



*Promoting Positive Preschool  
Outcomes through Developmentally  
Appropriate Practice (DAP):  
a closer look*



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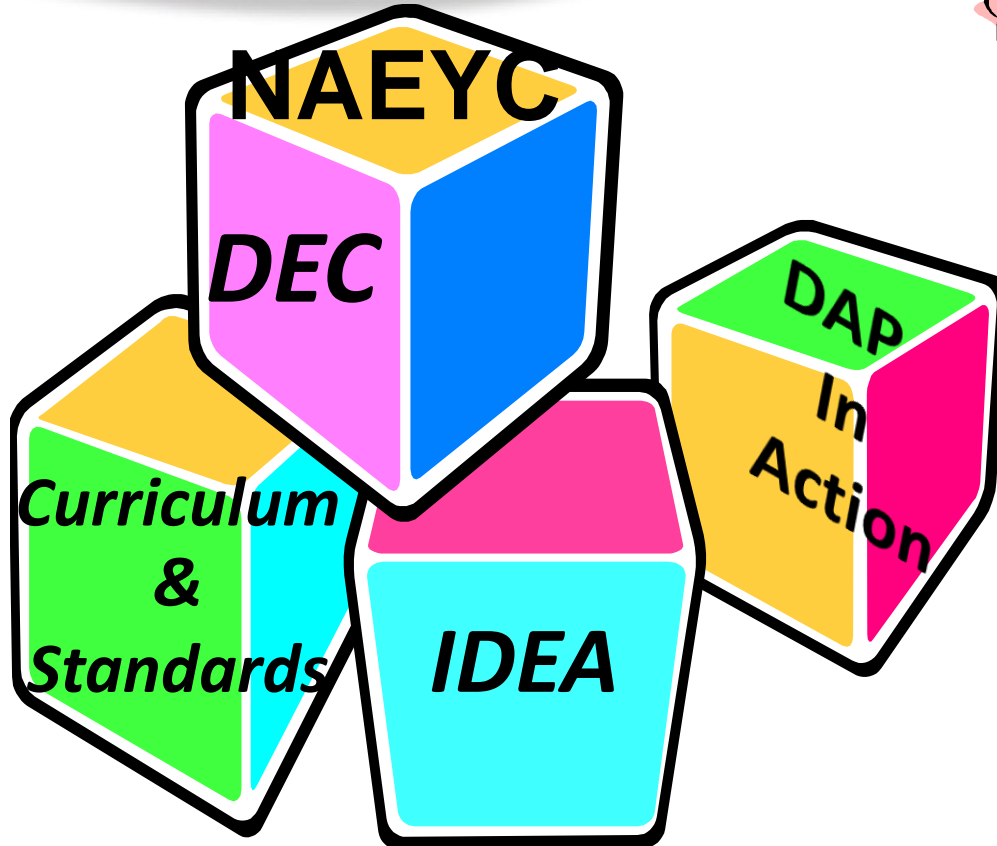
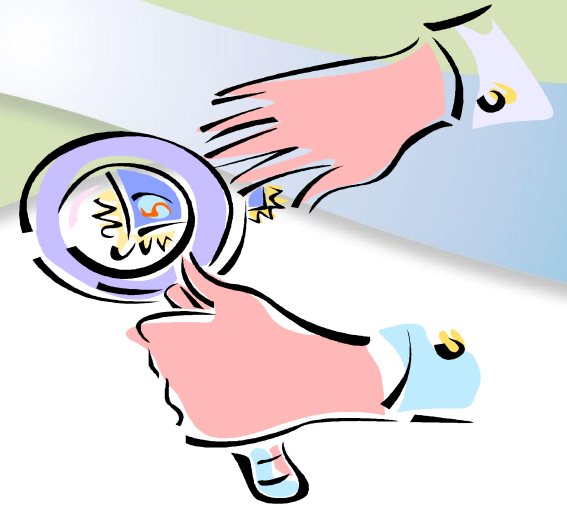
# A Few Thoughts

- This is NOT an ...”in addition to..”
- Paradigm Shift – Focus on Ability vs. Disability
- **Insanity:** Doing the same thing over and over again and expecting different results.

