


***Why
Developmentally Appropriate Practice
Impacts Student Outcomes***

Facilitated by
Julie Kallenbach, Ed.D



B-3 Continuity Project

Intended Outcomes for this Webinar

- Overview DAP
 - Link DAP and the requirements to PFA and expansion grant rubrics
 - Share research on DAP and student outcomes
 - Provide resources for embedding DAP in Birth to 3rd Grade
- 



Who's in the "Room" Today?

1= Prek Administrator

2= Prek Teacher

3= K-3rd Administrator

4= K Teacher

5= 1st or 2nd grade Teacher

6= Other



What is your current level with Developmentally Appropriate Practice?


1= No knowledge

2= Limited knowledge

3= Some implementation

4= Advanced implementation

Overview of Developmentally Appropriate Practice


- ▶ 2 Foundational Principles
 - ▶ 3 Core Considerations
 - ▶ 5 Guidelines for Effective Teaching
 - ▶ 10 Effective DAP Teaching Strategies
- 

DAP Foundational Principles


Meeting Children Where They Are

- ▶ Knowing child development
- ▶ Knowing the skills children bring to their classroom
 - Includes home language, English language, culture, family, interests

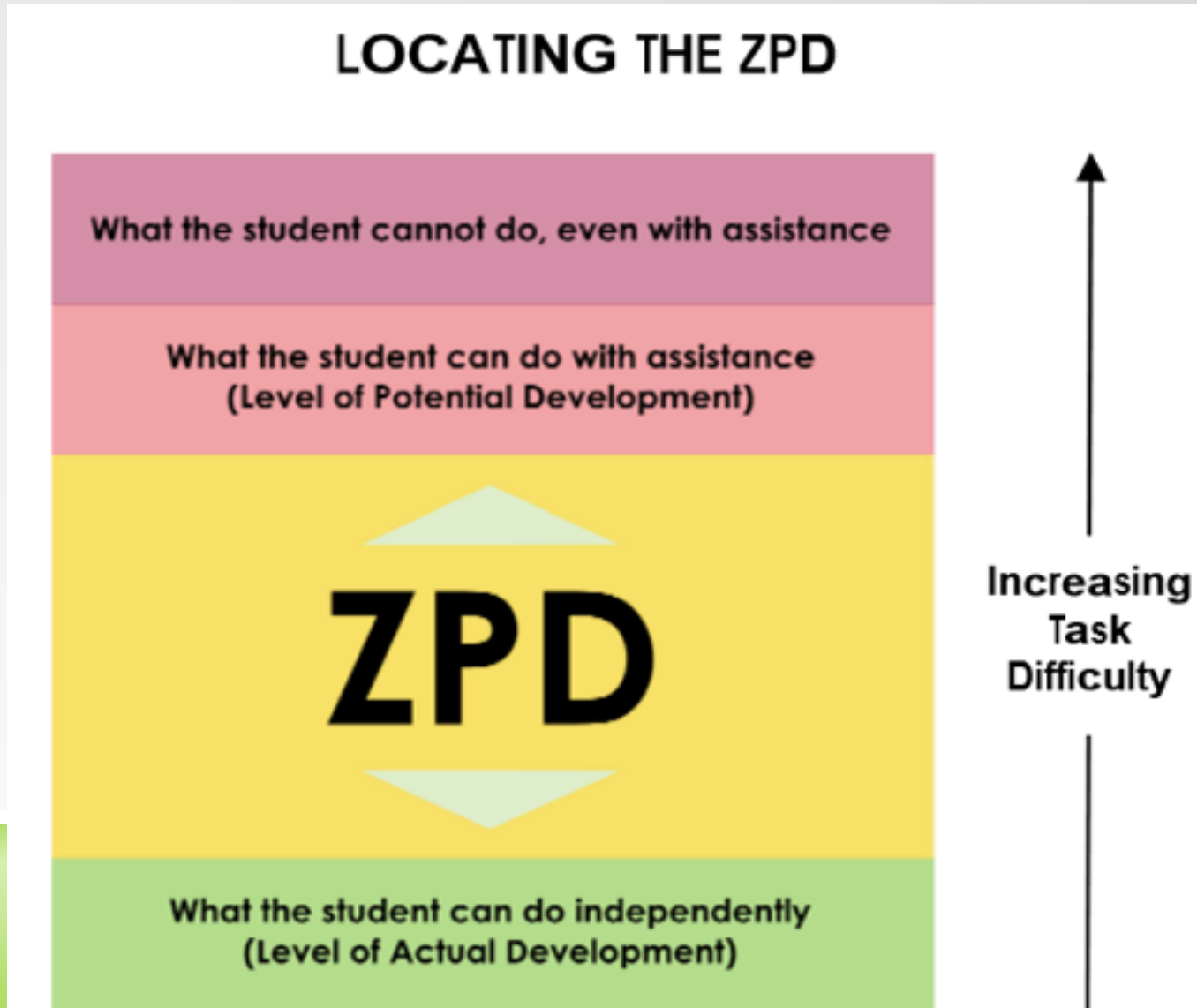
Helping Children Reach Challenging and Achievable goals

