



New York State Education Department
Office of Special Education
Educational Partnership





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Developmentally Appropriate Practice (DAP) for Preschool Students

Developed by the Technical Assistance Partnership for Behavior

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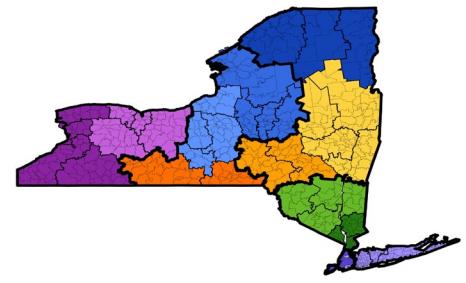


Disclaimer

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Who Are We?



- The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs) and families
- Regional Partnership Centers (RPCs) and Family and Community Engagement (FACE) Centers are in each of the 12 regions of NYS and their own teams of specialists provide coordinated, direct supports and services to the EOs within their region

Today's Facilitators

Participant Introductions

- Name
- Role
- District
- School
- Population Served

Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none">✧ Take care of your personal needs✧ Return on time and quietly✧ Sign attendance sheets / complete eval. form✧ Use electronic devices when necessary
BE RESPECTFUL	<ul style="list-style-type: none">✧ Put cell phones to “off” or “vibrate”✧ Listen to others attentively✧ Honor confidentiality when applicable✧ Stay on topic
BE ENGAGED	<ul style="list-style-type: none">✧ Be an active participant✧ Participate with an open mind✧ Take notes✧ Make plans to stay until training dismissal

Virtual Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none">✧ Take care of your personal needs✧ Return on time and quietly✧ Sign attendance sheets / complete eval. form✧ Use electronic devices when necessary
BE RESPECTFUL	<ul style="list-style-type: none">✧ Put cell phones to “off” or “vibrate”✧ Listen to others attentively✧ Honor confidentiality when applicable✧ Stay on topic
BE ENGAGED	<ul style="list-style-type: none">✧ Be an active participant✧ Participate with an open mind✧ Take notes✧ Make plans to stay until training dismissal

Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teacher's design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Purpose and Outcomes

PURPOSE

Provide Early Childhood practitioners the foundation needed to plan instruction (for their learners) that meets developmental needs and supports the individual while simultaneously incorporating family and cultural awareness into the daily instruction.

OUTCOMES

By the end of the training, participants will be able to:

- Identify the nine core principles of DAP
- Identify typical developmental milestones for three-, four-, and five-year-old children
- Identify five key guidelines for setting up a developmentally appropriate preschool classroom
- Identify at least one action/practice that aligns with one of the key guidelines that you will stop, keep, and start doing after this training

Agenda

- Overview of DAP
- Nine Principles of DAP
- Six Guidelines for DAP in Preschool
- Closure



Materials:

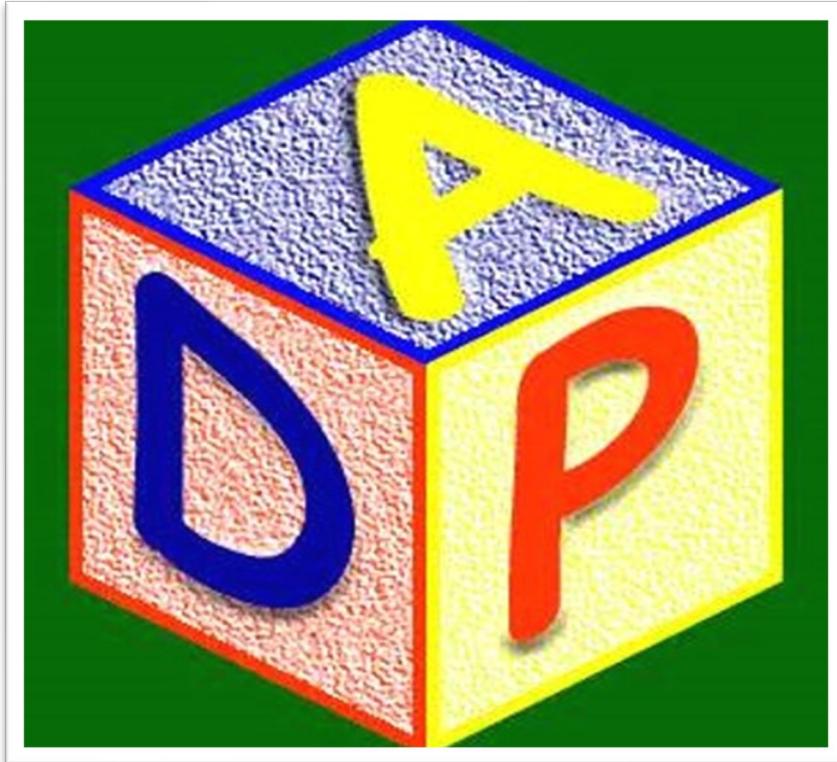
1. Developmentally Appropriate Practice, April 2020
2. Jigsaw Note Catcher
3. Inventory of Practices
4. All About my Child
5. Checklist of Effective Family Practices
6. Note Catcher: DAP Actions for Guideline 3
7. Early Learning Guidelines, Revised 2019
8. NYS Core Competencies for Early Childhood Educators, Revised 2024

