New resources to support your work

Online DAP Resources

Online Faculty and PD Resources for the 4th Edition of DAP

Get Faculty Resources for the Fourth Edition of DAP

NAEYC has faculty resources to accompany the fourth edition of *Developmentally Appropriate Practice*. These resources are tools that can be used to facilitate higher education students' deeper understanding of the DAP position statement and book. **Fill out the form below to access the faculty resources!**

First Name *

Last Name *

Thank you for filling out your information!

Follow the links below to access the faculty resources to accompany *Developmentally Appropriate Practice*. The following resources correspond to Appendix C: Changes to the Position Statement, Changes to the Book: Resources and Strategies for Faculty, and activities to use when working with prospective early childhood education students.

Appendix C. Changes to the Position Statement, Changes to the Book: Resources and Strategies for Faculty

Test Bank of Questions

Test bank of questions for *Developmentally Appropriate Practice*.

Chart 1. Standard 1: Child Development and Learning in Context

Chart 2. Standard 2: Family–Teacher Partnerships and Community Connections

Chart 3. Standard 3: Child Observation, Documentation, and Assessment

Chart 4. Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

Chart 5. Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

Chart 6. Standard 6: Professionalism as an Early Childhood Educator

Resources on Inclusion

Inclusion

THEN	NOW
• Addressed in course on children with disabilities	• Addressed in every course
• Disability-specific focus	• Focus on individualizing and supporting each and every child; seen as a social justice issue
• Highlighted in DEC-NAEYC inclusion position statement	• Highlighted in DAP, equity position, standards and competencies
• Context: early childhood programs	• Context: home/family, community, and early childhood programs
• Opportunities often focused on addressing deficits	• Offers opportunities to highlight responsive teaching practices, UDL, assistive technology
• Perceived benefits to children with disabilities	• Documented benefits to children with and without disabilities

What do we know about quality inclusion?

Source: STEM Innovation for Inclusion in Early Education

Early Care and Education Environment Indicators of Quality Inclusion

Early Care and Education Environment
Indicators and Elements of High-Quality Inclusion

INDICATOR E1: Promotion and Affirmation of Individual Differences +

INDICATOR E2: Family Partnerships +

INDICATOR E3: Social Emotional Learning and Development +

INDICATOR E4: Meaningful Interactions with Peers +

INDICATOR E5: Curriculum +

INDICATOR E6: Instruction +

INDICATOR E7: Collaborative Teaming +

INDICATOR E8: Assessment +

INDICATOR E9: Culturally Responsive and Identity Affirming Practices +

Each indicator includes elements which are evidence-based examples of effective practices

Ask students to consider: Which other learners might this approach support?

INDICATOR 5: Curriculum

1. Select themes that reflect children's interests, abilities, familial/cultural norms and developmental levels.

2. Make necessary adaptations to ensure that children with disabilities can access and participate in all curricular activities.

3. Modify materials to enable manipulation by children with a range of motor skills.

4. Use sign language, gestures and visual cues during activities when appropriate.

5. Use visual, verbal and gestural cues with materials to help children with disabilities participate more independently.

6. Reduce distraction by limiting materials in the environment when necessary.

7. Integrate individual children's adaptive, augmentative communication systems into all early care and education environment routines and ensure that pictures or alternative, augmentative communication (AAC) systems are readily available to individual children at all times.

Use the Indicators of Quality Inclusion as part of . . .

Video observation

Assignments

Lesson planning

Observation by cooperating teachers and instructors

Most selected indicators

Indicator	% of goals addressing this indicator
Social and emotional learning and development	33%
Meaningful interactions with peers	31%
Family partnerships	13%

INDICATOR 3: Social Emotional Learning and Development

- Foster positive and culturally responsive adult-child relationships by giving 5 positive statements for every 1 negative statement.

- Respond to at least 80% of children's bids for attention or communication.

- Establish predictable routines through the use of visual schedules that are posted and used by personnel and children throughout the day.