- ▶ Plan and adjust instruction for children of varying levels
 - ▶ Includes rigor: opportunities and supports to achieve within their zone of proximal development
- 

DAP: 3 Core Considerations

1. Knowing about child development and learning
 2. Knowing what is individually appropriate
 3. Knowing what is culturally important
- 

Zone of Proximal Development





Link to PFA and Expansion Grants

At least 10%, but not more than 30%, of each classroom's enrolled children have disabilities. Students with IEPs are active members of the classroom. Strategies, supports, and services identified in IEPs are provided in the classroom and are embedded into classroom play, activities, and routines.

Developmentally Appropriate Practice: Focus on Preschoolers

Carol Copple, Sue Bredekamp, Derry Koralek, and Kathy Charner, editors

Developmentally Appropriate Practice: Focus on Kindergartners

Carol Copple, Sue Bredekamp, Derry Koralek, and Kathy Charner, editors

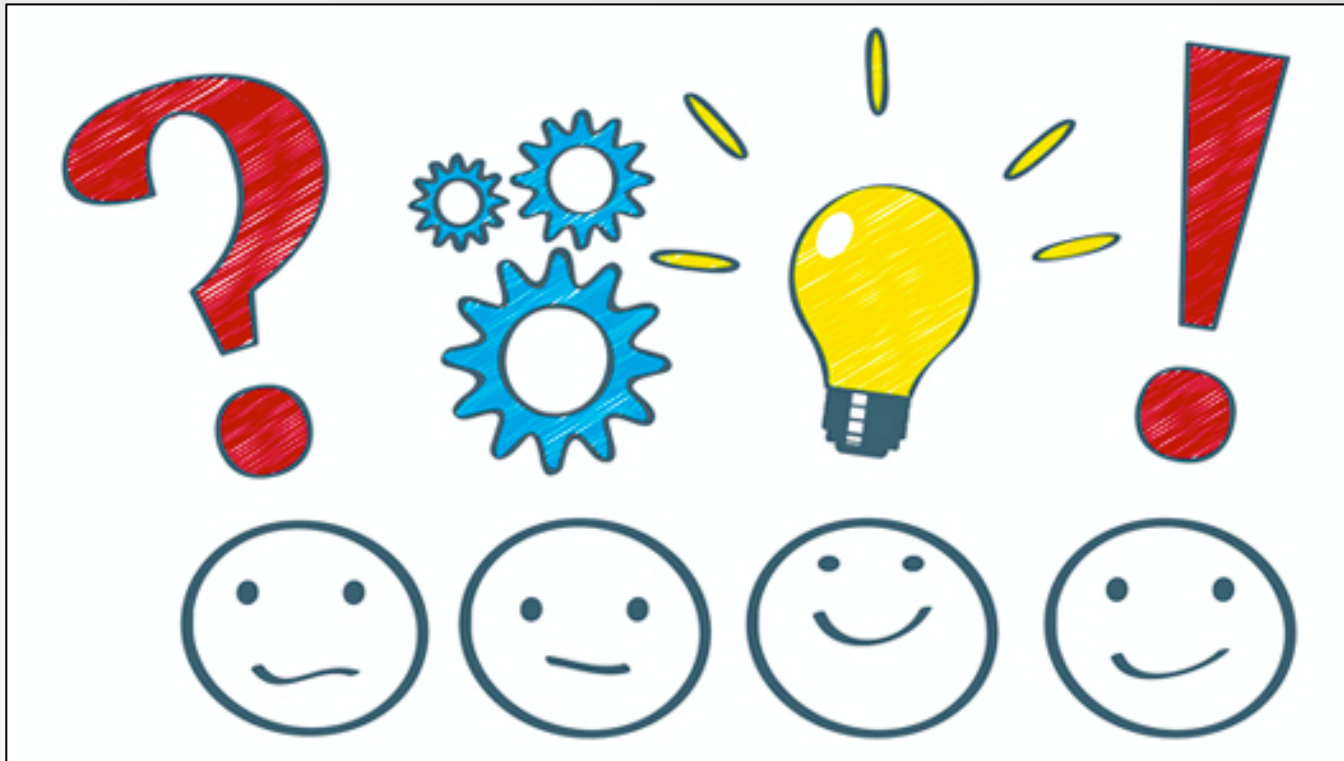
naeyc

Developmentally Appropriate Practice: Focus on Children in First, Second, and Third Grades


Carol Copple, Sue Bredekamp, Derry Koralek, and Kathy Charner, editors

naeyc

Questions? Comments?



DAP: 5 Guidelines for Effective Teaching

- Create a Caring Community of Learners
 - Planning Curriculum to Achieve Important Goals
 - Teaching to Enhance Development and Learning
 - Assessing Children's Development and Learning
 - Establishing Reciprocal Relationships with Families
- 

Creating a Caring Community of Learners

Developmentally appropriate	In contrast
Variety of opportunities for children to work and play together: partners, small groups, and in whole group instruction	Whole group settings are relied on with children remaining at their places. Classroom organization limits peer interactions



Research

Students in classrooms that incorporate DAP display fewer stress behaviors, such as nail biting, fidgeting, and aggressive behaviors than children in inappropriate environments.

([Hart, Yang, Charlesworth, & Burts, 2003](#))

