

Putting the Pieces Together: Developmentally Appropriate Practice & Outcomes for Preschool Students

**Georgia Department of Education
Divisions for Special Education Services and Supports
1870 Twin Towers East
Atlanta, Georgia 30334**

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Presenters

Jan Stevenson, M.Ed.

Education Program Specialist

Preschool (619 Coordinator)

Division for Special Education

Services

Georgia Department of Education

jstevenson@doe.k12.ga.us

Susan Eckhart, M.A., CCC-SLP

Education Program Specialist

Speech and Language Pathology

Division for Special Education

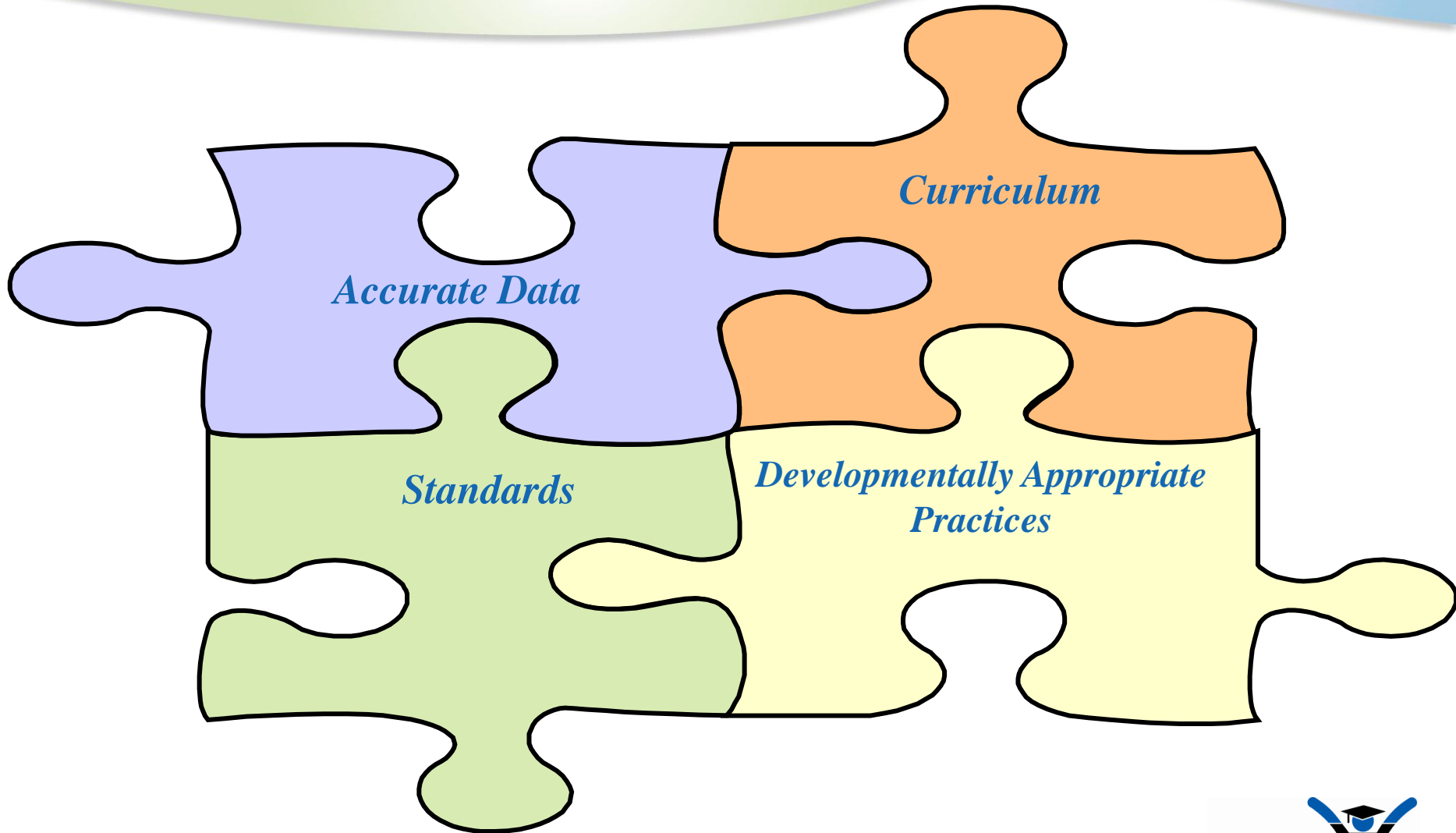
Services

Georgia Department of Education

seckhart@doe.k12.ga.us

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Let's talk about



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Developmentally Appropriate Practice (DAP) in Early Childhood Programs (2009)



- National Association for the Education of Young Children (NAEYC)
- Position statement – original 1986 & 1987
- Sue Bredekamp & Carol Copple, Editors
- Reviews and revise – every 10 years to ensure currency and accuracy
 - Research-based

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Traditional Early Childhood Special Education (ECSE) vs. DAP Models



- Behaviorally oriented
- Skill training orientation
- Discrete instructional periods
- Adult-directed
- Adult-selected activities
- Promotes child-teacher interactions
- Secondary reinforcers
- Age appropriate activities
- Discovery learning
- Child-directed
- Teachable moments
- Adult follows child's lead
- Child-selected activities
- Promotes child-to-child interactions
- Natural consequences of communicative attempts

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NAEYC: DAP Position Statement



- Children learning preferences
- Practices that are most supportive & respectful of children's healthy development
- Appropriate curriculum content and assessment

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Core Considerations in DAP



Early Childhood Educators must consider these three areas of knowledge:

- Child development and learning,
- Awareness of the child as an individual, and
- Social and cultural contexts in which children live.