- Intentionally teach a range of social emotional skills in small and large group, using prepared curricular materials and/or activities that target particular social emotional skills, such as understanding emotions, problem solving, entering play, and taking turns.

- Use a team-based approach to understand individual children's challenging behavior, adapt the environment, and plan individualized instruction to teach or strengthen the child's social emotional skills.

- Include families as members of their children's behavior team. Any time that an individualized positive behavior support process is implemented, families are included as active members of the team at all steps of the process.

- Regularly acknowledge and comment on children's emotional states in order to build emotional vocabulary and awareness.

Establish predictable routines through the use of visual schedules

On Monday When It Rained
by Cherryl Kachenmeister   Photographs by Tom Berthiaume

## On Monday When It Rained
By Cherryl Kachenmeister
Houghton Mifflin Company, 1989

On Monday When It Rained is a great book for talking about feelings and emotions. The story is about a boy and what happens to him every day for a week. Each day, based on what happens, the boy talks about how it makes him feel. The pictures are very expressive and label a range of feelings and emotions (disappointed, embarrassed, proud, scared, angry, excited, lonely). (Ages 3-8)

Intensive Intervention

Targeted Social Emotional Supports

High Quality Supportive Environments

Nurturing & Responsive Relationships

Effective Workforce

The National Center for Pyramid Model Innovations

Pyramid Model Overview

Share

The goals of the National Center for Pyramid Model Innovations (NCPMI) are to assist states and programs in their implementation of sustainable systems for the implementation of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children (Pyramid Model) within early
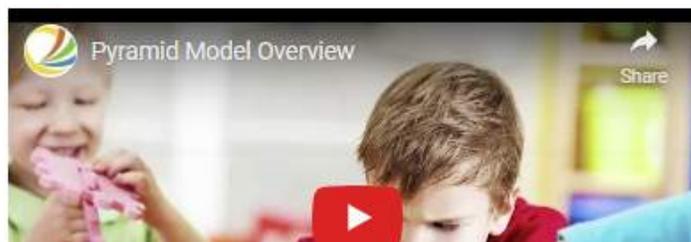
New list of children's books

NCPMI

Children's Books

This children's book list includes diverse examples of books that can be used to promote social-emotional skills such as feelings and emotions, friendships, kindness, and problem solving. The list is not meant to be exhaustive. Additional books will be periodically added to the list.

Book Search

To filter the list, enter a key work or select from one of the filters below. If you do not get any results try using less key words or filters for a more broad search.

Tip! Printing the Book List: To print all your search results, at the bottom of the page, change the 'show per page' to 'All'. To print the book details, click on the (+) icon for each book. Then go to your internet browser's menu and select File > Print... to print the webpage.

Download a printable list of titles only.

INDICATOR 4: Meaningful Interactions with Peers

- Identify children's individualized peer social interaction goals.

- Teach appropriate peer social skills through large and small group lessons and role-playing opportunities for all children.

- Teach children a variety of play skills with varied complexity to support participation and peer interactions across all children in the early care and education environment.

- Select and arrange activities and materials that promote interactions.

- Plan for consistent social opportunities within routines, such as for children to participate as table captain, clean-up partner and snack helper.

- Model phrases children can use to initiate, respond and continue interactions.

- Teach all children to be instructional agents to capitalize on strengths and abilities of all children.

- Encourage peer partners/buddies to promote peer transitions through buddy play and clean-up partners.

