2012

Developmentally-appropriate practice in the classroom

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DEVELOPMENTALLY-APPROPRIATE PRACTICE IN THE CLASSROOM

A Thesis

Presented to the

Faculty of

California State University,

San Bernardino

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in

Child Development

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by

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March 2012

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ABSTRACT

Research has shown the benefits of developmentally-appropriate practice on the developmental and academic outcome of young children. However, developmentally-appropriate practice is not readily used in elementary classrooms. This project involves training elementary teachers in developmentally-appropriate practice. The training consisted of a month-long, twice-weekly (1½) training on six topics including child growth and development, child guidance, the classroom environment, building reciprocal relationships with families, curriculum, and motivating students/positive approaches to learning. Participants included teachers who completed the teacher belief and instructional activity scale both prior and at the completion of trainings. Results showed that teacher' beliefs and practices in the classroom became more developmentally-appropriate after the training.

ACKNOWLEDGMENTS

I owe my deepest gratitude to my project chair, Dr. Laura Kamptner. I could not have imagined having a better advisor for my project. Her expertise, guidance, and patience through out my project were invaluable.

Besides my chair, I would also like to thank my committee members Dr. Amanda Wilcox-Herzog and Dr. Eugene Wong for their constructive feedback and encouragement.

Last but not least, I would like to thank my parents Raymond and Jean Prothro for their constant and unconditional love and support throughout my life.

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CHAPTER ONE

REVIEW OF THE LITERATURE

"Developmentally-appropriate practice" (DAP) is a term used to describe the best practice with young children. It addresses all of the child's developmental as well as individual needs, while educating at the same time (Copple & Bredekamp, 2009). Educators who employ developmentally-appropriate practice use classroom activities that promote social-emotional, cognitive, language, and physical development in the learning experiences. To address individual needs, educators incorporate the different interests of children in the classroom and plan for child-led activities.

Research has shown that using developmentally-appropriate practice benefits children in many ways, e.g., children are less stressed, cognitive development is supported, and social skills are enhanced in children (Copple & Bredekamp, 2009; Burts et al., 1990, Burts, Hart, Charlesworth, & Kirk, 1992; Hart et al., 1998; Jones & Gullo, 1999; Monte, Xiang, & Schweinhart, 2001). In spite these findings, DAP is not readily used in elementary school settings (Charlesworth et al., 1993; Elkind, 1993; File & Gullo, 2002; Vartuli, 1999).

Teacher-training programs for future elementary school teachers rarely require more than one or two child development courses, in sharp contrast to early childhood education programs where students have traditionally been trained in child development, child guidance, and DAP (Elkind, 1993; File & Gullo, 2002). The purpose of this project is to create a curriculum to teach primary teachers about, and how to use, DAP.

What is Developmentally Appropriate Practice?

"Developmentally-Appropriate Practice" (DAP) is a teaching method that refers to guidelines for interacting with, teaching, and guiding the behaviors of children in a manner that leads to a more optimal developmental outcome (NAEYC Position Statement, Copple & Bredekamp, 2009). These guidelines are based on research conducted on child development, how children learn, and positive vs. negative childhood experiences.

DAP guidelines reflect three types of knowledge that educators of young children should have: an understanding of child development and learning, an understanding of the individual child, and an understanding about the social and cultural environments in which children live (NAEYC Position Statement, Copple & Bredekamp, 2009). Classrooms

that fully utilize this knowledge about children and their families are defined as developmentally-appropriate.

DAP is also complimentary to curricular standards used in the classroom, which all public schools follow. For instance, the California State Board of Education has created content standards for every grade level (K-12) and each discipline (Language Arts, Math, Science, Social Studies, Visual/Performing Arts, and Physical Education). However, the content standards are not the curriculum. Curricular/ content standards are used to give teachers a guideline for what children should know and be able to do. Teachers can use DAP to help children meet the content standards. For example, one way a teacher could use DAP with content standards is to simply use the child's interest to introduce new knowledge.

Over 20 years ago, NAEYC produced their first stand on developmentally-appropriate practice. Shortly after this, NAEYC's position on DAP was developed into a book (Copple & Bredekamp, 2009). Professionals such as early childhood educators and child development researchers collaborated to create DAP as they knew that early childhood educators and policy makers were making decisions every day that affected young children and their chances for success (NAEYC Position Statement, Copple &

Bredekamp, 2009). They felt that these individuals needed a knowledge base to refer to in order to make informed decisions about children (NAEYC Position Statement, Copple & Bredekamp, 2009). For example, teachers and administrators make decisions on what their classroom environments should offer their students. However, if decisions are not being formed from a sound knowledge base such as DAP, early childhood educators may provide experiences and materials for children that could hinder or slow progress in many developmental areas including academic achievement. Making informed decisions is also critical for policy makers as they make decisions on funding, professional development, and program evaluation. How can they decide what is best if they have no knowledge of child development and learning?

Developmentally-appropriate practice is made up of three distinct parts: DAP is theory of practice, 12 principles of DAP, and five guidelines of DAP. DAP as a theory of practice is driven by many of Jean Piaget's ideas about how children best learn. The twelve principles are universally-accepted knowledge on how children learn and develop over time, based on research (NAEYC Position Statement, Copple & Bredekamp, 2009). Finally, the five guidelines represent the five interrelated areas of

classroom practice in which classroom educators make daily decisions about their children (NAEYC Position Statement, Copple & Bredekamp, 2009). When all three of these components are used in the classroom, better developmental and learning outcomes for children are promoted (NAEYC Position Statement, Copple & Bredekamp, 2009).