Children in inappropriate classroom exhibited more stress behaviors during group times and worksheet activities.

Burts, Hart, Charlesworth & Kirk, 1990

Voice from the Field





Link to PFA and Expansion Grants


Universal and targeted supports for children's positive behavior and social-emotional development are included and the program follows a social emotional model or curriculum.

Strategies will be implemented to prohibit expulsion and suspension.

Teaching to Enhance Development and Learning

Developmentally appropriate	In contrast
Teachers encourage exploration, initiative and peer interaction with extended time in learning centers.	Excessive emphasis on rituals (“doing the calendar”) and frequent transitions to stick to the schedule interrupt children’s sustained engagement.

10 Effective DAP Teaching Strategies

1. Acknowledge what the children say or do.
 2. Encourage persistence and effort.
 3. Give specific feedback rather than general comments.
 4. Model ways of approaching problems, rather than telling them.
 5. Demonstrate the correct way to do something.
 6. Create or add challenge.
 7. Ask questions to provoke children's thinking.
 8. Help children work on their edge of competence (ZPD).
 9. Provide information: facts, labels, etc.
 10. Give directions for children's action or behavior.
- 

Download the infographic

10 Effective DAP[®] Teaching Strategies

An effective teacher chooses a strategy to fit a particular situation. Consider what the children already know, what they can do, and the learning goals for the specific situation. By remaining flexible and observant, we can determine the most effective strategy. Often, if one strategy doesn't work, another will.

02

When thinking of how to respond to a child, think about the child's current level of ability.

ENCOURAGE

persuasion and effort rather than just praising and evaluating what the children have done.

04

When you give feedback, be specific about what you liked about what the child did.

MODEL

abilities, ways of approaching problems, and behaviors toward others, show children rather than just tell them.