Playing Together – Inclusive Social Interactions

Circle Time MAGAZINE

PLAYING TOGETHER—INCLUSIVE SOCIAL INTERACTIONS

Issue 4 • Season 3: Inclusion
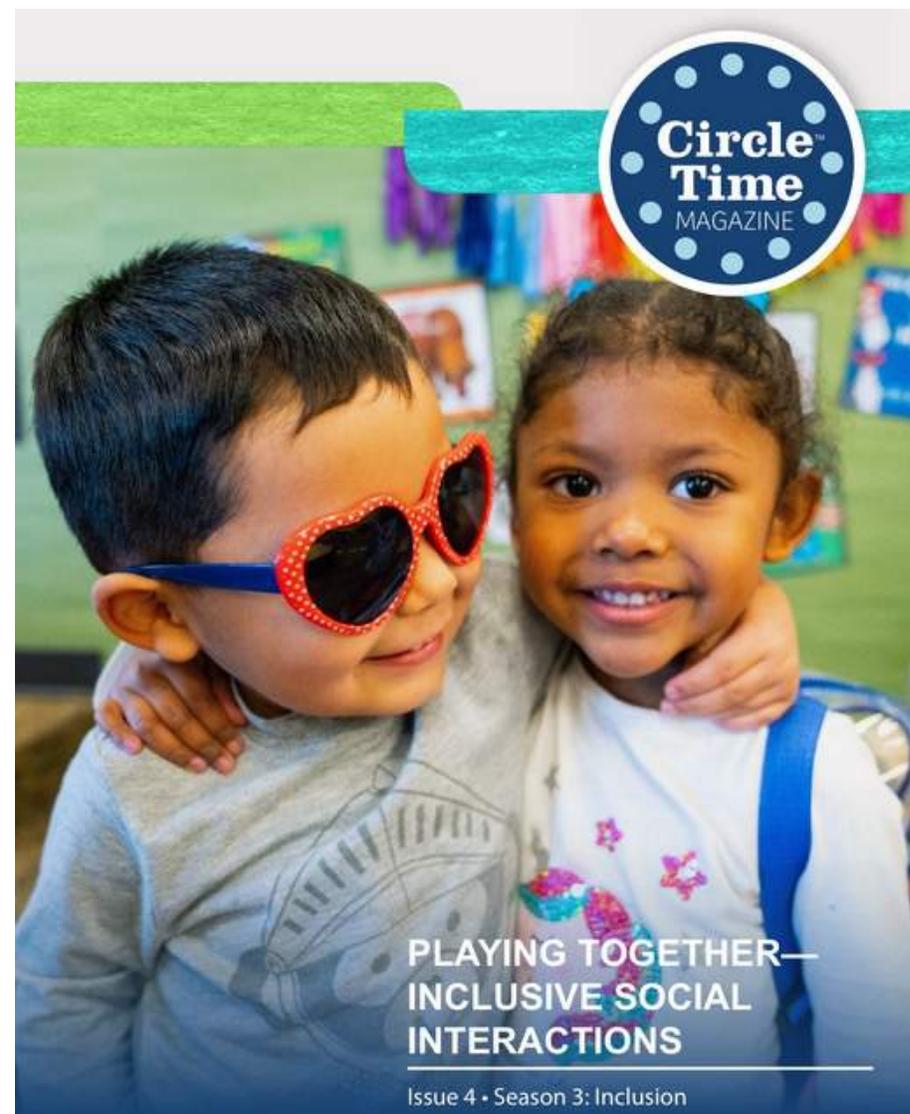
Examples of Peer Support

Enlist a Peer to Show the Child a New Skill

Ask students to watch *Pyramid Practices at Circle Time* and to identify examples of **visual** and **peer supports** they see in the video.

Evidence-based Practice Resources

Adaptations

A Guide to Adaptations

At STEMIE, we use adaptations to ensure each and every child, including young children with disabilities can fully participate and engage in STEM (science, technology, engineering, and math) learning opportunities and experiences at home, in early childhood programs, and in the community.

Every child is different, and these are only suggested adaptations. Do what works best for the child or children you are working with. You might also work with children's speech pathologist or occupational therapist to develop additional adaptations or visual cues.

In this document, we define and describe an evidence-based inclusion framework and provide definitions and examples of adaptations that adults can use to ensure young children with disabilities can participate fully in STEM learning experiences.

Inclusion Framework

The inclusion framework is informed by evidence-based inclusive practices (e.g., Campbell & Milbourne, 2007; DEC, 2014) and focuses on the supports adults can implement to facilitate STEM learning for children with disabilities.