Developmentally-Appropriate Practice as a Theory of Practice

Developmentally-appropriate practice can be described as a theory of practice because DAP's core philosophy is heavily influenced by the work of Jean Piaget; it puts Piaget's theory into action by explaining desired teacher knowledge, behaviors, and methods (Dunn, 1993). This includes understanding the learner, the learning process, and the type of knowledge the teacher should strive for the learner to have (Elkind, 1993).

First, as Piaget has described, children learn and gain skills in predictable patterns at various ages (Elkind, 1993). Teachers should be aware of their children's individual abilities and they should only introduce concepts to children which are consistent with the child's emerging abilities (Elkind, 1993, NAEYC Position Statement, Copple & Bredekamp, 2009). Elkind (1993) states that one way this can be accomplished is by

teachers examining their curriculum to see if it matches the child's current developmental level. The predictable patterns in all areas of development make it easier for educators to analyze their curriculum to create plans that will meet children's needs.

Second, from Piaget's perspective, learning is an active process between the environment and the child (Bjorklund, 2006). Children actively engage in the world around them and are constantly constructing new knowledge (Elkind, 1993). DAP therefore emphasizes that educators should create classroom environments that are interesting and challenging to children, encouraging the construction of new knowledge and understanding. DAP encourages teachers to allow children to explore the learning materials to enable them to create meaning for themselves, because only then are concepts truly understood by children. Children cannot actively engage in learning if it is just taught to them in lecture style, giving them information to memorize. DAP's goal is to instead create learners who "want to know" and not "know what we want" (Elkind, 1993). Also, the knowledge that children can learn is limited only by maturation (Elkind, 1993). This is why DAP states that children should only be exposed to material they are ready to acquire for an optimal learning

experience (NAEYC Position Statement, Copple & Bredekamp, 2009).

Third, DAP describes knowledge as a product of the child and object. Elkind refers to this as "fundamental knowledge" (Elkind, 1993). Unlike "derived knowledge" that is received from others, "fundamental knowledge" is created by the child. For instance, creativity can be viewed as fundamental knowledge because it is created by the individual and his or her interpretation of the environment (Elkind, 1993). DAP supports fundamental knowledge and encourages educators not to make evaluative statements because these could hinder this process. Rather, individual differences should be celebrated. This description of knowledge lends itself to the goal of education, which is to guide individuals to develop analytical and innovative minds (Elkind, 1993). This is best stated by Piaget, "The principle goal of education is to create men who are capable of doing new things, not simply repeating what other generations have done-men who are creative, inventive, and discoverers" (Elkind, 1993).

The Twelve Principles of Developmentally-Appropriate Practice

There are twelve principles which comprise the "backbone" of DAP. Each principle is based on child

development research and represents an essential component of child development and learning (NAEYC Position Statement, Copple & Bredekamp, 2009).

Principle 1: The first principle of DAP states that all domains of development and learning are important and interrelated (NAEYC Position Statement, Copple & Bredekamp, 2009). For instance, when children develop ways to communicate through language, new opportunities occur to interact with peers and adults. These new opportunities allow for children to enhance their social development because children can engage with others in ways that encourage partnership and positive reciprocal interaction.

Principle 2: The second principle states that when children learn and develop, they often build on previous skills and knowledge (NAEYC Position Statement, Copple & Bredekamp, 2009). These changes in turn follow predictable sequences. An example of children building on previous knowledge is the way in which children learn math: they have to learn to count before they can understand numbers and their symbols (NAEYC Position Statement, Copple & Bredekamp, 2009).

Principle 3: The third principle states that children learn and develop at different rates because all children are unique and do not reach developmental skills or

milestones at the same time (NAEYC Position Statement, Copple & Bredekamp, 2009). For instance, there are many steps leading up to children learning to walk: belly crawling, standard crawling, standing, and cruising (Bornstein, 2005). However, some babies move quickly through these steps while others are a little slower and need more practice with balance and increased muscle strength.

Principle 4: The fourth principle states that development and learning come from the influence of maturation and experience (NAEYC Position Statement, Copple & Bredekamp, 2009). For example, while young children are born with a temperamental bias, their temperament can be modified somewhat through experiences with other children and adults (NAEYC Position Statement, Copple & Bredekamp, 2009). An example of maturation would be that the frontal lobe of the brain isn't fully developed until the mid-20s, which may be why adolescents often have a hard time with impulse control or judgment (Sowell, Thompson, Holmes, Jernigan, & Toga. 1999; Baird, et al. 1999).

Principle 5: The fifth principle focuses on the early years of childhood as highly influential on later development. Research points to the first five years of

life as significantly influential on subsequent development and outcomes (NAEYC Position Statement, Copple & Bredekamp, 2009). For instance, children who experience warm, sensitively attuned, and responsive caregiving (i.e., a secure attachment) proceed down a more optimal developmental path compared to those who do not (e.g., Cassidy & Shaver, 2008).