06

CREATE OR ADD CHALLENGE

so that a task goes a bit beyond what the children can already do. For example, they set a collection of steps, called them together and then ask a few children how many can left after they see you removing some of the steps. The children could be receiving steps to help cover up with the answer. To add a challenge, you could take the steps after you remove some, and the children will have to use a strategy other than counting the remaining steps to come up with the answer. To **REDUCE CHALLENGE**, you could simplify the task by guiding the children to touch each step once as they count the remaining steps.

09

This strategy can be used to help a child who is struggling with a task.

PROVIDE INFORMATION

directly giving children facts, verbal hints, and other information.

01

Remember that the child is the expert. The teacher is the guide.

ACKNOWLEDGE

what children do or say. Let children know what we have noticed, through comments or by sitting nearby and observing.

03

The teacher should give the child the time, attention, and encouragement to complete a task.

GIVE SPECIFIC FEEDBACK

rather than general comments.

05

When you are modeling a task, use a letter to represent the task.

DEMONSTRATE

the correct way to do something. This usually involves a procedure that needs to be done in a certain way.

07

When you ask a question, use open questions that allow children to think.

ASK QUESTIONS that provoke children's thinking.

08

Can you think of a way to help the child who is struggling with the task?

GIVE ASSISTANCE

such as a cue or hint, to help children work on the edge of their current competence.

10

When you give directions, use clear, simple language.

GIVE DIRECTIONS to children's actions or behaviors.

To learn more about DAP, visit <http://www.naeyc.org/dap>

RESOURCES

naeyc.org



Research

Children described their cognitive competence more positively when they attended child-initiated rather than academically-oriented programs.

Dunn and Kontos, 1997

Teaching to Enhance Development and Learning

Developmentally appropriate	In contrast
<p>Teachers recognize the importance of child-guided and adult-guided learning experiences.</p> <p>Teachers find opportunities to scaffold children's thinking and learning.</p>	<p>When children are engaged in child-guided activities, teachers contribute little or nothing to children's exploration and learning.</p>