Slide Marker Icons



Overview of DAP

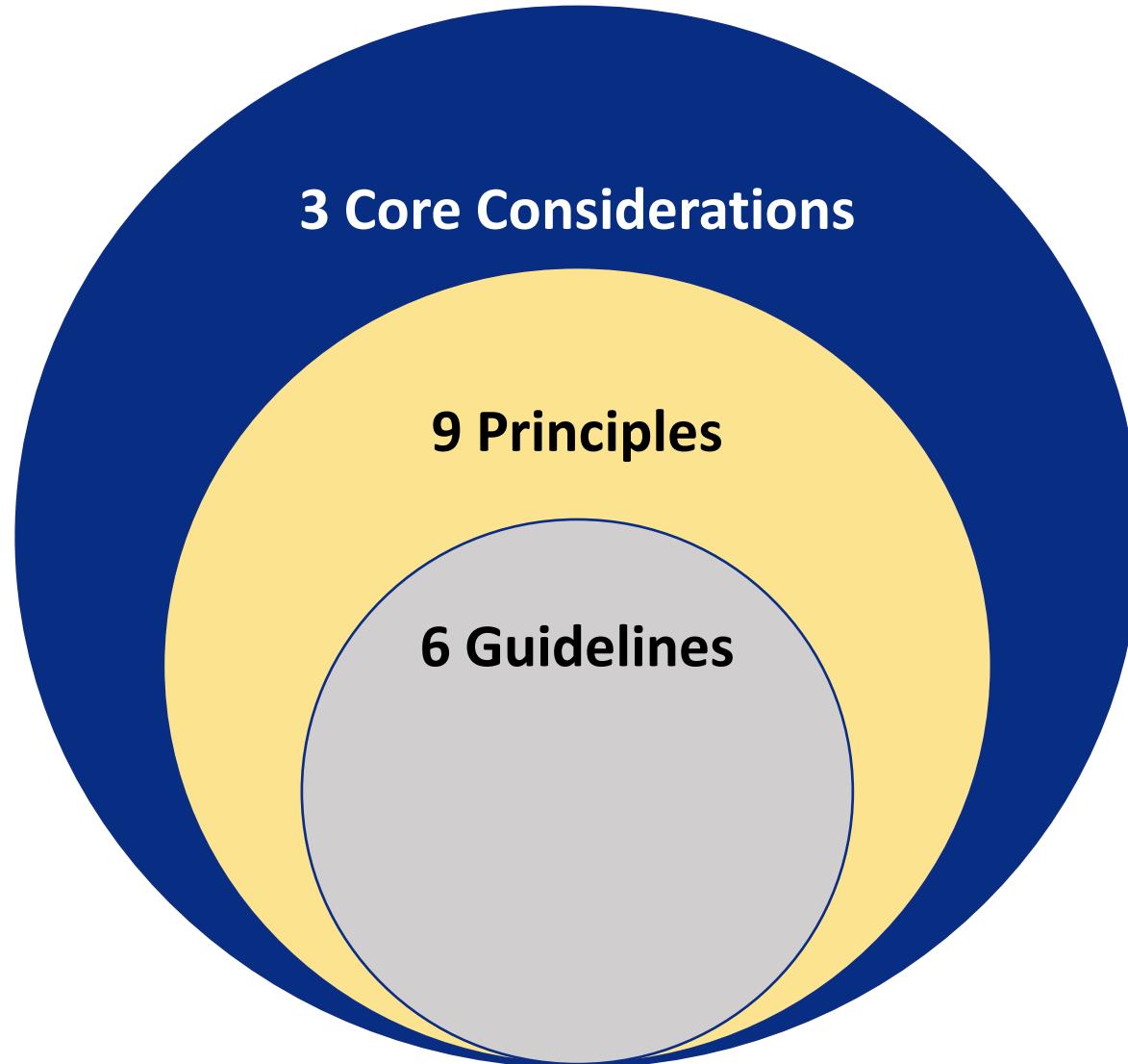
What is DAP?



DAP is a framework of principles and guidelines for best practice in the care and education of young children, birth through age 8.

DAP is grounded both in the research on how young children develop and learn and in what is known about educational effectiveness.

DAP Theory to Action



Core Considerations of DAP



Commonality:

Responding to the child in relation to the **child's developmental and chronological age and abilities**

Individuality:

Responding to the child's interests, strengths and needs as a **unique individual**

Context:

Responding to the child in relation to the child's **social and cultural context**

Teaching DAP

To teach using the principles of DAP, teachers need to:

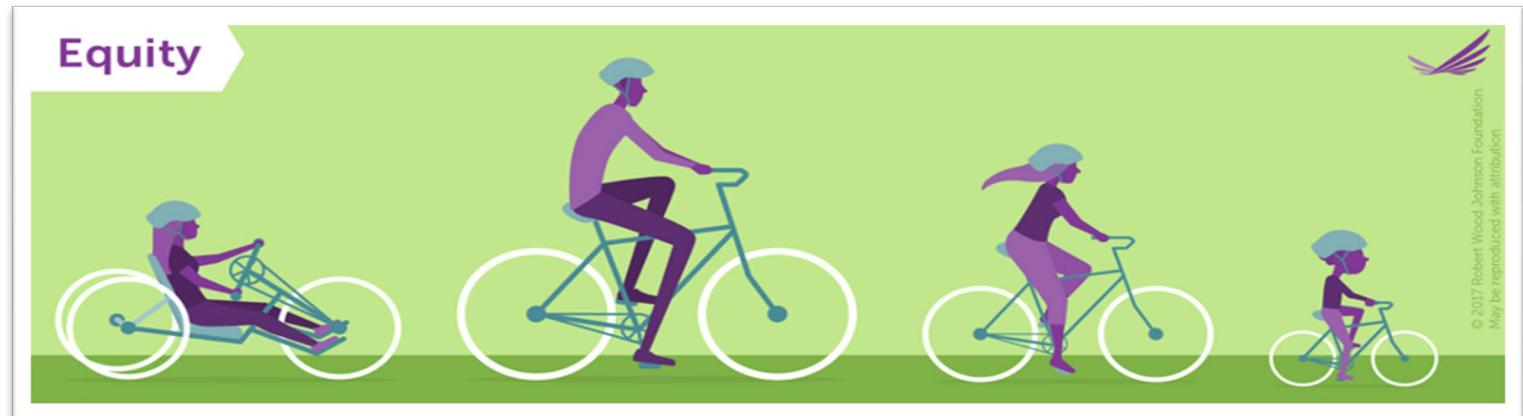
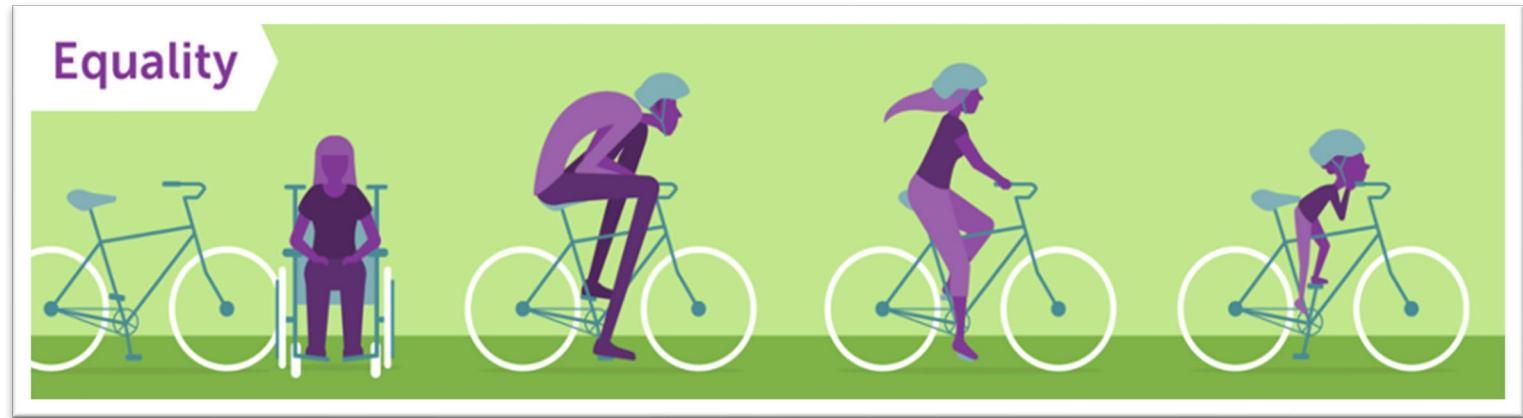
1. Know what is typical at each age and stage of development
2. Recognize that all children develop uniquely
3. Know each individual student's strengths and weaknesses
4. Provide meaningful, relevant, and respectful learning experiences for each child and family

Therefore, teachers must...

1. Meet learners where they are, considering their development in all domains
2. Identify goals for children that are both challenging and achievable
3. Recognize that what makes something challenging and achievable will vary, depending on the learner's development and his/her experiences
4. Be intentional in everything they do

Consider...

- **Equality:** Equal inputs regardless of needs or outputs
- **Equity:** Altering practices and resources to respond to needs



Being *intentional* means...

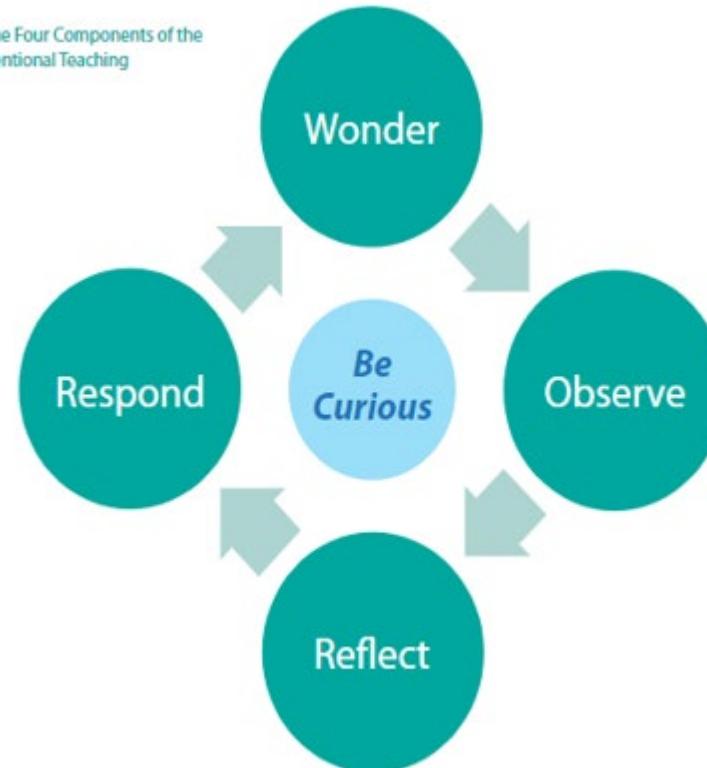


Being purposeful and thoughtful about all actions.

Basing all actions on the outcomes the program is trying to help children reach.

Responding to unexpected opportunities as teachable moments.

Figure 1: The Four Components of the Cycle of Intentional Teaching



Nine Principles of DAP

YOUR TURN

Think about what you learned about the core considerations of DAP.