Principle 6: The sixth principle states that as children develop, they grow into more complicated, self-regulated, and symbolic thinkers. For example, while infants have poor self-regulation and rely on their caregiver to comfort them, with maturation they become better at calming themselves (i.e., better at regulating at their own discomfort) (Bornstein, 2005). Another example would be that around 18-24 months of age, children acquire the ability to think symbolically and may begin to use a pencil to represent a rocket, or a folded blanket as representing a baby doll.

Principle 7: According to the seventh principle, positive relationships are important to optimal development (NAEYC Position Statement, Copple & Bredekamp, 2009). Attachment science demonstrates that early attachment security has a profound impact on all developmental domains (Cassidy & Shaver, 2008). Strong

bonds with adults give children the confidence to explore the outside world. When children are able to explore the outside world with the confidence of knowing there is an adult nearby for support, they are able to interact and learn from the environment around them. Also, having a positive relationship with a skilled adult can help the child learn about their environment, as well as help them solve problems quickly because the adult can be an aid to learning (Bjorkland, 2006).

Principle 8: Principle eight states that children's development and learning happen within their culture (NAEYC Position Statement, Copple & Bredekamp, 2009). Children's behaviors and values are a reflection of the cultures (social, religious, ethnic, community) they belong to (NAEYC Position Statement, Copple & Bredekamp, 2009). For example, while some ethnic groups value independence and individualism, others value interdependence and relatedness among members (Markus & Kitayama, 1991).

Principle 9: The ninth principle states that children are not waiting for the environment to act on them, but instead actively try to make sense of the world around them (NAEYC Position Statement, Copple & Bredekamp, 2009). In other words, children create an understanding of the

world through their experiences and interactions with others and the objects around them (Elkind, 1993).

Principle 10: The tenth principle states that play is a natural situation which children use to learn and grow in all developmental domains (NAEYC Position Statement, Copple & Bredekamp, 2009). When playing, children use language, social skills, cognition, and physical skills (Henniger, 2009). For example, children use both small and large motor skills when playing, such as picking up small items like Legos, or running outside with friends.

Principle 11: Scaffolding is highlighted in the eleventh principle as essential to children's continuing growth. (NAEYC Position Statement, Copple & Bredekamp, 2009). Children should be challenged by adults who give them opportunities to achieve beyond their current level. Through modeling, simplifying the activity, or giving direction, adults help children move from their current developmental level to the next (Bjorkland, 2006). Without the help of an adult, it may take children longer to acquire these skills (Lloyd, Fermyhough, & Fernyhough 1999).

Principle 12: The twelfth and final principle states that children's experiences influence their approach to learning, persistence, and initiative (NAEYC Position

Statement, Copple & Bredekamp, 2009). With such positive experiences such as learning without outside judgment or worry of failure, children are likely to persist in a task, are self-motivated, and take the initiative in learning. Children should be guided to focus on mastery (knowledge and skillfulness) instead of simply coming up with the right answer.

The Five Developmentally-Appropriate Practice Guidelines: A Map for Educators

The five DAP guidelines, described below, act as a map for educators and practitioners to follow to ensure that the twelve DAP principles are kept in the forefront so that optimal development of the child occurs (NAEYC Position Statement, Copple & Bredekamp, 2009). These guidelines represent various times professionals make decisions about the classroom, curriculum, or policies; they are useful because they focus professionals on five important areas of practice: creating a caring community, teaching to enhance development and learning, planning curriculum to achieve important goals, assessing children's development and learning, and establishing reciprocal relationships with families (NAEYC Position Statement, Copple & Bredekamp, 2009).

First, a caring community is created when caring and respectful relationships between adults and children are present (NAEYC Position Statement, Copple & Bredekamp, 2009). This is accomplished through teachers promoting the acceptance of everyone and their differences, and understanding how children learn and develop through social interactions with peers and adults (NAEYC Position Statement, Copple & Bredekamp, 2009). Teachers are expected to behave in ways that are positive and supportive for everyone, and to ensure that the environment will consider the physical and psychological needs of all members of the community (NAEYC Position Statement, Copple & Bredekamp, 2009).

The second guideline, teaching to enhance development and learning, refers to the notion that DAP strives for a balance of both adult-guided and child-guided activities (NAEYC Position Statement, Copple & Bredekamp, 2009). However, this should not be misunderstood as teachers not teaching. Teachers are always responsible for providing children with developmentally-appropriate experiences including scaffolding to support development and learning. Teachers must know their students and plan in advance for experiences that support growth in different developmental and academic domains. Teachers must possess many skills

and strategies to influence the optimal development of the child, and they must know when to use them (NAEYC Position Statement, Copple & Bredekamp, 2009). All experiences planned by the teacher must meet all of the individual needs of the children (NAEYC Position Statement, Copple & Bredekamp, 2009).

The third guideline is to plan curriculum to achieve important goals. A DAP curriculum will guarantee that what is being learned is developmentally-appropriate. Adults who create the curriculum must understand not only the workings of DAP curriculum, but also the goals of each learning experience (NAEYC Position Statement, Copple & Bredekamp, 2009). The learning and developmental goals must be identified, and the curriculum must match these goals. Teachers should collaborate with teachers of previous and future grade levels of the child making sure the classroom experience fits the child (NAEYC Position Statement, Copple & Bredekamp, 2009).