*-Albert Einstein (attributed)*



# *Let's talk about*



# Individuals with Disabilities Education Act 2004 (IDEAIA)

## ACCESS



# IDEA 2004



The 2004 amendments to IDEA require that all children, regardless of ability, have:

- **Access** to the *general curriculum*
- An opportunity to **participate** in the general curriculum
- Make **progress** in the general curriculum

- extracted from DEC “Promoting Positive Outcomes for Children with Disabilities” 2007

# ACCESSIBILITY and PARTICIPATION



“Access and participation mean more than placing Children in child care programs, preschools, or primary classrooms...”

- extracted from DEC “Promoting Positive Outcomes for Children with disabilities” 2007

# ACCESSIBILITY CONT...

“An **accessible curriculum** means that all aspects of the curriculum invite active participation of all children, regardless of disability or special needs.”

- extracted from DEC “Promoting Positive Outcomes for Children with disabilities” 2007

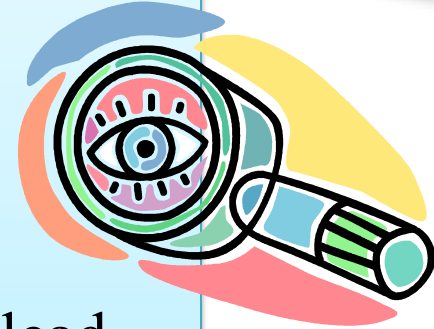




# *Traditional Early Childhood Special Education (ECSE) vs. DAP Models*

- **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



# Division for Early Childhood (DEC) Council for Exceptional Children

**“Promoting Positive Outcomes Companion Paper” 2007**



# DEC Key Recommendations

Implement a curriculum framework that is:

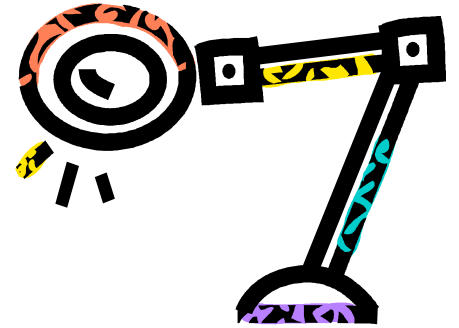
- *Integrated*
- *Developmentally appropriate*
- *Universally designed*
- *Flexible*
- *Comprehensive*
- *Linked to assessment and program evaluation activities.*



# DEC Key Recommendations Cont...

A comprehensive curriculum framework encompasses four elements:

1. *Assessment;*
2. *Scope **and** sequence;*
3. *Activities **and** Intervention strategies;*
4. *progress monitoring.*



A curriculum framework is a dynamic system that should guide all aspects of a high quality program.

# DEC-Curriculum-Key Points

- (a) Promoting active engagement and learning;
- (b) Individualizing and adapting practices for each child based on ongoing data;
- (c) Providing opportunities for children's learning within regular routines; and
- (d) working collaboratively and sharing responsibilities among families and professionals

-(Sandall et al, 2005)



# Universally Designed Curriculum Framework Essential Components



- Multiple means of representation
- Multiple means of engagement
- Multiple means of expression

- extracted from DEC “Promoting Positive Outcomes for Children with disabilities” 2007

# National Association for Educating Young Children (NAEYC)

## Developmentally Appropriate Practice



# *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





# ***NAEYC: DAP Position Statement***

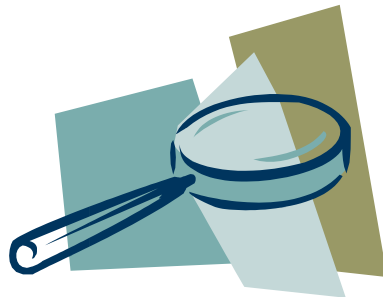
- Children learning preferences
- Practices that are most supportive & respectful of children's healthy development
- Appropriate curriculum content and assessment