Powerful Interactions

HOW TO CONNECT WITH CHILDREN
TO EXTEND THEIR LEARNING



Amy Laura Dombro, Judy Jablon, and Charlotte Stetson

R
E
S
O
U
R
C
E
S

naeyc.org

Powerful Interactions

▶ Be Present

- Listen, observe

▶ Connect

- To their idea, their interest

▶ Extend

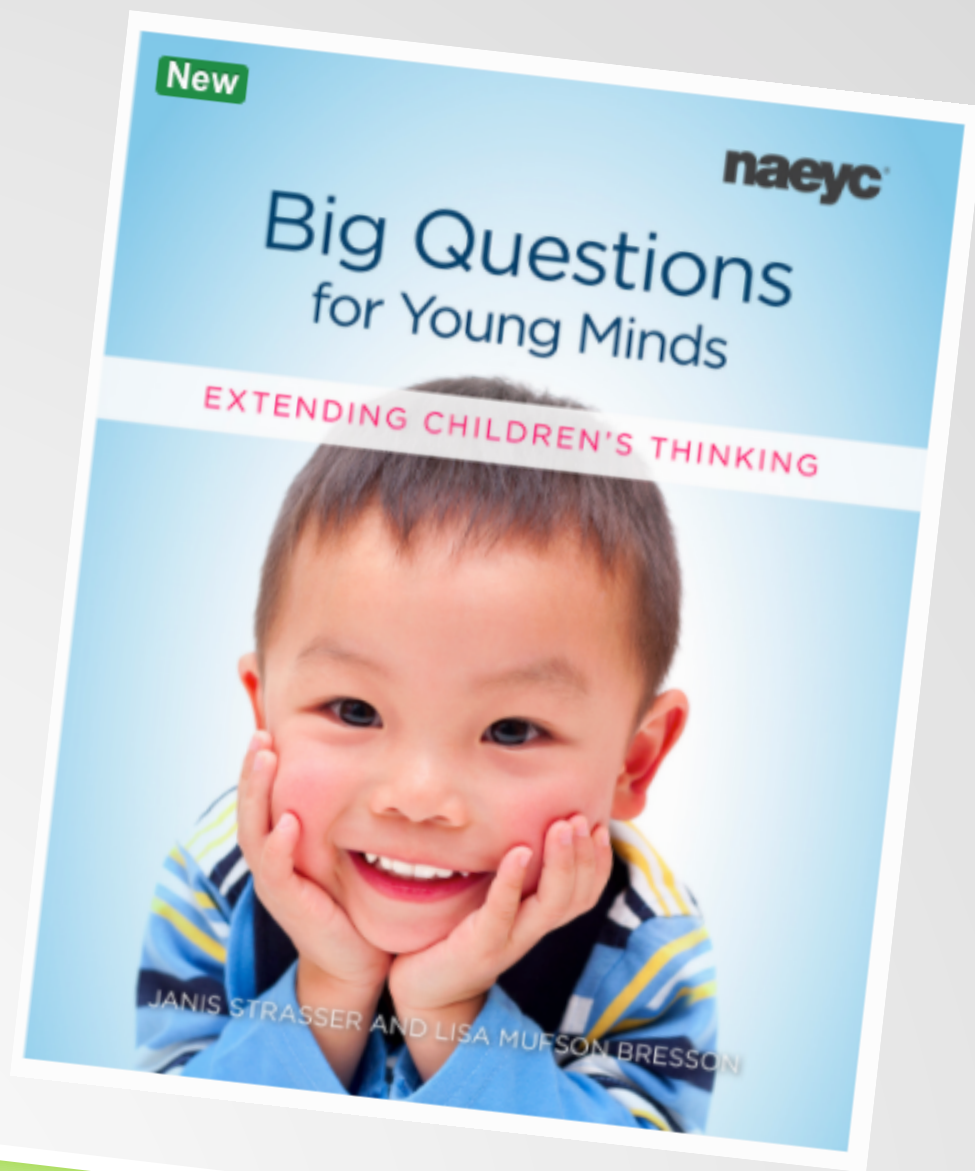
- Add one more thing: prop, role, scenario, language, writing, open-ended question, etc.



Research

Students in classrooms that incorporate DAP have stronger verbal skills.

Dunn, Beach & Kontos, 2000



R
E
S
O
U
R
C
E
S

naeyc.org

Planning Curriculum to Achieve Important Goals

Developmentally appropriate	In contrast
<p>Teachers integrate ideas and content from multiple domains through themes, projects and play so children make conceptual connections across disciplines.</p>	<p>Teachers convey facts remote from children's experiences or too fragmented to be meaningful and interesting to them.</p>



Research

Students in classrooms that incorporate DAP score higher on tests of basic skills, including receptive, expressive, and written communication skills; daily living skills; interpersonal relationship and social skills

(Marcon, 2002)



Link to PFA and Expansion Grants

Describe the research-based curriculum to be used and how it is developmentally appropriate for each child and addresses the following domains of development: physical, including fine and gross motor, visual-motor, health and nutrition; cognitive; language; emotional; and social.

Several article titles:

Assessing and Scaffolding Make-Believe Play

Kindergarten Through Third Grade: Holding on to Play

Play for all Children: Access to Quality Play Experiences as a Social Justice Issue



Assessing Children's Development and Learning

Developmentally appropriate	In contrast
<p>Assessment is ongoing, with teachers collecting observations, photos, work samples, etc.</p> <p>Teachers use assessment to refine how they plan and implement activities.</p>	<p>Methods appropriate for older children; administered separate from children's usual activities.</p> <p>Assessment results go straight into a folder and filed away.</p>



Link to PFA and Expansion Grants

- How the results of screening is made available to the teaching staff
- How assessment information will be used to adjust the curriculum to address each child's strengths and needs
- How the results of the individualized assessment profile for each child will be the basis for that child's education program and how a language/literacy development program will be implemented based on their individual assessment



Link to KIDS

- Authentic, observational assessment that is valid and reliable
- Available to be an ongoing assessment
- Assessment information can be downloaded in child and group reports for instructional planning and individualizing learning

Establishing Reciprocal Relationships with Families

Developmentally appropriate	In contrast
Families are encouraged to participate in various ways in the classroom or behind the scene.	Excessive demands on families' time and energy including a great deal of time with homework.