- What is a **new understanding** for you about DAP?
- Was there something you **knew and was confirmed** about DAP?
- What are you **curious about and want to learn more** about to incorporate into your current practice?



Nine Principles of DAP Explained



1. Development and learning are dynamic processes
2. All domains of child development are important
3. Play promotes joyful learning
4. Although general progressions of development and learning can be identified, variations due to cultural contexts, experiences, and individual differences must be considered
5. Children are active learners from birth
6. Children's motivation to learn is increased by their learning environment
7. Children learn in an integrated fashion
8. Development and learning advance when children are challenged
9. Technology and interactive media can be valuable tools for supporting children's development and learning

YOUR TURN: Jigsaw

Steps:



- 1. Establish "Home Groups":** participants count off to create equal groups , if possible.
- 2. Establish "Expert Group":** participants will read their assigned principle(s) independently. While reading, take notes of key ideas, supporting details and any personal connections. In the "Expert Group", identify the common key ideas of the principle. Prepare a short statement with the key details of the principle that are important for all participants to know and understand.
- 3. Regroup with "Home Group":** given your own notes and those from your "Expert Group", share the key points of your assigned selection to the "Home Group" in the order of 1-9.

YOUR TURN: Jigsaw

Next, read your assigned section.

Highlight and prepare to share this content with your "Expert Group."

In Expert Group, identify the content to teach your "Home Group."

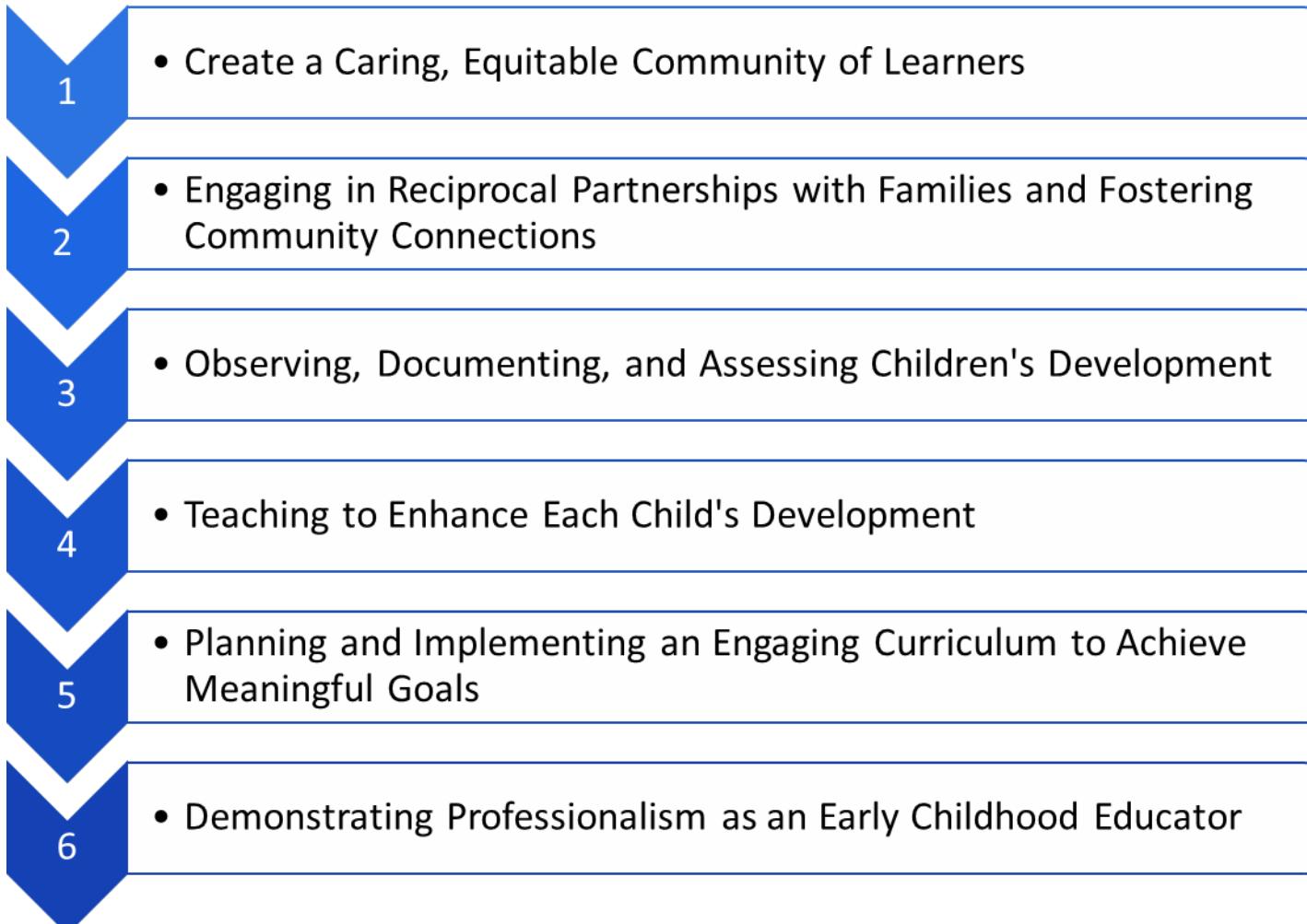
Use the Note catcher, Handout 2 to write key points or details of interest regarding the Principle being discussed.