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Twelve Principles of Child Development & Learning that Inform Practice



1. Domains of development are closely related; development in one domain influences other domains.
2. Development occurs in a relatively orderly sequence, building on those skills already acquired.
3. Development preceeds at varying rates from child to child, and may be uneven within areas of each child's development.
4. Early experiences have both cumulative and delayed effects on individual children's development; optimal periods exist for certain types of development and learning.

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Twelve Principles of Child Development & Learning that Inform Practice

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.

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Twelve Principles of Child Development & Learning that Inform Practice



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 where they are safe and valued, their physical needs are met, and they feel psychologically secure.

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Guidelines to Developmentally Appropriate Practice



See Handout

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Preschool Outcomes



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Accurate Data



- Preschool Outcome Requirements
 - Summary Statements
 - State Targets
- Exit Measurement Definitions and Ratings
- Early Childhood Outcomes (ECO) Center Child Outcome Summary Form (COSF)
- Preschool Assessment in Portal

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Georgia Standards for Early Childhood



- Georgia Content Standards
- Georgia Early Learning Standards
 - Teacher Activity Guide
 - Parent Activity Guide
- GaDOE's Expectations
 - Standards-based instruction
 - Standards-based classroom

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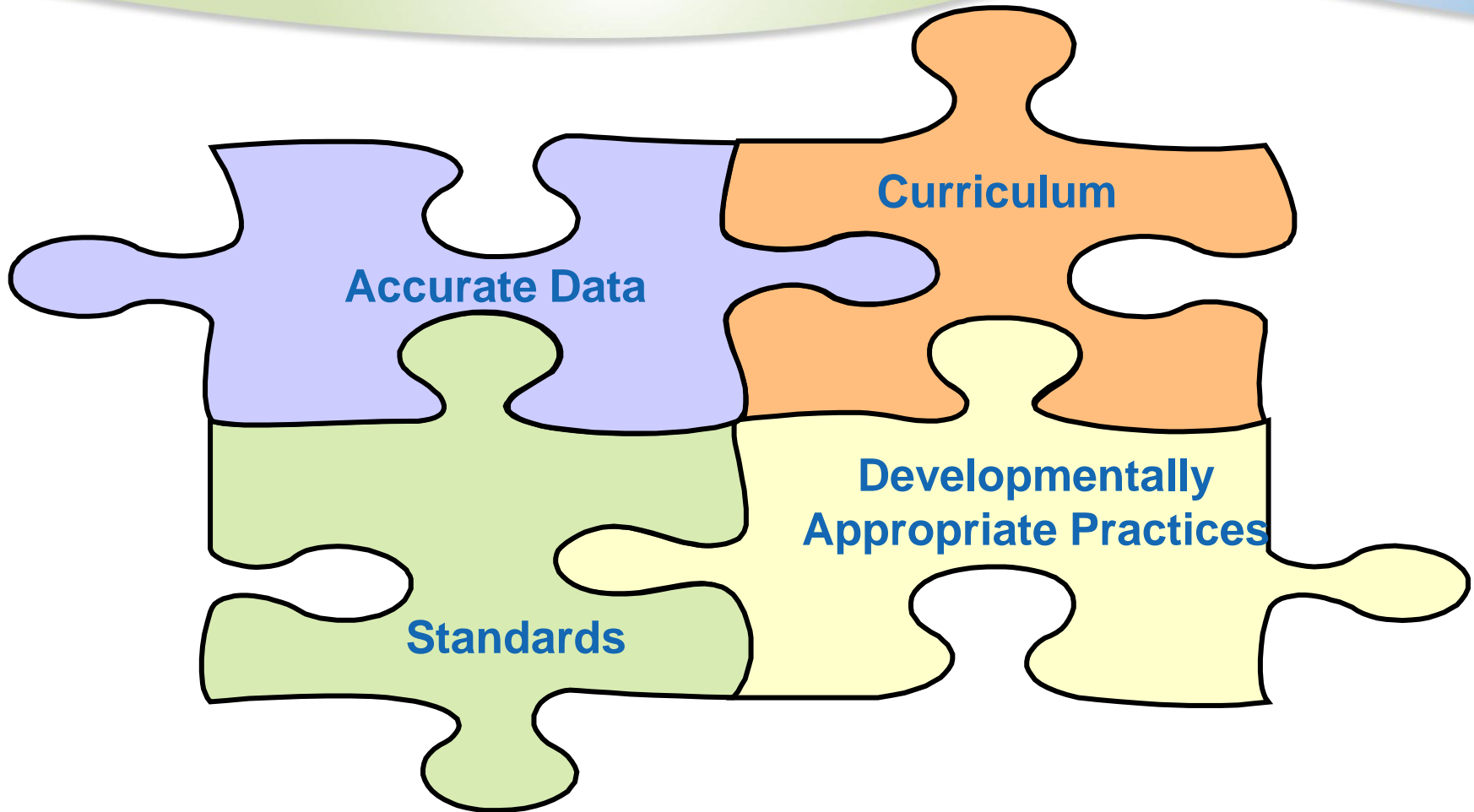
Curriculum



- Developmental Background
- Bright From the Start Approved Curriculum
- Connection to Standards

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What We Know



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Questions?

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