Hierarchy of adaptations

Within the hierarchy, adaptations to the environment and materials are aligned to the Division for Early Childhood (DEC) Recommended Practices on environment while instructional adaptations are aligned to the Recommended Practices on instruction.

1. Environment – Environmental, activity, and/or routine adaptations are broad changes and/or accommodations in the setting and/or activity that support inclusive access to learning opportunities, embed interventions, and support full participation and independence for all children (e.g., room set-up, equipment, how an activity is done, length of time).

2. Materials – Materials adaptations are changes and/or accommodations to materials that support inclusive access to learning opportunities, embed

What are adaptations?

Adaptations are practices used by adults (e.g., family members, practitioners) to facilitate and/or individualize STEM learning and experiences within daily routines and the environment. Specifically, adaptations are changes to the environment, activities, routines, materials, and/or instruction, while minimizing adult assistance (Campbell, Milbourne, & Kennedy, 2012).

Contents

Modify materials (from *A Guide to Adaptations*)

magnets or Velcro wrist bands to pick up materials
Image Credit: BRIDGES Activities, 2021

cups with handles
Image Credit: Creative Commons

grip tape and/or tubes to thicken handles
Image Credit: Creative Commons

deep bowls/plates for easier scooping
Image Credit: Creative Commons

page fluffers to space apart pages of a book for easier turning
Image Credit: Paths to Literacy, 2018

stabilizers, like Velcro or rubber shelf liners, for activities, puzzles, and games
Image Credit: Creative Commons

alternative materials (e.g., soft, squeezable) to support grasping
Image Credit: Creative Commons

low-tech materials (e.g., Velcro on blocks, tabs, padded handles for toys, tools, and utensils)
Image Credit: Paths to Literacy, 2018

Application: Adaptations

Read *Guide to Adaptations* to **learn** new concepts

Watch video and **practice** recognizing adaptations

Apply new concepts using a persona

A GUIDE TO ADAPTATIONS

Adaptations to Routines & Activities Make STEM Happen for Infants & Toddlers

A GUIDE TO TEACHING PRACTICES

Prompting

Scaffolding

Modeling

Descriptive Talking/Verbal Guidance

Wait Time

Reinforcement

Modeling

Modeling

Visually demonstrate and/or perform the target activity/behavior/skill to encourage participation

- Demonstrate activity when introducing and implementing (e.g., illustrate or model the use of number and comparison words [e.g., more, less, fewer, same] when introducing and implementing an activity [e.g., "I see you and Emma have the same number of counters, you both have three – Let's count them..."])
- Model expectations (e.g., show your hand slowly touching each counter, saying aloud 'One, two, three' to model using 1-1 correspondence)
- Model exploration and play
- Pair child with a peer who can model and reinforce key aspects of the activity
- Role-playing (e.g., saying 'Let's pretend we're playing with the counters. I'll count first, then you show me what to do!')

Video Demonstration

Sample activity

Modeling ideal behaviors in curriculum plans can help young students develop executive function

Knowledge Acquisition Resources: Guide to Teaching Practices/Modeling, Modeling Ideal Behaviors article

Ask students to initially discuss how they would lay out the steps to model a desired behavior (e.g., sharing a food item with a friend)

Ask students to extend the discussion to include what modeling might include, for example, for children who are dual language learners or children who have very poor memory

AFIRM Modules for Paraprofessionals

Reinforce or Extend the Learning of EBPs with AFIRM modules

Module Topics

AFIRM FOR TODDLERS

- Naturalistic Interventions in the Child Care Setting

- Parent-Implemented Interventions in the Home Setting

- Reinforcement

- Prompting

- Visual Supports

- Behavior Supports

Module 1: Reinforcement

Rule #1

Leon receives reinforcement for completing his reading assignment in his third grade general education setting. Leon's reinforcement is to play with Legos for five minutes after he completes the assignment. Leon's class is getting ready to go to lunch. What would you do?

