMENT AND LEARNING

➢ Understanding what children should know and be able to do at a particular age or stage of development
- ➢ Developmental Milestones
- ➢ WMELS's – Developmental expectations

➢ Best practice is based on knowledge, not assumptions of how children learn and develop
- ➢ Ongoing observation and assessment

➢ Anticipating and responding
- ➢ Allows for flexibility in teaching and planning
- ➢ Adults can plan for skills that fall below and above what is considered typical

2. KNOWING ABOUT EACH CHILD INDIVIDUALLY

The things that make me different are the things that make me **me!**

~ Piglet and Eeyore

➢ Observing a child's play and how they interact with the physical environment, as well as with their peers, provides information about their interests, abilities, preferences, and developmental progress

➢ Best practice requires that teachers gather information about each individual child in order to design and adapt activities that engage them in the learning process

  ➢ Universal Design for Learning – Multiple means of expression, representation and engagement

➢ Assessing and adapting

  ➢ Adults make decisions based on child specific information

3. KNOWING WHAT IS SOCIALLY AND CULTURALLY IMPORTANT

➤ Striving to understand the social values and cultural expectations that shape a child's home and community
  - ➤ Implicit bias
  - ➤ Family engagement

➤ Best practice promotes learning experiences that are meaningful, relevant and respectful to the social and cultural backgrounds in which the child lives

➤ Considering and understanding (especially behaviors)
  - ➤ Adults recognize that a child's cultural and social experiences impact how they see the world, as well as how they interact and react to various situations
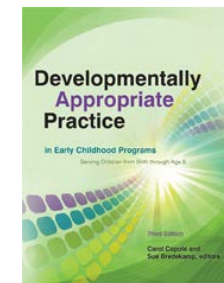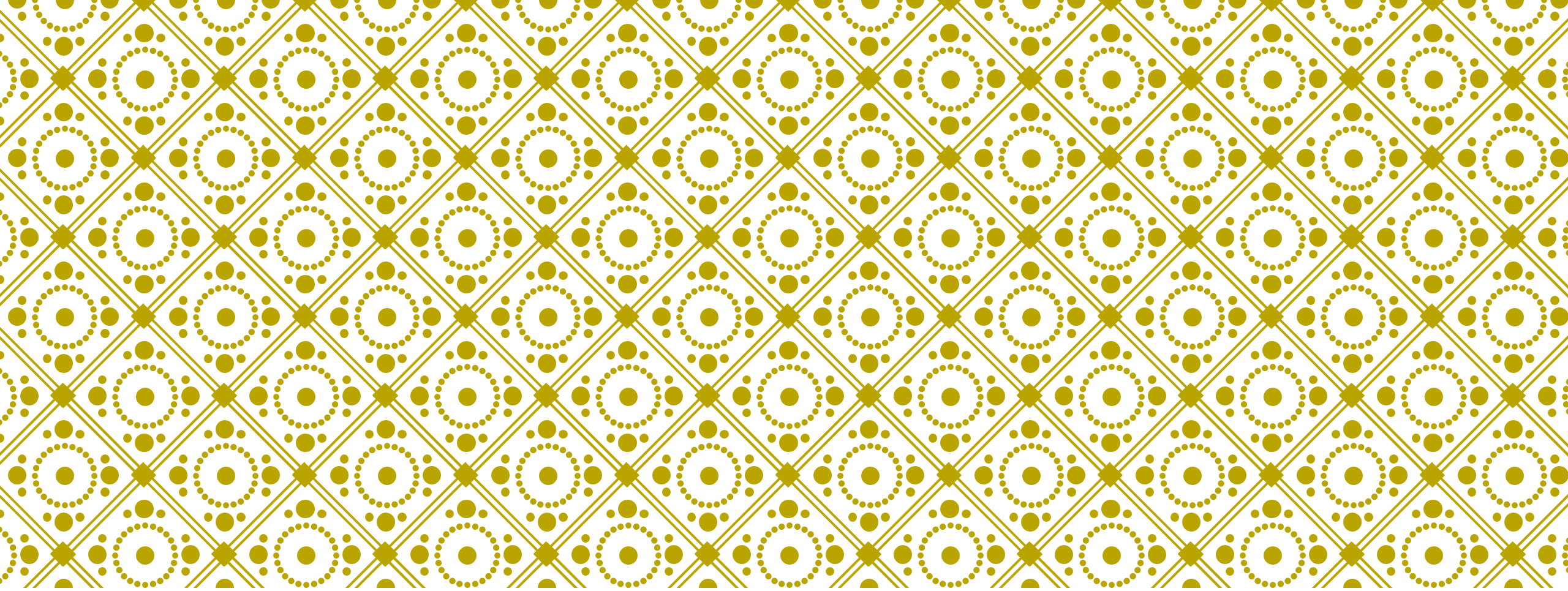
PUTTING DAP INTO ACTION