The fourth guideline is the assessment of children's development and learning. This is a critical component because teachers need to be able to identify progress made in order to make decisions on what changes need to happen for the success of the child (NAEYC Position Statement, Copple & Bredekamp, 2009). Assessments provide

opportunities for teachers to make sure each child is progressing toward developmentally appropriate goals. Assessments help guide future planning, create opportunities to discuss progress with families and children, and evaluate what children can do individually as well as with other children (NAEYC Position Statement, Copple & Bredekamp, 2009). Assessments also aid teachers in identifying children who have special needs and who will need additional attention.

The last guideline is establishing reciprocal relationships with families. In order to understand some of the unique needs of children, teachers must know their children's families and background. Children do not grow and learn outside the context of family (NAEYC Position Statement, Copple & Bredekamp, 2009). Also, families should be included in the decision-making process and in creating goals. This allows for parents to be valuable partners and it creates two-way communication between teachers and parents (NAEYC Position Statement, Copple & Bredekamp, 2009). Teachers and parents can exchange observations and knowledge about the child which could be useful for understanding the development of the child. Other ways teachers can build relationships with families is by respecting the family's choices and concerns even

when in conflict with the teacher's, and providing meaningful activities in the classroom for families to participate in (Henniger, 2009; Marion, 2010; NAEYC Position Statement, Copple & Bredekamp, 2009)

How Does Developmentally-Appropriate Practice Impact Children's Development?

The use of DAP by adults promotes a more optimal developmental outcome in children. Research has demonstrated that when teachers use DAP, they can support the children in their classrooms in many different areas including reducing stress and anxiety, enhancing social skills and social competence, and supporting cognitive (and brain) development as well as academic achievement.

Developmentally-Appropriate Practice Reduces Stress and Anxiety

DAP reduces children's stress and anxiety in several ways, including offering developmentally-appropriate activities, allowing children to choose activities, and by allowing children to interact with peers during class activities.

First, developmentally-appropriate classroom activities reduce stress in that they match where children are developmentally (Burts et al., 1990; 1992; Hart et al., 1998). For instance, in developmentally-appropriate

preschool classrooms, children participate in activities like story time, free choice centers, a combination of whole group and small group instruction, and music (Burts et al., 1990; 1992; Hart et al., 1998). All of these DAP activities are not so academically focused that children's natural need for exploring the environment, moving freely in and out of activities, and learning by having the opportunity to make sense of curriculum materials is prevented. Since these activities match where children are developmentally and therefore meet their needs, stress is lessened in DAP classrooms (Burts et al., 1990; 1992; Hart et al., 1998).

Although studies have found that both DAP and developmentally-inappropriate practice (DIP) classrooms participate in equal amounts of whole group and small group activities, the difference is in the nature of these groups: DAP group activities are more developmentally-appropriate because they allow for "child discovery-oriented participation" and less structure (Hart et al., 1998).

By contrast, stress has been found to be more frequent in DIP classrooms. Children who experience developmentally-inappropriate instruction typically participate in activities like workbooks, worksheets,

whole group instruction with little small group instruction, lots of waiting, and watching television, all of which contribute to them experiencing more stress than children in DAP kindergarten classrooms (Burts et al., 1990; 1992; Hart et al., 1998). This stress is caused by the heavy academic focus and developmentally-inappropriate nature of the activities.

For example, young children cannot be expected to sit for long periods of time and do seat work; forcing them to do so brings on stress. Also, DIP group activities are rigid and instructional which causes stress because they do not allow children to learn and engage in the activities in ways that are comfortable for them (Hart et al., 1998).

Second, developmentally-appropriate classrooms reduce stress because they give children choices of which activities to participate in, the length of time they choose to spend on them, and other activities they can move on to (Burts et al., 1990, 1992; Hart et al., 1998). Borrowing from Piaget and Montessori's concepts of how children learn, teachers who use DAP prepare their classroom environments with meaningful activities that children can choose from while the teacher moves about the room and provides guidance (Burts et al. 1990). DAP

teachers understand that children sometimes need to construct their own meaning of concepts, and that they profit from being able to make choices because flexibility from the teacher allows the children to act on thoughts and interests which may arise (Copple & Bredekamp, 2009).

The positive effects of having choices also impacts children's experience with classroom computers. Children who have choices in which computer activity they do tend to display less stress than those children who are not given choices (Ruckman, et al., 1999).

Classrooms identified as developmentally-appropriate have activities that allow children to interact with adults and peers during activities, and the children in these classrooms also display less stress and anxiety (Burts et al., 1990, 1992; Hart et al., 1998; Ruckman, Burts, & Pierce, 1999; Stipek, Feiler, Daniels, & Milburn, 1995). The research points to social interactions as a buffer to stress because being able to express ideas, feelings, and brainstorm with peers and work collaboratively with peers during activities makes learning non-competitive and interesting even in the face of challenges.

Developmentally-Appropriate Practice Supports Children's Social Skills and Social Competence

DAP has a positive effect on the social development of children: it improves social skills and gives children confidence in their interactions with others.

Since DAP helps to create positive interactions among children, teachers who utilize DAP act as guides for positive interactions and building healthy relationships among children (NAEYC Position Statement, 2009). For example, Jones and Gallo (1999) found that children who were taught by teachers with DAP beliefs and practices had better social skills than children instructed by teachers who had developmentally-inappropriate practices and beliefs (Jones & Gullo, 1999).