- Let him play with the Legos for five minutes.
- Give Leon five minutes at the end of the day to play with his Legos.
- Skip the reinforcement for today. You need Leon to go to lunch so you can work with your next student.

SUBMIT

- Reinforcement

- Prompting

- Time Delay

- Visual Cues

- Supporting Peer Interactions

F	**FAMILY**
A	**ASSESSMENT**
C	**COLLABORATION**
I	**INSTRUCTION**
L	**LEADERSHIP**
I	**INTERACTION**
T	**TEAMING**
A	**AND**
T	**TRANSITION**
E	**ENVIRONMENT**

DEC Division for Early Childhood

website: www.dec-sped.org
email: dec@dec-sped.org
address: 3415 S. Sepulveda Blvd. #1100
Los Angeles, CA 90034
telephone: 310-428-7209
fax: 855-678-1989

DEC Recommended Practices
in Early Intervention/Early Childhood Special Education

The Division for Early Childhood of the Council for Exceptional Children

For each area of recommended practice there are . . .

Performance Checklists
for promoting the use of the RPs and for practitioner self-evaluation

Illustrations
links to video vignettes from our collection and others'

Practice Guides for Practitioners
in print and mobile formats

Practice Guides for Families
in print and mobile formats

AND an instructional module for faculty and professional development providers with a searchable resource library, activities, and assignments

In which course do you emphasize meaningful interactions with peers?

Child-Child Interaction Checklist

Please indicate which practice characteristics you were able to use as part of interactions with a child:	Seldom or never (0 - 25%)	Some of the time (25 - 50%)	As often as I can (50 - 75%)	Most of the time (75 - 100%)	Notes
1. Provide the child multiple opportunities to play and interact with other children	☐	☐	☐	☐	
2. Observe the child's attempts to interact with or gain the attention of his or her peers	☐	☐	☐	☐	
3. Identify the behavior the child uses to initiate interactions with peers by focusing on the children's shared interests	☐	☐	☐	☐	
4. Respond promptly and positively (contingently) to the child's attempts to engage in interactions with peers during everyday activities and routines	☐	☐	☐	☐	
5. Provide natural reinforcing consequences to the children's behavior and peer play to sustain child-child interactions	☐	☐	☐	☐	
6. Encourage child behavior elaborations during peer interactions through modeling, imitation, expansion, and other types of supports	☐	☐	☐	☐	

Each practice guide includes
- video
- examples
- vignette

Peer Social Interactions

Download this practice guide:

📄 PDF (English)   📄 PDF (Spanish)   📱 Mobile PDF

Peer interactions are important for children's learning and development. Children learn new skills by observing and interacting with other children during everyday classroom activities and routines. By paying close attention and responding to what children are doing while playing and interacting with others, adults can support and enhance their social play and interactions.

Peer Social Interactions

Responding positively to child behavior increases child-child interactions.

Maroke / Shutterstock.com

A Quick Peek

Knowing that the children in her classroom enjoy music, Marta invited her uncle, Rafael, to play his guitar for the group. She watched the children swaying, moving, and jumping as Rafael played. When she noticed Kylie approaching Jodi and touching her hand, Marta said, "Kylie, do you want to ask Jodi to dance with you?" Kylie said, "Dance, Jodi!" The two girls held hands and laughed as they wiggled to the music. Marta told the group, "Kylie and Jodi are dancing!" Marta clapped the beat to the music to encourage the two girls to continue "dancing." She moved her arms back and forth to show them how they could sway their arms together. As the girls continued to dance, other children soon began to take a partner to dance to Uncle Rafael's tunes.

Sample activity: If Kylie had not approached Jodi to dance with her, what else might Marta have done to support the peer interaction?