# Core Considerations of DAP

Early Childhood Educators must consider these three areas of knowledge:

- Knowledge must inform decision making
- Goals must be challenging and achievable
- Teaching must be intentional to be effective



# *Twelve Principles of Child Development & Learning that Inform Practice*



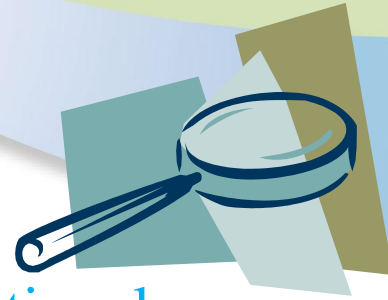
1. Domains of development are closely related; development in one domain influences other domains.
2. Development occurs in a relatively orderly sequence, building on those skills already acquired.
3. Development precedes at varying rates from child to child, and may be uneven within areas of each child's 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.

# *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.

# *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.

# NAEYC

## Critical Issues Current Context



**#1**

**Reducing learning gaps to enable  
*all* children to succeed**

# NAEYC

## Critical Issues Current Context



**#2**

**Bringing pre-kindergarten *and*  
elementary education together**

# NAEYC Critical Issues Current Context



**#3**

**Recognizing teacher decision making is vital  
to educational effectiveness**



# How are we addressing the top 3 critical issues in *Georgia*?



# *Standards & Curriculum*



# What is a Standard?

A standard is something set up and established by authority as a rule for the measure of quantity, weight, extent, value or quality.

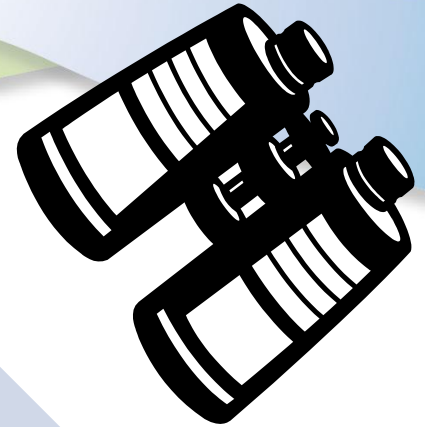


# *Georgia Standards for Early Childhood*

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



# Standards



GELS

Head Start  
Outcome  
Framework

GA-PreK

GPS, CC

# Curriculum



# Curriculum

*Research clearly demonstrates that children  
Learn more in a program where there is a well  
Planned and implemented curriculum.*

(Landry,S.-2008)



# Curriculum Models





# Curriculum

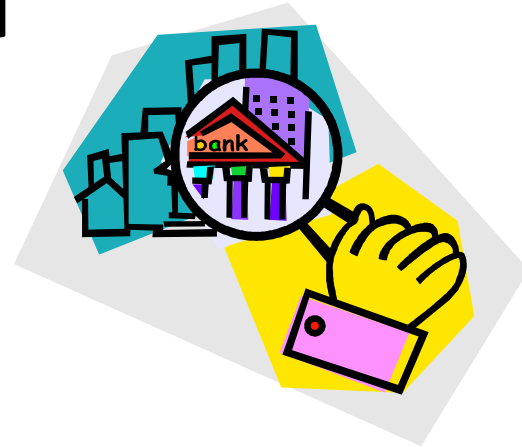
To be an excellent teacher means...

**planning curriculum to achieve important goals.**



# DAP in ACTION:

## CELL PROJECT



# *Questions?*



# GA Early Childhood Standards & Curriculum Resources

[www.decal.ga.gov](http://www.decal.ga.gov)



- GELS- under Child Care Section
- Content- under GA PreK Section
- Curricula Models-GA PreK Section