DAP also helps children feel more accepted by peers. Children gain social advantages by being able to work together with peers (Copple & Bredekamp, 2009). Due to DAP's emphasis on and opportunities for social interactions, children in DAP classrooms have confidence in their peers accepting them (Jumbunathan, Burts, & Pierce, 1999). This is likely due to the fact that teachers with DAP beliefs encourage positive interactions and respect among children, and guide children through their conflicts with others to help them gain needed

negotiation skills. With many teacher-supported interactions with peers, children are more likely to develop and feel more confident about their social skills and being well-liked by others.

Supporting children's social development in the classroom also impacts children's academic attainment. The foundation of children's social development is created in the early years when children learn from positive interactions or conflicts with peers and adults. Through these interactions and with the guidance of skilled adults, children learn how to negotiate, how to resolve conflict, how to respect others, and how to sustain relationships.Social skills are important for children to acquire before they enter school because it will help them adapt well to the school culture (Porath, 2009). The social competencies of children become important in the classroom because of the classroom's complex social network. Children who display frequent aggressive and disruptive behaviors in the classroom are more likely to do poorly in school (Arnold et al., 1999; Birch & Ladd, 1998; Coolahan, Fantuzzo, Mendez, & McDermott, 2000; Ladd, Birch, & Buhs, 1999; Marcon, 1993; Raver, 2002). Similarly, children who are not able to regulate their own behavior limit the amount of meaningful academic

engagement they have, and children who struggle academically sometimes behave poorly to avoid unpleasant academic activity (Arnold et al., 1999). Antisocial behavior not only affects the relationship a child has with his or her current teacher, but also his or her relationship with future teachers, e.g., children identified as disruptive or aggressive by teachers and peers in kindergarten are more likely to have negative and distant relationships with their first grade teacher (Birch & Ladd, 1998). Similarly, antisocial preschoolers may not want needed assistance from their teacher (Coolahan et al., 2000). By contrast, children who consistently show prosocial behaviors such as sharing, kindness, helping, and cooperation tend to be preferred later on by adolescent peers, which in turn contributes to academic achievement (Caprara, Barbaranelli, Pastorelli, Bandura, & Zimbarbo., 2000). According to Caprara and colleagues (2000), it is an advantage for the child to develop positive relationships with members of the classroom (i.e., both peers and teachers) because they are great sources for intellectual stimulation. A positive relationship with these individuals allows children to have someone to exchange ideas with and further their developing understanding of the world. Unfortunately, the

importance of social development is often overshadowed by the focus placed on academics in most classrooms (Arnold et al., 1999; Raver, 2002).

Developmentally-Appropriate Practice Supports and is Consistent with Research on Cognitive (and Brain) Development

DAP also supports cognitive development and neurological functioning. Preschools with DAP elements (e.g., fewer whole-group activities; usage of a variety of learning materials) have been found to result in higher cognitive performance on tasks measuring "spatial relations, quantity, time, memory, and problem solving" at age seven across ten countries (Monte, et al., 2001, pg. 318). Also, in countries where adult-child interactions are mostly centered around children having free choice in activities, children have better cognitive performance at age seven than peers who do not have this type of interaction (Monte, et al., 2001). DAP classrooms may promote better cognitive performance at age seven because whole group/teacher-centered activities cannot be tailored to each child's learning style. For children to grow cognitively, they need opportunities to examine and figure out concepts on their own, which they can do in DAP classrooms (Monte et al., 2000).

DAP classrooms also create far less stress for children which allows for normal brain development and functioning (Burts et al., 1990, 1992; Hart et al., 1998; Ruckman et al., 1999; Stipek et al., 1995). As discussed earlier, stress can be harmful to young children. Recently, researchers have used cortisol levels as a marker to indicate stress levels of young children. The Hypothalamic-Pituitary-Adrenal axis (HPA) system controls the cortisol hormone levels (Sims, Guilfoyle, & Parry 2005), and it becomes activated in response to environmental threats, elevating cortisol levels by suppressing other systems in the body (e.g., learning and information processing) to conserve energy (Sims et al., 2005). Prolonged or chronic activation of the HPA system can lead to brain damage along with other negative developmental outcomes (e.g., damage in the hippocampus which is important to long term memory) (Monk & Nelson, 2002; Sims et al., 2005).

Studies of similar developmentally-inappropriate environments have been found to result in abnormally high cortisol levels in children. In a study done by Sims and colleagues (2005), quality of childcare was found to affect cortisol levels. At all-day child care centers rated either developmentally-appropriate, satisfactory, or

unsatisfactory for children aged 3 to 6 years, children who attended a developmentally-appropriate child care program were found to show cortisol declines from morning to afternoon. Developmentally-appropriate child care fosters positive relations between children and caregivers by having teachers who are respectful of children and families, and mindful of children in the planning lessons and assessment of the effectiveness of their own teaching techniques (Sims et al., 2005). By contrast, developmentally-inappropriate centers are low in quality in all of the above mentioned elements of developmentally-appropriate centers.