1. Development and learning are dynamic processes
2. All domains of child development are important
3. Play promotes joyful learning
4. Although general progressions of development and learning can be identified, variations due to cultural contexts, experiences, and individual differences must be considered
5. Children are active learner from birth
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Six Guidelines for DAP

Six Guidelines for DAP in Action:



- 1 • Create a Caring, Equitable Community of Learners
- 2 • Engaging in Reciprocal Partnerships with Families and Fostering Community Connections
- 3 • Observing, Documenting, and Assessing Children's Development
- 4 • Teaching to Enhance Each Child's Development
- 5 • Planning and Implementing an Engaging Curriculum to Achieve Meaningful Goals
- 6 • Demonstrating Professionalism as an Early Childhood Educator

Guideline One:

Creating a Caring, Equitable Community of Learners

Early childhood education settings are very influential in children's development.

The role of the community is to provide a physical, emotional, and cognitive environment conducive to the development and learning for each child.

The foundation for the community is consistent, positive, caring relationships between educators, school staff, students, and families.

Each member of the community is valued for what they bring the community and are supported to consider and contribute to one another's well-being and learning.

DAP Actions for Guideline One: Creating Caring, Equitable Community of Learners

In a community of learners...

- Children learn about themselves
- Children learn about their world
- Children develop positive relationships with others
- Children acknowledge and respect differences
- Children value each person as they each bring unique strengths, interests, and perspectives to share

DAP Actions for Guideline One: Creating Caring, Equitable Community of Learners

Ideas for implementation...

- Get to know every child and family
- Plan ways for children to work and play together
- Work to bring each child's home culture and language into shared culture of group
- Develop a warm, positive relationship with each child
- Create a physical environment that is safe and accessible
- Actively ensure that all children are included in all activities and the social relationships of the classroom
- Encourage students to seek help from and give compliments to their peers

DAP Actions for Guideline One: Creating a Caring, Equitable Community of Learners

Actions to ensure that each member of the community is valued by the others and recognized for the strengths they bring:

- Pronounce and spell children's names per the families' preferences
- Acknowledge and accept family compositions as each family defines
- Demonstrate ongoing interest in each child's unique knowledge, skills, cultural, and linguistic experiences and recognize them as assets for learning

YOUR TURN

Self-Assessment: Guideline One



- Assess how well you feel you implement each of the practices identified in the “Building Positive Relationships” section of the Inventory of Practices (pages 2-3). Check off any areas that you feel you would like additional training in.
- Fill out the Action Plan for “Building Positive Relationships” (pages 15-16). For practices you scored as a 1 or 2, identify the strategies you will use to implement those practices, as well as any supports you may need to help with implementation (e.g., training, video demonstrations, opportunities to observe in another classroom, reading material, etc.).

Guideline Two:

Engaging in Reciprocal Partnerships with Families and Fostering Community Connections

Developmentally appropriate practice requires deep knowledge about each individual child, including the context within which they are living.

Educators obtain this information through respectful and reciprocal relationships with families.

Families' expertise about their own child needs to be sought out and valued.

DAP Actions for Guideline Two: Engaging in Reciprocal Partnerships with Families and Fostering Community Connections

Educators are responsible for establishing respectful, reciprocal relationships with and among families.

Educators should support families getting to know each other, serving as resources to each other, and collaborate within/outside the program.

DAP Actions for Guideline Two: Engaging in Reciprocal Partnerships with Families and Fostering Community Connections

Culture is deeply rooted and highly complex.

Teachers cannot have a detailed understanding of every culture they encounter.

It is not effective to try to learn about a culture and then make assumptions about individual families.

Instead, it is best to get to know families as individuals and understand their own unique customs and perspectives.

Mean Age Expectation in Months for Milestone Attainment

Mean Age Expectation in Months for Milestone Attainment

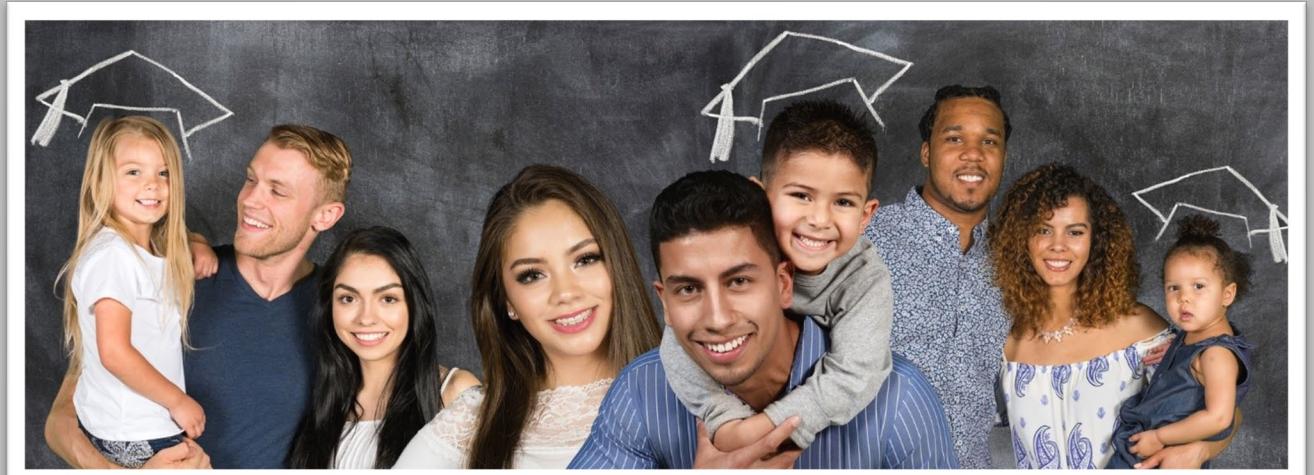
	Caucasian	Puerto Rican	Filipino
Eat Solid Food	8.2	10.1	6.7*
Training Cup	12.0	17.1	21.9*
Utensils	17.7	26.5	32.4*
Finger Food	8.9	9.4	9.5
Wean	16.8	18.2	36.2*
Sleep by Self	13.8	14.6	38.8*
Sleep all Night	11.4	14.5	32.4*
Choose Clothes	31.1	44.2	33.1*
Dress Self	38.2	44.2	39.2
Play Alone	25.0	24.8	12.3*
Toilet Trained-Day	31.6	29.0	20.4*
Toilet Trained-Night	33.2	31.8	34.2

