

Developmentally
Appropriate Practice

A. NAEYC official position statement which defines and describes principles of DAP in Early Childhood Programs for children from Birth through 8 years.

- 1. Description of the current context in which programs operate**
- 2. Description of the rationale and need for NAEYC's position statement**
- 3. Statement of the NAEYC's commitment to children**
- 4. Statement of the position and definition of DAP**
- 5. Summary of the principles of child development and learning and the theoretical perspective**
- 6. Guidelines for making decisions about DAP**
 - a. Creating a caring community of learners**
 - b. Teaching to enhance children's learning and development**
 - c. Constructing appropriate curriculum**
 - d. Assessing children's learning and development**
 - e. Establishing reciprocal relationships with**

- 7. Moving from either – or to Both/And thinking**
- 8. Recommendations for policies necessary to ensure appropriate practices for all children: Safe and nurturing, Promotes physical, social-emotional, aesthetic, intellectual and language development of each child**
- 9. Three important kinds of knowledge: multidimensional knowledge of human development: dynamic and interrelated.**
 - ✓ What is known about child development and learning**
 - ✓ What is known about the strengths, interests and needs of an individual child in the group**
 - ✓ Knowledge of the social and cultural contexts in which the children live**

B. 12 Empirically based principles

- 1. Domains of development are closely related: development in one domain influences and is influenced by development in other domains**
- 2. Development occurs in a relatively orderly sequence, with later abilities, skills, and knowledge building on those already acquired**
- 3. Development proceeds at varying rates from child to child as well as unevenly within different areas of each child's functioning**
- 4. Early experiences have both cumulative and delayed effects on individual children's development. Optimal periods exist for certain types of development and learning**

- 5. Development proceeds in predictable directions toward greater complexity, organization, and internalization**
- 6. Development and learning occur in and are influenced by multiple social and cultural contexts**
- 7. Children are active learners, drawing on direct physical and social experience as well as culturally transmitted knowledge to construct their own understandings of the world around them**
- 8. Development and learning result from interaction of biological maturation and the environment, which includes both the physical and social worlds that children live in**

- 9. Play is an important vehicle for children's social, emotional and cognitive development, as well as a reflection of their development**
- 10. Development advances when children have opportunities to practice newly acquired skills as well as when they experience a challenge just beyond the level of their present mastery**
- 11. Children demonstrate different modes of knowing and learning and different ways of representing what they know**
- 12. Children develop and learn best in the context of a community of learners where they are safe and valued, their physical needs are met, and they feel psychologically secure**

**Guidelines for decisions
about developmentally
appropriate practice**

Interrelated dimensions of professional practice

- ✓ **Creating a caring community of learners**
- ✓ **Teaching to enhance development and learning**
- ✓ **Constructing appropriate curriculum**
- ✓ **Assessing children's learning and development**
- ✓ **Establishing Reciprocal Relationships with families**
- ✓ **Moving from either/or TO both/and thinking in Early Childhood Practice**
- ✓ **Policies essential for achieving developmentally appropriate early childhood practice**

Developmentally Appropriate Principles and Practices

Definitions

- **Reciprocal**
- **ADA**
- **Inclusion**
- **Diversity**
- **Constructing knowledge**
- **Learning**
- **Decision-making**
- **Program sponsorship**
- **Center-based**
- **Family Childcare**
- **Corporate childcare**
- **Public programs**
- **Head Start**
- **Church-based**
- **Profit**
- **Non-profit**
- **NAEYC, CAEYC**
- **Principles**
- **Practices**
- **Empirical**
- **Theories**
- **Continuity**

Developmentally Appropriate Principles and Practices

Definitions

- **High Quality Programs**
- **NAEYC'S Commitment to Children**
- **Necessary abilities**
- **Dynamic**
- **Interrelated**
- **Integrated**
- **Domains of Development**
- **Stages**
- **Variation**
- **Language Acquisition**
- **Facilitate**
- **Teach**
- **Discipline**
- **Guidance**
- **Foster**
- **Adapt**
- **Temperament**
- **Styles**
- **Abilities**
- **Context**
- **Psychological security**
- **Play**

Developmentally Appropriate Principles and Practices

Definitions

- **Mastery**
- **Optimal Periods**
- **Socio-cultural contexts**
- **Experience**
- **Policies**
- **Enhance**
- **Initiating**
- **Regulating**
- **Child-initiated**
- **Teacher-directed**