The use of shame by adults could also effect cortisol levels in the same way as stress: shame is a psychological stressor that activates the HPA system (Mills, Imm, Walling, & Weiler, 2008). After facing failure in a seemingly simple task, some children in a study by Mills et al. (2008) expressed shame and sadness; these reactions were associated with more cortisol reactivity (Mills et al., 2008). Even more interesting, high levels of shame were found to cause children to return to normal cortisol levels very slowly.

DAP classrooms do not emphasize academic performance or use social evaluations (praise) of students'

accomplishments or failures (which tend to be associated with stress and shame) (Mills et al., 2008). DAP's safe learning environment should be an effective buffer against stress and shame.

The principles of DAP reviewed earlier are consistent with research on cognitive and brain development. For example, findings show that the brain can create new dendrites and associate new knowledge with previous knowledge (Wolfe & Brandt, 1998). This is consistent with Principle 2, i.e., children often build on previous skills and knowledge. Also, brain research findings show that each individual child's brain development is decided by "genetic timing" which demonstrates that each child is different (Wolfe & Brandt, 1998). Also, as stated by Wolfe and Brandt (1998), the environment and the child's individual genetic make-up determines her brain functioning (Wolfe & Brandt, 1998) (i.e., "Principle 3"). Brain research shows that if areas in the brain for vision or learning a second language are not stimulated, it is possible that proper function and abilities may never occur or may be difficult to gain (Wolfe & Brandt, 1998) (i.e., "Principle 5"). Brain research also demonstrates that as the brain develops, it becomes more intricate and efficient, and builds up myelination around the axons;

thus, thoughts become faster and more automatic (Diamond & Hopson, 1998) (i.e., "Principle 6"). Finally, Caine and Caine (1997) reveal how the brain functions in threatening environments: it "downshifts", and the child is unable to focus on thoughtful/ challenging tasks because the brain has reverted to innate reactions which stops learning (i.e., "Principle 7").

Developmentally-Appropriate Practice Supports Academic Achievement

Studies also show that DAP assists children in becoming academically successful by providing a high-quality social environment in the classroom, having child-centered classrooms, and helping children who are at risk for school failure.

First, classrooms which utilize DAP have high quality social environments which enhance learning: they improve academic and literacy skills because of the positive interactions between members of the classroom (including teachers) who are supportive of the children's needs and their social interactions with other children (Mashburn, et al., 2008).

Second, the child-centered DAP classrooms create more successful learners, i.e., children who have initiative, motivation, welcome challenges, and have a secure belief

in their abilities (Hyson, Hirsh-Pasek, & Rescorla, 1990; Stipek et al., 1995). Children who attend child-centered programs are more likely to have a positive attitude towards school later on in their academic career (Hyson, et al., 1990) because they learn in an environment that allows them to initiate their own activities, and they feel less pressure to "find the right answer" (Stipek et al., 1995). Children in child-centered classrooms (compared to children in didactic classrooms) also tend to believe they will be successful in tasks that are challenging, and they choose more challenging activities over effortless activities, have a high perception of their abilities, rely less on adult input, express more pride in their work, and take more initiative in their learning compared to children in didactic classrooms (Stipek et al., 1995).

By contrast, children in didactic classrooms tend to not have positive perceptions of their abilities or welcome challenges, and they tend to rely more on adult input. It has also been found that children in didactic classrooms express less pride in their work (Stipek et al., 1995). In a study examining didactic and child-centered preschool and kindergarten classrooms, results show that regardless of grade level, children in

didactic classrooms indicate they worry about school more than children who are in child-centered classrooms (Stipek et al., 1995). This can be attributed to being in classrooms that have a heavy focus on academic activities and valuing high performance. Similarly, children in academically-focused classrooms tend to be more anxious in test situations than children in developmentally-appropriate classrooms (Hyson, et al., 1990). DAP seems to provide a protective buffer against anxiety in performance situations even when parents have "high academic expectations" (Hyson et al., 1990; p. 19).

Third, DAP aids children who are at-risk for school failure due to belonging to a particular minority group, low socio-economic class, or gender group. Classrooms which use DAP are a better fit for minority children who may be at-risk for school failure. In these classrooms, there is an understanding of children learning and developing within the culture the children belong to. DAP classroom environments (which include nurturing teacher-child relationships, many social opportunities, and individualized learning experiences) are effective learning environments for at-risk minority students (Huffman & Speer, 2000; (Bredekamp & Copple, 2009). In a study conducted by Huffman and Speer (2000),

African-American and Hispanic children who received DAP instruction tended to show improvements from one grade to the next. For example, children in kindergarten and first grade classrooms with moderate levels of DAP improved at the end of the school year in letter identification and applied problems, while children in classrooms with little use of DAP did not show improvements (Huffman & Speer, 2000). Low-income minority children who attend kindergartens where teachers believe that socioemotional development was as important as academic goals have been found to be better in basic skills than children who attend academic-focused kindergarten programs (Marcon, 1993). While investigating the effects of DAP on student achievement, researchers found that DAP affects all children from different cultural groups equally. About half of the kindergarten children in the Sherman and Mueller study were recent Hmong immigrants who did as well as their non-Hmong peers in DAP classrooms (Sherman & Mueller, 1996).