Use UDL Practices

2 collections of resources on the handout

Putting It All Together

Circle Is for Everyone: Using UDL to Promote Inclusion During Circle Times
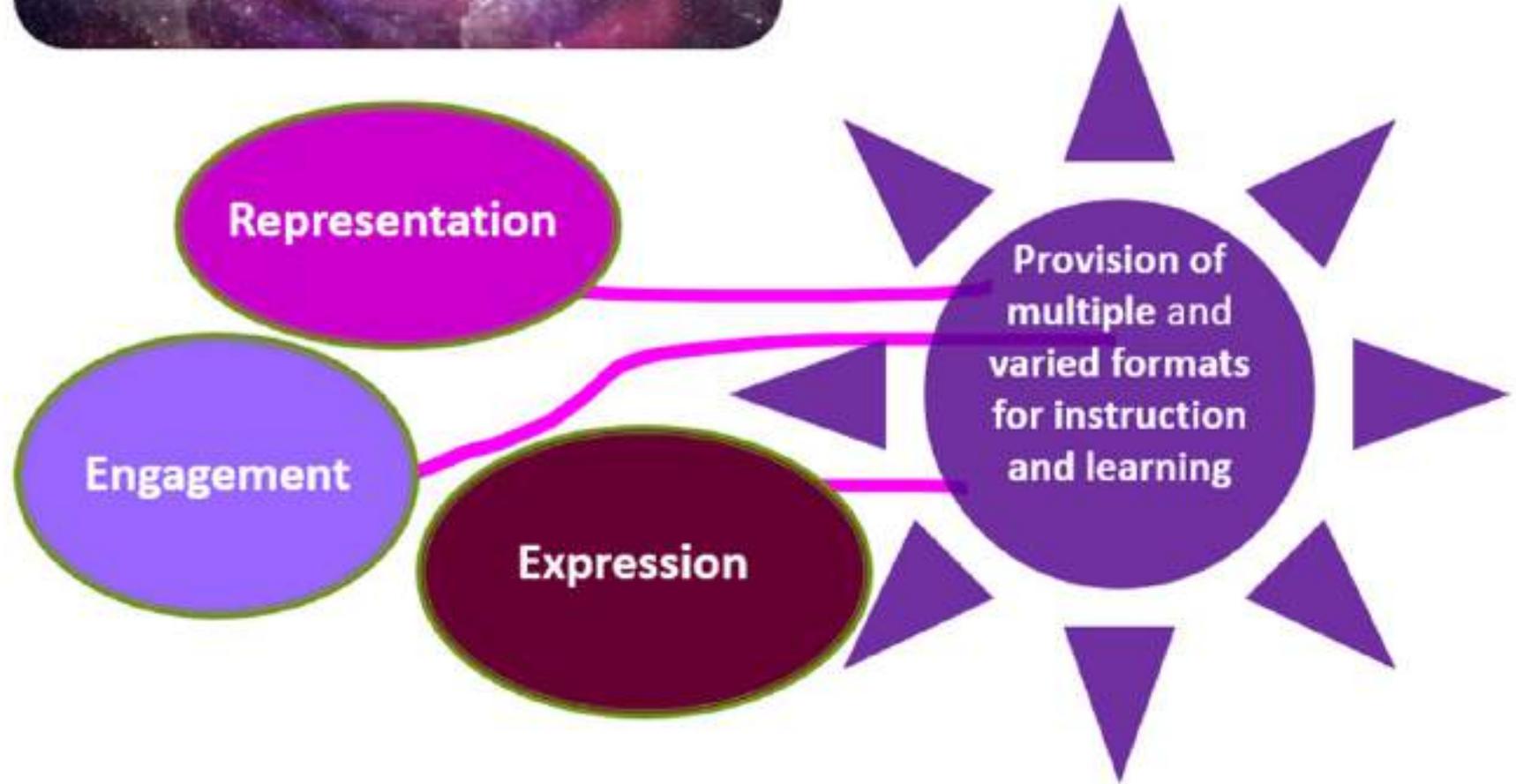
Table 1
Circle Time UDL Strategies