Behavioral Expectations of Two Groups of Mothers

Expectations	Korean-American Mothers	European-American Mothers
Believe parents and children should play together	54%	96%
Prefer children play with gender-typed toys (e.g., boys play with trucks, girls play with dolls)	71%	43%
Provide children with many chances to decide (e.g., give child choices)	11%	66%

YOUR TURN: Getting to Know Families

- How do you get to know families at your program/school?
- Could you use or do you already use a questionnaire like this one?



Discussion



Handout

YOUR TURN

Self-Assessment: Guideline Two

- Assess how well you feel you implement each of the practices identified in the Checklist of Effective Family Partnership Practices (Hemmeter, Ostrosky, & Fox, 2021)
- Fill out the Action Plan for “Building Positive Relationships” of the Inventory of Practices for Promoting Social Emotional Competence (pages 15-16). For items you scored as Never or Sometimes, identify the strategies you will use to implement those practices, as well as any supports you may need to help with implementation (e.g., training, video demonstrations, opportunities to observe in another classroom, reading material, etc.).



Activity



Handout

Guideline Three:

Observing, Documenting, and Assessing Children's Development and Learning

Observing, documenting and assessing each child's development and learning are essential processes for educators.

Assessment should include both formal and informal measures to monitor student progress.

Formative and summative assessments are important and need to be conducted in ways that are developmentally, culturally, and linguistically responsive.

DAP Actions for Guideline Three: Assessing Children's Development and Learning

The following actions by staff should occur to ensure that children's progress is monitored on a regular basis:

- Observation
- Documentation through data collection
- Review of the data collected
- Reflection on the effectiveness of the program's routines and procedures, regarding how children are progressing toward program and individual goals.

DAP Actions for Guideline Three: Assessing Children's Development and Learning, continued...

- The methods of assessment are responsive to the current developmental accomplishments, languages, and experiences of young children. They recognize individual variation in learners and allow children to demonstrate their competencies in different ways
- Assessments are used only for the populations and purposes for which they have been demonstrated to produce reliable and valid information
- Decisions that have a major impact on children are made in consultation with families
- When screening assessments identify a child who may have a disability or individualized learning or developmental needs, there is appropriate follow-up, evaluation, and if needed, a referral

YOUR TURN

Self-Assessment: Guideline Three



- DAP Actions to Implement Guideline 3: Observing, Documenting, and Assessing Children's Development and Learning
- Using the Handout 6: Note catcher that lists the DAP Actions for Guideline 3, write the processes or procedures your program currently has in place to ensure that a child's development and learning are adequately observed, documented or assessed

Guideline Four:

Teaching to Enhance Each Child's Development and Learning

Developmentally appropriate teaching practices encompass a wide range of skills and strategies that are adapted to age, development, individual characteristics, and family/social contexts of each child served.

These teaching practices are designed to foster development and learning for each child across all domains and subject areas.

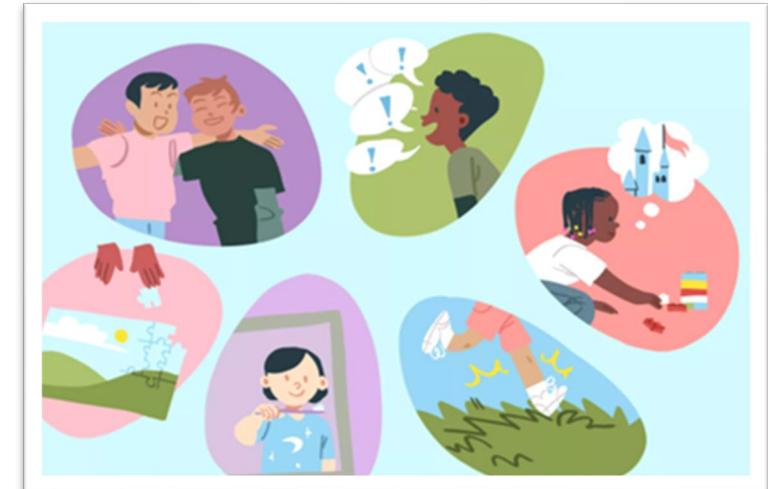
Through intentional teaching, educators blend opportunities for each child to exercise choice and agency within a planned environment designed to support learning experiences and meaningful goals.

Educators recognize that children are active constructors of their own understanding of the world around them and that children benefit from initiating and relating their own learning activities and their interactions with peers.

Developmental Milestones



Each stage of development has an age range that is considered typical for acquiring the milestones in that domain. Each new milestone that is acquired creates new relationships with caregivers and adjustments in their environments.





What's the Difference? Play





What's the Difference? Attention Span



YOUR TURN:

At what age do children develop skills, 3, 4, or 5?

Be prepared to share your answer.