DAP can help improve the academic success of low-income children by closing the achievement gap between children of higher vs. lower socioeconomic backgrounds because DAP meets the individual needs of low SES students. For instance, studies have shown that children

in DAP classrooms from kindergarten to third grade improved their test scores in reading and mathematics (Sherman & Mueller, 1996). When low SES children are in DAP classrooms, the achievement gap between them and higher SES students disappears (Burts et al., 1993). Also, low SES children in developmentally-appropriate kindergartens have better academic performance compared to low SES children in developmentally-inappropriate kindergartens (Burts et al., 1993).

DAP classrooms are also a better fit for young male children. Males have been found to have less positive peer interactions and to display more disruptive behavior than females (Coolahan, 2000). Young males tend to not receive the needed support for social development in most early education classrooms. Most teachers typically view males' need of support and guidance as "behavior problems". DAP classrooms are more likely to meet the needs of male children as developmental growth improves in males who attend kindergartens that emphasize socioemotional development (Marcon, 1993). Also, males who attend nondidactic preschools do better in both achievement in reading and math than those who attend didactic preschools seven to nine years later (Marcon, 1992). In DIP classrooms, males show more anxiety than female classmates

and display higher stress levels during developmentally-inappropriate activities compared to females (Hart et al., 1998).

Summary

In summary, DAP has a positive impact on children's development in that it reduces stress and anxiety through high classroom quality and age-appropriate goals; it supports the development of social skills and social competence (which aid in present and future academic achievement); it positively impacts children's academic achievement (including children who are at-risk for academic failure); and it positively supports children's cognitive and brain development by improving cognitive performance and decreasing the amount of stress.

Lack of Child Developmental Knowledge and Developmentally-Appropriate Practice Among Elementary Teachers

Most elementary school teachers lack child development knowledge and knowledge of DAP (Elkind, 1993). According to research on early childhood education teacher preparation, child development knowledge is specialized knowledge which gives teachers an informed knowledge base for making classroom decisions, including influencing their beliefs on teaching practices (Vartuli, 1999;

Maxwell, McWIlliam, Hemmeter, Ault, & Schuster, 2001; File & Gullo, 2002; Kontos & Wilcox-Herzog, 2003).

Use of DAP by elementary teachers can be linked to their teacher preparation at the college level; differences can be seen when comparing early childhood and elementary education students. File and Gullo (2002), for example, found that early childhood education students' beliefs were more developmentally appropriate regarding teaching strategies, expectations of children, and their knowledge of assessment. Also, students in early childhood programs favored DAP for child guidance, beliefs on child-led activities, and use of teacher-directed activities. In contrast to how ECE teachers are trained (in child development), elementary teachers are not required to have a child development background to teach K-3rd grade, and few have this background. Out of 286,969 California teachers in the 2010-2011, only 7, 800 teachers have a child development permit (Camille, 2011; "Staff education level," 2012) which requires the completion of coursework in child development and early childhood education.

Having certification in child development is one of several factors influencing whether elementary teachers use DAP. Elementary school teachers are likely to value

and use DAP in their classrooms when they have early childhood certification (Vartuli, 1999). Other influences include school climate (principals/administration, time, co-workers, class size), teachers' beliefs, grade level taught, and experience.

Regarding school climate, principals who are certified in early childhood or receive in-service in early childhood education are more likely to have DAP beliefs compared to those not certified in early childhood or trained in DAP (Charlesworth et al., 1993). Principals' beliefs in turn tend to be reflected in the practices of their teachers (Charlesworth et al., 1993). If principals and teachers value DAP, they tend to score high on developmentally-appropriate measures, and kindergarten classrooms are more likely to be high in quality and DAP instruction (Bryant, Clifford, & Peisner, 1991). Principals and other administrators within the school system can help primary teachers systematically incorporate DAP by being a source of encouragement, creating funding for DAP, making DAP trainings available, and examining whether current school policies support or hinder a teacher's ability to use DAP in their classroom (Vander Wilt & Monroe, 1998).

Teachers have mentioned that what is required of them from their school's administration makes it difficult or impossible to use DAP in the classroom (Jones, Burts, Buchanan, & Jambunathan, 2000). For example, many school districts require teachers to prepare and administer benchmark tests several times during the year to their children to assess whether children are meeting standards. In addition, schools require teachers to follow a pacing guide and curriculum series for core subjects that tell teachers what to teach and how many days they are to instruct on different topics. This can limit the teachers' ability to make instruction and the curriculum child-centered. It can also cause a " hit or miss" situation when it comes to children acquiring the knowledge at a certain time (Wein, 1996). This is unfortunate because it is developmentally-appropriate for children to acquire knowledge and develop in an unhurried manner. Another school climate factor is the barrier of time and school duties that a teacher has to juggle on a daily basis: teachers have to deal with interruptions/ transitions to their daily schedule which they have no control over. Interruptions include such things as what time children go to recess or lunch, and how many instructional minutes are required for each content area

(Jones et al., 2000). This can interfere with teachers using developmentally-appropriate knowledge to extend a learning activity or their ability to take advantage of a teachable moment. Co-workers can be a hindrance as well. For a new teacher, it may be difficult to not get absorbed in practices that are not developmentally appropriate when veteran colleagues are not supportive. For instance, in Jones et al.'s (2000) study, teachers mentioned that veteran teachers usually use traditional methods of teaching, and/or they tend rely on teaching philosophies that are different from DAP. Their misunderstanding and lack of knowledge of DAP make them a source of discouragement to a new teacher who is educated in DAP (Jones et al., 2000).