UDL principle and definition	Circle time strategies	Examples of implementation
Multiple Means of Representation: Offering a variety of ways for children to access the curriculum content (CAST, 2018)	Use tablet technology to explore digital storytelling (multiple apps are available for this purpose). Teachers can support children in creating and narrating digital stories that can be played during circle instead of reading a story.	Louise gathers small groups of children to use a digital storytelling app to create a story during free choice. Over the course of a few weeks, each child in the classroom has the chance to create a story that is shared at circle time.
	Provide children with puppets, figurines, or felt characters related to parts of a story or a song	Louise and Ben create props to accompany several popular songs: they laminate coloring sheets the class has decorated from Brown Bear, and pass them out at circle time. When an animal comes up on a page, they encourage the child with that page to hold it up and show the class. They also use spider rings for Itsy Bitsy Spider, and whale figurines when singing Baby Beluga.

Integrate STEMIE Tools

A GUIDE TO ADAPTATIONS

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MATERIALS

Variety of Materials

Provide a variety of materials of different sizes, shapes, colors, and/or textures to increase interest and accessibility
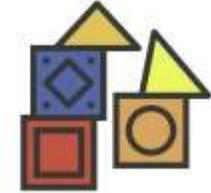
Create prop/story boxes (e.g., items/objects related to the books or theme) for books to increase engagement and understanding
Image Credit: Paths to Literacy, 2018

Use alternative materials to support grasping (e.g., soft, squeezable; see Grasping Supports for more examples)
Image credit: Creative Commons

Use high contrast materials (e.g., puzzles, shapes) for visual discrimination
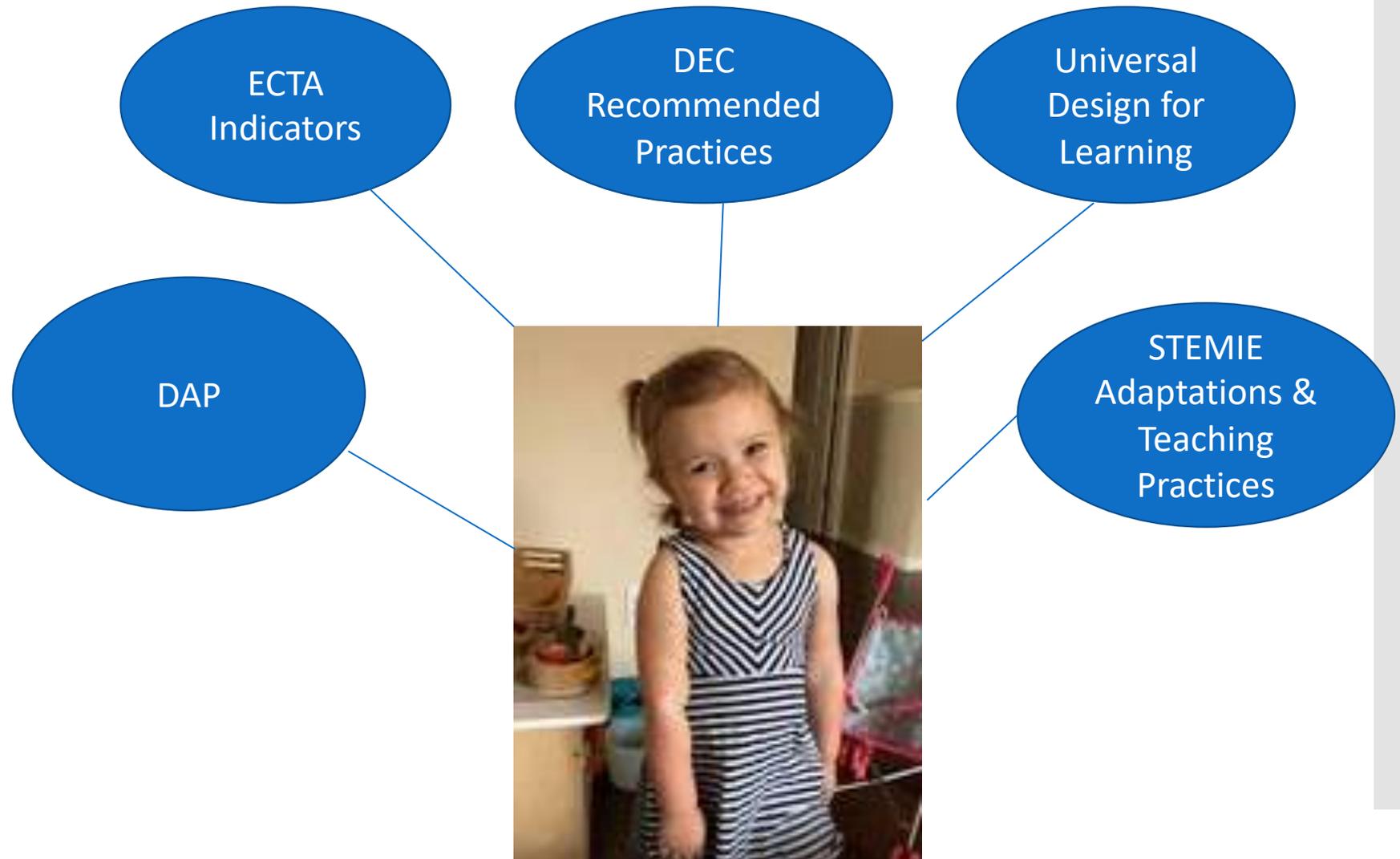Image credit: Creative Commons