Link to PFA and Expansion Grants

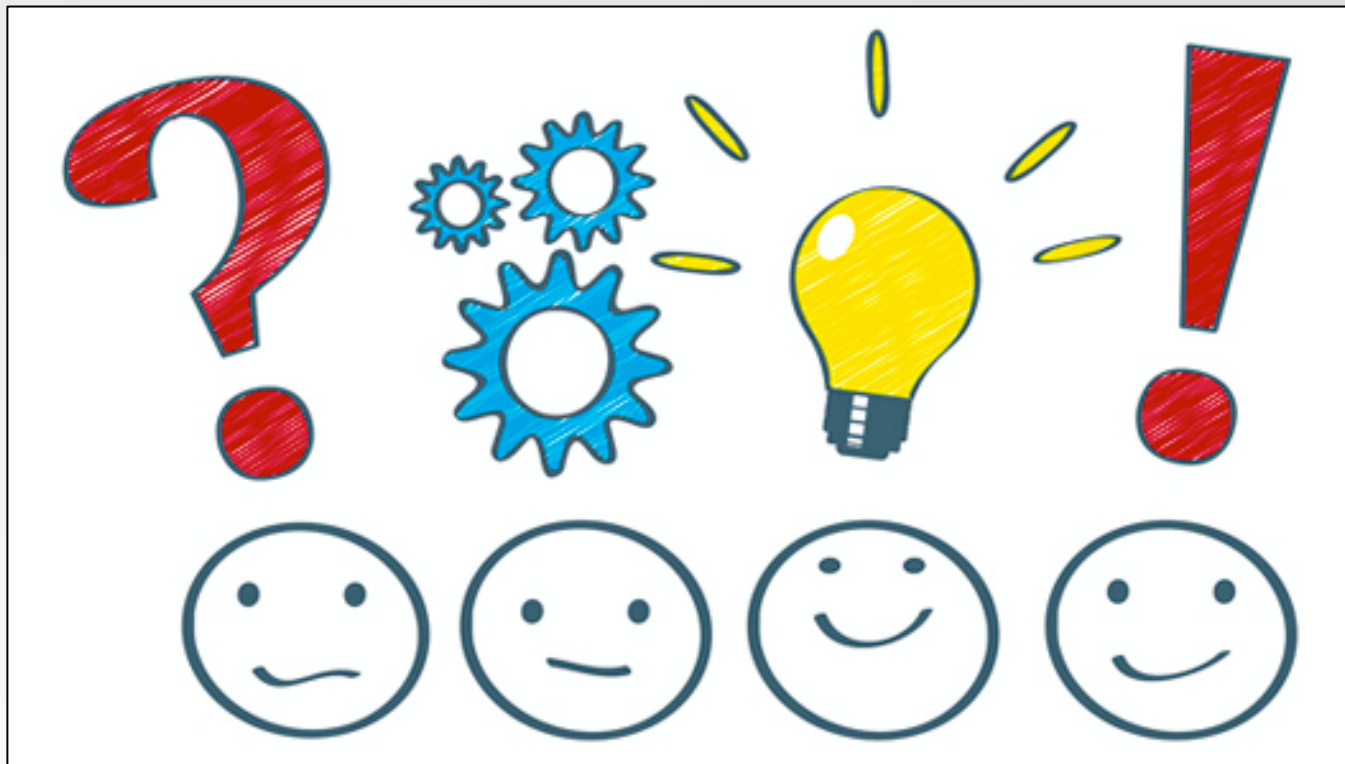
- Families as full partners
- Communication between home and program will be regular, two-way, meaningful and when appropriate, in the families' native language.
- Ensure that families play an integral role in assisting student learning



Link to KIDS

- Families are encouraged to contribute evidence (two-way communication)
- Reports can be created to detail next steps for families (report cards)

Questions? Comments?