intentional
in·ten·tion·al
Adjective: Done on purpose; deliberate.

Challenging

ACHIEVABLE

OPTIMAL

SUPPORT

CONSIDER

ADAPT
CHANGE

be observant.

Developmentally Appropriate Practice in Early Childhood Programs 3rd Edition

Developmentally Appropriate Practice
In Early Childhood Programs

DEVELOPMENTALLY APPROPRIATE ENVIRONMENTS (DAE) AND INCLUSION

In the 2019/2020 Evaluation Criteria, indicator B.1.3 Developmentally Appropriate Environments is a requirement for 3 Star programs and above.

1. STAFF MEMBERS PROVIDE DEVELOPMENTALLY APPROPRIATE ACTIVITIES/EXPERIENCES THAT ARE ENGAGING, COMFORTING, CULTURALLY SENSITIVE AND COMPASSIONATE

ALL of the following MUST BE OBSERVED

➢ All staff/staff and staff/child interactions must be positive or neutral at best

➢ The staff and children appear to enjoy being with each other and demonstrate respect for one another

➢ Staff use communication that is developmentally appropriate, and have developmentally appropriate expectations for children's behavior

1. STAFF MEMBERS PROVIDE DEVELOPMENTALLY APPROPRIATE ACTIVITIES/EXPERIENCES THAT ARE ENGAGING, COMFORTING, CULTURALLY SENSITIVE AND COMPASSIONATE – CONT.

AT LEAST TWO ADDITIONAL PRACTICES MUST BE OBSERVED

➤ Usually in close physical proximity and often communicates to expand on experiences

➤ Intentionally plan for peer interaction (as appropriate for each child)

➤ Staff observed having turn taking conversations and asking follow-up questions with most children (in a neutral or pleasant tone of voice)

➤ At least one staff-initiated receptive language activity offered daily

STRATEGIES AND EXAMPLES FOR INCLUSION

Peer modeling (p134 – Blended Practices)

➢ Having a competent peer showing/doing and reinforcing the desired targeted outcome for another child (in this case a child with a special need)

➢ Provide opportunities for all children to be the peer model

➢ Match peer models with children that have shared interests

TPOT/Pyramid Model

➢ Item 3. Teachers engage in supportive conversations with children

➢ Back/forth exchanges, elaborate on child's comments/interests, positive descriptive feedback

STRATEGIES AND EXAMPLES FOR INCLUSION CONT.

CLASS observation tool
  ➢ Standard 1 – Relationships (Building positive relationships between Teachers and Children)

Conscious discipline
  ➢ Section 2: Connection - Chapter 6: Encouragement
  ➢ Notice instead of judge

Inclusive classroom profile
  ➢ Practice #6 – Relationships between adults and children
  ➢ Highly responsive to interests and emotional needs, sensitive non-threatening tone, warm affect

HOW ARE THINGS SO FAR?

Possible stumbling blocks…..

Core considerations of DAP? Child development, individual preference, cultural and social experiences

YoungStar evaluation criteria? Interactions/respect/expectations, Proximity/peer interactions/conversations/receptive language

Inclusive strategies?