Personas

Stella

Stella was born with a cleft lip and palate which were successfully repaired through a series of operations. She also has had consistent and significant middle ear infections which have also contributed to her speech and language delays. Stella and parents were enrolled in their state's Early Intervention program from the time she was born. She has received early childhood special education services in an inclusive classroom with her toddler peers. Her inclusion is supported through services she and her teacher receive from a Speech-Language Pathologist (SLP).

At 30 months, Stella is delighted with all things pink and the sparklier the better. She loves to play with dolls, stuffed animals, and other children. Stella is also very excited that she will soon be getting a baby sister.

Stella's parents are thrilled with the progress she has made and have benefitted greatly from the strong collaboration between her teachers and her SLP. Together they provide frequent progress reports and offer ideas for how Stella's speech and language can be supported through everyday routines and activities at home. As conversations about Stella's transition to a public PreK program have gotten underway, her parents are very concerned about how to make sure her progress continues.

Integrating the frameworks to support a child and family – what's the assignment?

ECTA Indicators

DEC Recommended Practices

Universal Design for Learning

DAP

STEMIE Adaptations & Teaching Practices

Sample activity

A friend of yours with a four-year-old child has come to you with a dilemma. She is going back to work and is looking for a high-quality program for her child. The program she likes the best is a program in which children of diverse abilities are included full-time in each classroom. Your friend has concerns and questions about placing her child in this program – will her child receive as much attention as the children with disabilities? Will her child pick up negative habits and behaviors from the children with disabilities?

What would you say to her? What resources would you draw on to support your response?

Sample activity

With the knowledge that Stella's mother will soon be having a baby, the children in her classroom are now very interested in babies. They're especially interested in how you can rock a baby to sleep with a lullaby. If you were Stella's teacher, how would you build on this interest?

- Share examples of ways in which you might use the environment to support learning and development across domains.
- Share examples of large and small group activities that would promote language, STEM, social emotional, and motor development based on this interest.
- As part of your each example, provide the reference to a framework or frameworks that support the use of that approach. For example, on example might be to contact families to learn about the songs/lullabies they sing to or play for babies. This practice would be supported by DAP Guidelines 2F, 4B/5D; ECTA Indicator E2; DEC Recommended Family Practices; UDL multiple means of engagement/representation; and STEMIE Guide to Adaptations, Variety of Materials.
- Consider how your examples might specifically support Stella's IFSP goals of receptive and expressive vocabulary development.

What is one thing you will do as a result of what you heard or saw in this presentation?

SCRIPT-NC Website

https://scriptnc.fpg.unc.edu

Evaluation

https://unc.az1.qualtrics.com/jfe/form/SV_3KNcevd8drMjwqO