Illinois Birth Through Third Grade (B-3) Continuity Project



Preschool “Fade-out” Effect Not Inevitable

- ▶ Alignment of standards and assessments within and across grades
- ▶ Formative assessments that are linked to standards
- ▶ A database that follows children PK through elementary school
- ▶ Continuity in the relative emphasis on social-emotional development and academic skills
- ▶ Continuity in curriculum
- ▶ Opportunities for teacher collaboration across PK-3 and coordinated professional development

B-3 Continuity Project Focuses on

B-3 Strategies



B-3 Continuity Project



Link to PFA and Expansion Grants

Align within a birth-through-third grade continuum of services, addressing at least one of the 8 areas for potential alignment –

- community partnerships
- comprehensive services
- family engagement and parent leadership
- data-driven improvement
- supported transitions
- aligned assessments
- aligned curriculum and instruction
- joint professional development.



Research

Classrooms characterized by child initiation appear to facilitate children's creative development. The Hyson research team found that children in child-initiated classrooms scored higher on measures of creativity, or divergent thinking, than children in academically oriented classrooms.

Hyson, Hirsh-Pasek,, & Rescorla, 1990

Future of Jobs Report: 2016

Top 10 skills

in 2020


1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



What is Your Next Action Step?


- Collect resources to study DAP?
 - Expand cultural awareness and including it in curriculum?
 - Creating a birth to third grade professional community?
 - Use data from assessments?
 - Build stronger transition communication from preschool to kindergarten? Kindergarten to first grade?
- 