What age do children develop the skills to:

- Make choices between 2 things
- Start a task assigned with no reminding or prompting
- Understand the idea of taking turns, but doesn't do it consistently
- Say the sound a letter makes when shown the letter
- Return objects or materials to their assigned place (i.e., cleans up)
- Sit in seat, stands in line without excessive moving
- Remain quiet while others are talking
- Talk about own feelings
- Control temper well; verbalizes feelings in an appropriate manner
- Locate days of the week on a calendar
- Shares toys with other children



DAP Actions for Guideline Four: Teach to Enhance Each Child's Development and Learning

The following descriptions of educators' actions illustrate teaching practices that are developmentally appropriate for young children from birth through the primary grades.

- Educators use their knowledge of each child and family to make learning experiences meaningful, accessible, and responsive to each child
- Educators effectively implement a comprehensive curriculum with individualized goals across all domains and across all subject areas
- Educators plan the environment, schedule, and daily activities to promote each child's development and learning
- Educators possess and build on an extensive repertoire of skills and teaching strategies

DAP Actions for Guideline Four: Teach to Enhance Each Child's Development and Learning, continued...

- Educators know how and when to scaffold children's learning
- Educators know how and when to strategically use various learning formats and contexts
- Educators differentiate instructional approaches to match children's interests, knowledge, and skills
- Educators demonstrate and model their commitment to create a caring learning community through their actions, attitudes, and positive acknowledgment of students' behaviors

Remember: Children are Unique

Children develop at different rates, and each child is *unique* in their own development, growth, and acquisition of skills. Appropriate and reasonable supports and accommodations must be provided to empower all children to succeed. These supports may include providing materials in their home language, that are trauma-sensitive based on the child's circumstances in the community and/or at home. Children may also require individual behavioral and instructional supports at different times.

Video Example: *Specific Feedback*

Watch to see how this early childhood teacher uses **specific feedback** with the students to recognize positive behaviors and encourage appropriate behaviors on the playground.

<https://www.youtube.com/watch?app=desktop&v=aVW7hEpOAs>



Video Example: *Dramatic Play*

Watch to see how this early childhood teacher uses incorporates **dramatic play** with the students to implement DAP.

<https://www.youtube.com/watch?v=xXqyum4YeEc>



Video Example: *Differentiated Instruction*

Watch to see how this early childhood teacher uses **differentiated instruction** with the students.

<https://www.youtube.com/watch?v=Kg38A1ggYiE&t=3s>



Video Example: *Transitions*

Watch to see how this early childhood teacher uses **transitions** with the students.

<https://www.youtube.com/watch?v=5SCCRIOEahs>





Video Example: *Opportunities to Respond*

Watch to see how this early childhood teacher uses **opportunities to respond** with the students.

<https://connectmodules.decsped.org/connectmodules/learners/module-6/step-3/b-definition/conducting/>

YOUR TURN

Self-Assessment: Guideline Four



1. Assess how well you feel you implement each of the practices identified in the “Designing Supportive Environments” section of the Inventory of Practices (pages 4-7). Check off any areas that you feel you would like additional training in
2. Fill out the Action Plan for “Designing Supportive Environments” (pages 17-20). For practices you scored as a 1 or 2, identify the strategies you will use to implement those practices, as well as any supports you may need to help with implementation (e.g., training, video demonstrations, opportunities to observe in another classroom, reading material, etc.)

Guideline Five:

Planning and Implementing an Engaging Curriculum to Achieve Meaningful Goals

Desired goals that are important for young children's development and learning are clearly articulated and communicated to all stakeholders, including families.

Educators consider what children are expected to know, understand, and able to do when they leave the setting to move on to the next setting.

Educators are thoroughly familiar with state early learning standards and other mandates.

Educators and administrators establish and regularly update goals with input from all stakeholders, including families.

DAP Actions for Guideline Five: Planning and Implementing an Engaging Curriculum to Achieve Meaningful Goals

- Program has a comprehensive, effective *curriculum* that targets the identified goals across all domains of development and subject areas
- Educators use the curriculum framework in their planning to be sure there is ample attention to *learning goals* and coherence of the overall experience for children in their classrooms
- Educators make *meaningful connections* a priority in the learning experiences they provide each child
- Educators *collaborate* with those teaching in the preceding and subsequent age groups, sharing information about children and working to increase continuity and coherence across ages and grades

Regardless of what curricula you use...

Teachers must always plan with a clear goal in mind for activities and strategies for ensuring *all students* can successfully participate.



Developmentally Appropriate Assessment

Developmentally Appropriate Assessment is:

- Appropriate for the *child's chronological age or developmental status*
- *Individually* appropriate (adaptations of assessment methods to get the best information about a particular child)
- *Culturally* appropriate (considering what will make sense to the child given the child's linguistic and cultural background)

Why Assess?



- Assessment is vital to guide teachers' planning: What is needed for the whole group? For the individual child? And where do we need to go to next?
- How do we determine when to initiate, add, or reduce interventions or services if we don't have any assessment data?



It's Both **WHAT** You Teach and **HOW** You Teach It

Pedagogy = the “how” of teaching and learning

Content = the “what”

Both must be in tune with the needs of the learners in the classroom, based on

- Their ages and what research tells us about how children at this age learn best
- Their individual development



YOUR TURN:

Observing DAP Practices

- What DAPs did you observe in the video?
- What were some strengths and weaknesses of the practices you observed in the video?
- How might a lesson like this be adapted for students with disabilities?