2. THE ENVIRONMENT INCLUDES AT LEAST FIVE DEFINED INTEREST CENTERS/AREAS THAT ARE DEVELOPMENTALLY APPROPRIATE AND REFLECT EITHER THE WMELS' FIVE DOMAINS OR THE SACF'S NINE CONTENT AREAS

ALL MUST BE OBSERVED

➤ **At least one** book for each child allowed to attend at any given time

➤ **At least six** different types of fine motor materials

➤ **At least six** different types of art materials (12 mo. or older)

➤ **At least two** sets of 10-20 blocks (12 mo. or older)

➤ **At least five** examples of dramatic play materials

➤ **At least six** different types of materials supporting math/number development
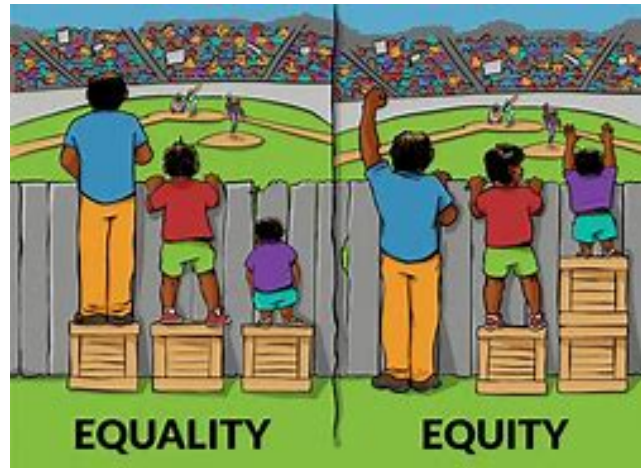
Any questions about any of these items?

MAKING ADAPTATIONS THAT BENEFIT ALL

An adaptation is any alteration or adjustment in the structure or function of an item that results in a better fit for the child or group of children

Equality vs. Equity

EQUALITY   EQUITY

Categories of Adaptations
Confining, Stabilizing or Securing
Extending, Enhancing or Enlarging
Adding, Simplifying or Reducing

Important:

➢ Make sure your adaptations don't get in the way of the child's natural play. Adaptations or modifications should support a child's learning, not interfere with it.

➢ An adaptation may initially be put into place to support a specific child's needs, but it shouldn't be limited to just that child. A functional adaptation should and will benefit more than just one child.

ADAPTATIONS TO BENEFIT ALL CHILDREN

Making small physical, social or temporal changes to activities, materials and/or routines to increase a child's participation and learning

Examples:

➤ Incorporating technology and assistive materials/devices

➤ Adjusting the amount of time spent on/in activities or routines

➤ Using visual schedules and/or reminders

➤ Defining clear boundaries

➤ Using adaptive equipment

ADAPTATIONS TO BENEFIT ALL CHILDREN

Making small physical, social or temporal changes to activities, materials and/or routines to increase a child's participation and learning

Examples:

➤ Providing fidgets or alternate seating

➤ Selecting materials to motivate participation, shared play and social interaction

➤ Pairing verbal or printed directions with visual cues

➤ Add, take away or vary the materials available

2. THE ENVIRONMENT INCLUDES AT LEAST FIVE DEFINED INTEREST CENTERS/AREAS THAT ARE DEVELOPMENTALLY APPROPRIATE AND REFLECT EITHER THE WMELS' FIVE DOMAINS OR THE SACF'S NINE CONTENT AREAS (CONT.)

ALL MUST BE OBSERVED

➤ Materials and/or experiences in at least three centers offer varied levels of difficulty and/or address different learning styles

➤ Materials in the interest centers must be considered easily accessible, meaning children can reach and use materials and furnishings independently

➤ Daily schedule includes 50 consecutive minutes of uninterrupted indoor free choice time

2. THE ENVIRONMENT INCLUDES AT LEAST FIVE DEFINED INTEREST CENTERS/AREAS THAT ARE DEVELOPMENTALLY APPROPRIATE AND REFLECT EITHER THE WMELS' FIVE DOMAINS OR THE SACF'S NINE CONTENT AREAS (CONT.)