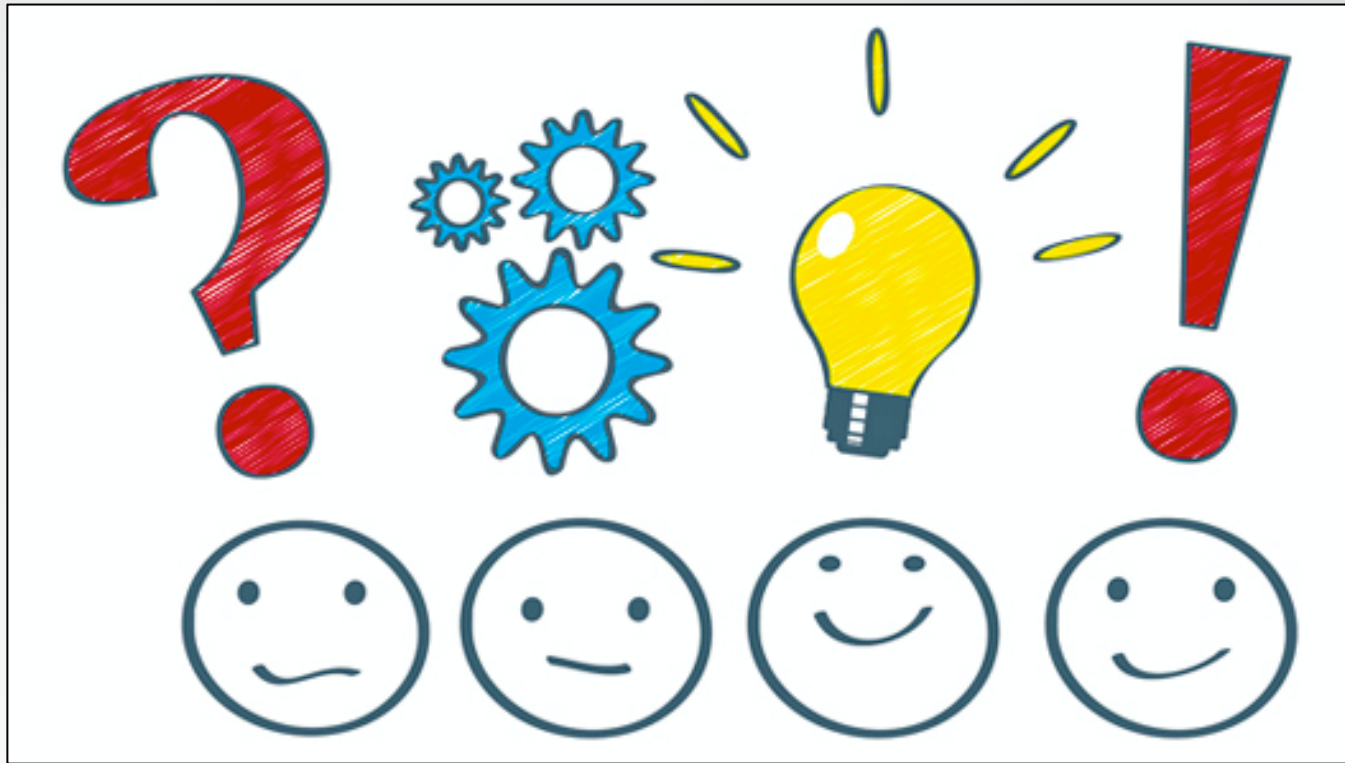
Link to PFA and Expansion Grants

Process for collaboratively developing annual written plans addressing each staff member's professional needs and interests.

Future Trainings

- Webinars and in-person seminars
 - Supporting Dual Language Learners
 - Implementing Play-based Instruction
 - Vertical Articulation and Alignment with Prek-3rd
 - What to Look for in a Developmentally Appropriate Classroom cross-walked with the Danielson Framework
- 

Questions? Comments?



Links

[10 Effective DAP Teaching Strategies](#) NAEYC infographic

[Before Birth and Up Through Third Grade](#) New America

[Embracing the Birth to Third Grade Learning Continuum](#) ESSA Presentation by B-3 Continuity Project. Fall, 2016.

[Fighting Fade-out through PreK to 3rd Reform](#) New America

<http://www.eclre.org> Illinois Early Choices Website

[PK -3: What does it mean for instruction?](#) Stipek, D., Clemens, D. Coburn, C., Franke, M., & Farran, D. (2017). Social Policy Report (30) 2. Society for Research in Child Development. Retrieved March 30, 2017.

[Preschool fade-out effect not inevitable.](#) Stipek, D. Education Week, March 17, 2017. Retrieved March 20, 2017.

References

Burts, D., Hart, C, Charlesworth, R. & Kirk, L. (1990). A comparison of frequencies of stress behaviors observed in kindergarten children in classrooms with developmentally appropriate versus developmentally inappropriate instructional practices. *EARLY CHILDHOOD RESEARCH QUARTERLY*, 5 (3), 407-423. EJ 421 825.

Dunn, L., Beach, S. and Kontos, S. 2000. "Supporting literacy in early childhood programs: A challenge for the future". In *Play and literacy in early childhood: Research from multiple perspectives*, Edited by: Roskos, K. A. and Christie, J. F. 91–105. Mahwah, NJ: Lawrence Erlbaum.

Dunn, L. & Kontos, S. 1997. "Research in Review: What Have We Learned about Developmentally Appropriate Practice?" *YOUNG CHILDREN* 52 (5): 4-13.

References

Hart, C., Yang, C., Charlesworth, R. and Burts, D. (April 2003). *Kindergarten teaching practices: Associations with later child academic and social and emotional adjustment to school*, Tampa, FL: Paper presented at the biennial meeting of the Society for Research in Child Development.

Hyson, M., Hirsh-Pasek, K. and Rescorla, L. 1990. The classroom practices inventory: An observation instrument based on NAEYC's guidelines for developmentally appropriate practices for 4- and 5- year old children. *Early Childhood Research Quarterly*, 5(4): 475–494

Jackson, L. (2009). Observing children's stress behaviors in a kindergarten classroom. *Early Childhood Research and Practice*, 11(1).

<http://ecrp.uiuc.edu/v11n1/jackson.html> (<http://ecrp.uiuc.edu/v11n1/jackson.html>)

References

Marcon, R. 2002. Moving up the grades: Relationship between preschool model and later school success. *Early Childhood Research and Practice*, 4(1).

<http://ecrp.uiuc.edu/v4n1/marcon.html> (<http://ecrp.uiuc.edu/v4n1/marcon.html>)