<https://www.youtube.com/watch?v=a6hULt0yv84>

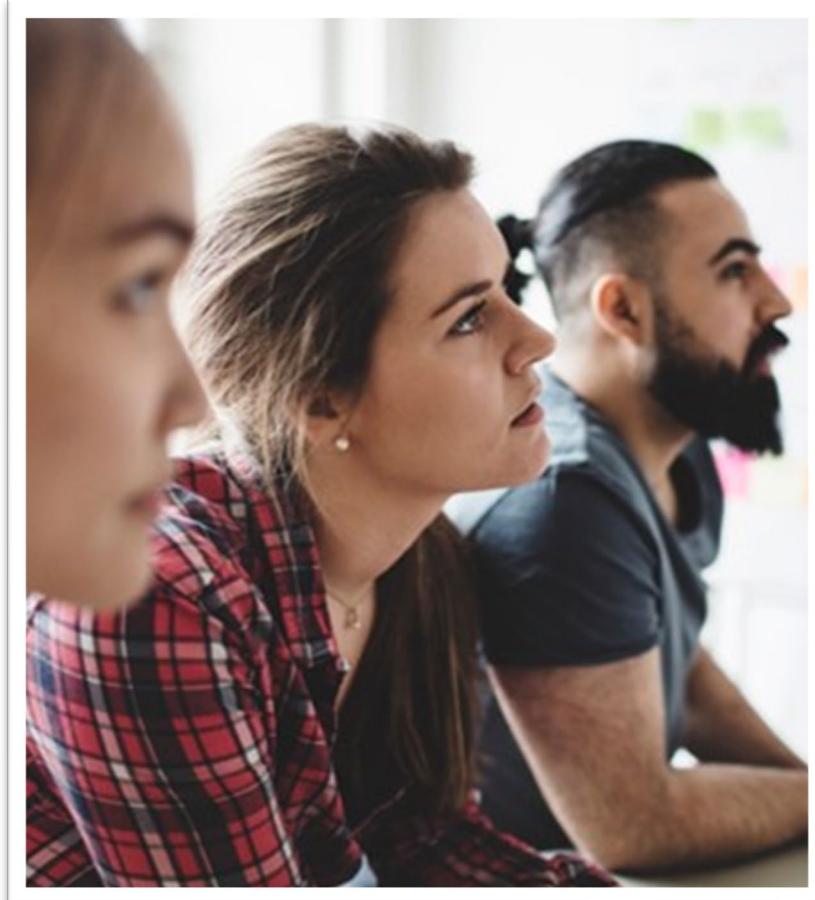
Guideline Six:

Demonstrating Professionalism as An Early Childhood Educator

Developmentally appropriate practice serves as the hallmark of the early childhood education profession.

Fully achieving these guidelines and effectively promoting all young children's development and learning depends on the establishment of a strong profession with which all early childhood educators, working across all settings, identify.

DAP Actions: Demonstrating Professionalism as an Early Childhood Educator



Educators use the guidelines as they conduct themselves as members of the profession and serve as informed advocates for young children and their families as well as the profession itself.

Closure

Summary

DAP involves an awareness of:

- **Age appropriate/ “typical” development and what the research says about how children this age learn best**
- **Individual development**
- **Cultural context**

Developmentally appropriate teachers are intentional in everything they do – activities are selected to meet goals and instruction is differentiated to meet the needs of all learners

Developmentally Appropriate Briefs (DAP) Briefs



Brief 1: Leadership <https://www.ccf.ny.gov/files/9415/8169/7231/1-DAP.pdf>

Brief 2: Curriculum <https://www.ccf.ny.gov/files/9415/8169/7231/2-DAP.pdf>

Brief 3: Environment <https://www.ccf.ny.gov/files/5315/8169/7861/3-DAP.pdf>

Brief 4: Interactions <https://www.ccf.ny.gov/files/7915/8169/7908/4-DAP.pdf>

Brief 5: Assessment <https://www.ccf.ny.gov/files/1615/8169/7955/5-DAP.pdf>

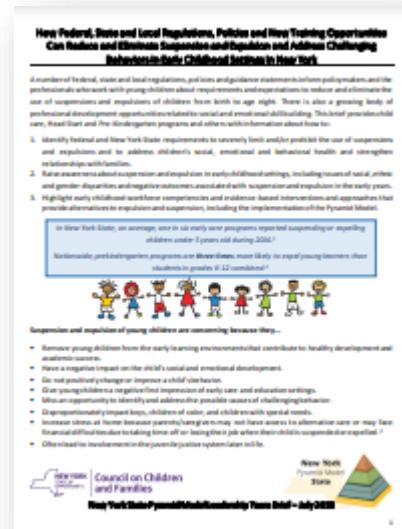
Brief 6: Family Engagement <https://www.ccf.ny.gov/files/1315/8169/7426/6-DAP.pdf>

Brief 7: Behavior <https://www.ccf.ny.gov/files/3115/8169/7492/7-DAP.pdf>

Brief 8: Play <https://www.ccf.ny.gov/files/9115/8169/7649/8-DAP.pdf>

NYS Pyramid Model Suspension/Expulsion

https://www.ccf.ny.gov/files/8415/4646/3662/NYS_Pyramid_Model_Suspension_Expulsion_Brief.pdf



Additional Resources

Questions and Answers



Objectives:

How did we do?

Are you able to:



- Identify the nine core principles of DAP
- Identify typical developmental milestones for three-, four-, and five-year-old children
- Identify five key guidelines for setting up a developmentally appropriate preschool classroom
- Identify at least one action/practice that aligns with one of the key guidelines that you will stop, keep, and start doing after this training

Contact Us



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity



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UNIVERSITY AT ALBANY

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Training Evaluation

Meeting Evaluation Survey