AT LEAST ONE ADDITIONAL PRACTICE MUST BE OBSERVED

➢ **All** interest centers/areas must be available for the majority of the day

➢ Classroom physical space offers **at least one** quiet area and **one more** active area (located away from each other)

➢ Information about WMELS and/or SACF is provided to the families and staff

HOW WE LEARN AND WHAT WE LIKE

Learning Styles (How I Learn)

➤ Visual/Spatial ⟶ Learn by seeing, enjoys pictures, drawing, coloring

➤ Auditory ⟶ Learn by hearing, tend to be good listeners, enjoys music and rhythm and having books read to them

➤ Kinesthetic/tactile ⟶ Learn by doing, enjoys hands-on activities, large motor movement, being able to touch and fidget with items

➤ Verbal ⟶ Learn by saying, enjoys talking, as well as words, books and writing

➤ Logical/Mathematical ⟶ Learn by questioning, enjoys puzzles, activities/tasks that are multi-step, asks a lot of questions (how and why)

Learning Preferences (What I Like)

ACCESSIBILITY AS THE RULE NOT THE EXCEPTION

Accessible – Able to be reached or entered; easily obtained or used independently

What are the fears associated with creating accessible environments or areas?

- ➢ Room arrangement?
- ➢ Making materials or toys available?
- ➢ Furniture (especially with toddlers)?

How or what can you do to help alleviate these fears?

"To assist a child, we must provide him with an environment which will enable him to develop freely."
– Maria Montisorri

"Children are miracles. We must remember it is our job; to create, with reverence and gratitude, a space that is worthy of a miracle."
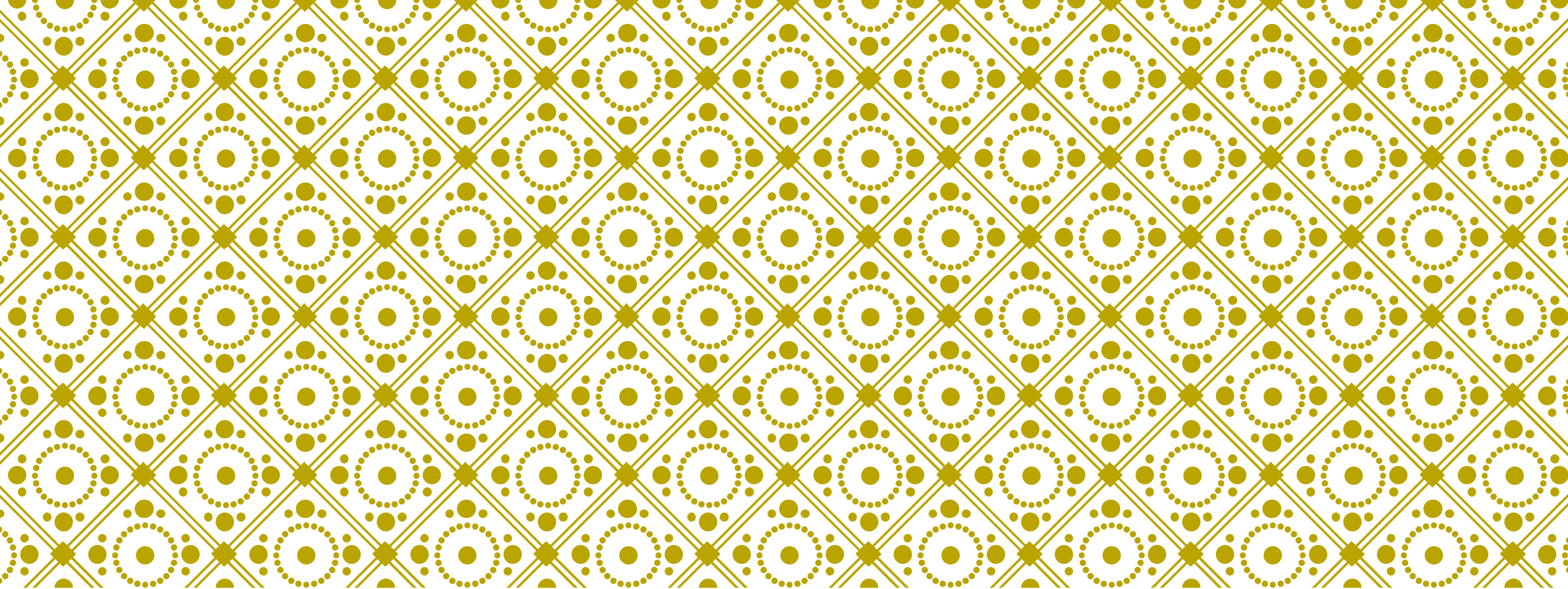*– Anita Rui Olds*

BEFORE WE WRAP THINGS UP

Possible stumbling blocks…..

YoungStar evaluation criteria? Interest areas/WMELS/SACF, Varied levels/learning styles/Accessibility/Consecutive minutes, Availability/Quiet and active areas/Info for families

Making Adaptations? Materials, activities, routines and environment
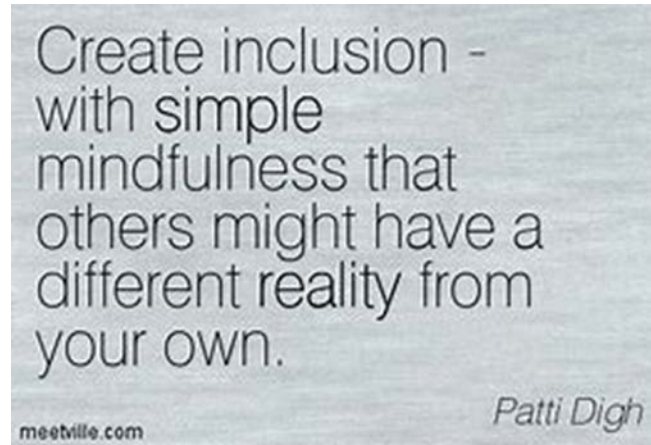
FINAL REFLECTIONS

DAE FOR ALL

Write down a word or thought that you learned today that you can use to better understand each child's …..

Stage of development?

_____

Individual interests?

_____

Cultural or family experiences?

_____

DAE FOR ALL

Create inclusion - with simple mindfulness that others might have a different reality from your own.

Patti Digh

meetville.com

Using the words from the previous questions, brainstorm action steps you will implement in your program(s) to create **developmentally appropriate environments for all.**

Action Step:

_____

_____

Action Step:

_____

_____

RESOURCES

Developmental Milestones
https://www.cdc.gov/ncbddd/actearly/milestones/index.html

WMELS
http://www.collaboratingpartners.com/wmels/

http://www.collaboratingpartners.com/wp-content/uploads/2017/CPlinkedDocs/ApproachestoLearningFamilyTipSheet.pdf

School Age Curricular Framework
https://dcf.wisconsin.gov/files/youngstar/pdf/sa-curricularframework-info.pdf

Universal Design for Learning
http://www.cast.org/our-work/about-udl.html#.XFiiUOaWyUk

Child Temperament
https://www.ecmhc.org/temperament/02-introduction.html
https://www.ecmhc.org/temperament/traits.html

Developmentally Appropriate Practice
https://www.naeyc.org/resources/topics/dap

Positive Descriptive Feedback (Pyramid Model)
https://dcf.wisconsin.gov/files/youngstar/pdf/ys-2019-20/desc-fdbk.pdf

CLASS Observation Tool
https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/early-learning/CO%20SV%20Item_Sept%202017.pdf

Making Adaptations
https://dcf.wisconsin.gov/files/youngstar/pdf/ys-2019-20/adapting-toys.pdf

Environmental Support
https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/curriculum-modifications/environ-support-teacher-tips.pdf

Varied Levels of Difficulty
https://dcf.wisconsin.gov/files/youngstar/pdf/varied-levels-different-learning-styles.ppsx

Indoor Learning Environments
https://www.virtuallabschool.org/preschool/learning-environments/lesson-2
http://www.letthechildrenplay.net/2013/03/be-reggio-inspired-indoor-learning.html