Elementary teachers' beliefs are also a key factor as to whether they choose to use or not use DAP. Research has shown that elementary teachers who believe in the value of DAP reflect it in their classroom practices. However, teachers who hold DIP beliefs tend to staunchly practice that in their classrooms (Charlesworth et al., 1993). Class sizes also make it hard to implement DAP. Teachers who had large class sizes reported and were observed using less DAP in the classroom (Charlesworth et al., 1993; Jones et al., 2000). Smaller class sizes make it easier to

individualize instruction, and allow developmentally appropriate learning opportunities such as peer interactions (Copple & Bredekamp, 2009).

As grade level increases, the belief, and practice of DAP declines for almost all elementary classrooms. Kindergarten teachers score higher than first, second, and third grade teachers (Vartuli, 1999). The lower the grade level, the more likely DAP is to be present in the classroom (Maxwell, McWilliam, Hemmeter, Ault, & Schuster, 2001). As far as grade level is concerned, end of the year testing may be a factor in the decline of use of DAP as primary children move from kindergarten to third grade. States use standardized tests to make schools and teachers accountable for children's learning. Many schools depend on federal funding based on test performance. Pressure for children to perform well on end of the year testing leads teachers to use teaching strategies and activities that are developmentally inappropriate.

Finally, teachers with the fewest years of experience tend to use more DAP in their classrooms no matter the grade level (Vartuli, 1999). Early childhood and elementary education students tend to have stronger DAP beliefs about behavior management until they student teach (File & Gullo, 2002). It is believed that student teachers

are more likely to use the discipline strategies of the school they are in and lack confidence enough to use other strategies (File & Gullo, 2002).

In sum, There is a significant amount of DAP research supporting its effectiveness. Much of this research has been conducted in the early childhood (preschool) setting, perhaps due to researchers' difficulties finding a sufficient number of primary elementary classrooms that use DAP. DAP as outlined in Copple and Bredekamp (2009) defines early childhood as 0-8 years, so assumptions can be drawn that what is good for early childhood education is also good for k-3rd grade children. At least half of the studies reported here include elementary school-age classrooms.

Summary and Purpose of Project

The early childhood research literature has shown that DAP has a multitude of positive effects on young children's development including emotional, social, cognitive, and neurological benefits. When DAP is practiced by teachers, children are engaged in low stress learning activities, their social development is supported, and their classroom environment supports their

cognitive and brain development. DAP provides an environment that supports all children academically.

Although DAP has been found to be effective for children in classrooms, few elementary school teachers are trained in child development and/or developmentally-appropriate practice. As stated by David Elkind (1993), "Education students take courses in curriculum, in methods, in educational philosophy, in assessment and in classroom management. They take only one (or two at most) courses in educational or developmental psychology" (p. 61). Many teachers leave their credential programs not knowing valuable information about how children grow, learn, and how to support both in appropriate ways. Thus, teachers typically do not enter the classroom with all the tools that they need to address the various needs of the children they teach.

The purpose of this project was to train primary level elementary teachers in DAP. After the training in child development and developmentally-appropriate practice, teachers should be better prepared to use DAP in their classrooms, and be more likely to discard beliefs that propel inappropriate practices. They should also feel more confident using DAP despite outside influences.

While most research on DAP in elementary school settings has examined predictors of teachers' use of DAP or the lack there of, there has been no attempt to date to develop an intervention program and to examine its effectiveness. The aim of this project was to provide elementary school teachers with specialized training in DAP and to assess whether those trained in DAP will replace DIP with DAP in their classrooms.

CHAPTER TWO

METHODS

Overview

The purpose of this project was to educate elementary school teachers in developmentally-appropriate practice (DAP). Elementary teachers attended a month-long, twice-weekly training titled "Developmentally-Appropriate Practice in the Classroom". The training focused on seven different aspects of developmentally-appropriate practice including an introduction to DAP (e.g., including research findings on the impact of DAP on children's development), child growth and development, child guidance, the classroom environment, building reciprocal relationships with families, curriculum, and motivating students/positive approaches to learning (see schedule below). Each training was one and one-half hours in length. At the onset of the training, teachers completed the Primary Teachers' Beliefs and Practices Survey and provided background information about themselves. After all trainings were completed, teachers again completed the Primary Teacher's Beliefs and Practices Survey as well as a brief post-intervention survey to assess the

effectiveness of this training on increasing teachers' knowledge and practice in DAP.

Table 1. Training Schedule

Session # 1	Introduction to DAP and Child Development	Wk 1, Day 1
Session # 2	Child Development	Wk 1, Day 2
Session # 3	Child Guidance	Wk 2, Day 3
Session # 4	Child Guidance	Wk 2, Day 4
Session # 5	Classroom Environment	Wk 3, Day 5
Session # 6	Building Relationships with Families	Wk 3, Day 6
Session # 7	Curriculum	Wk 4, Day 7
Session # 8	Motivating Students and Positive Approaches to Learning	Wk 4, Day 8

Participants

A total of five teachers from an elementary school in southwestern California signed up to participate in the trainings. One teacher (T 3) dropped out, leaving four teachers to complete the trainings. Their ages ranged from 26-46 years (m = 39.5 yrs.; three were Caucasian, one was Hispanic. The teachers' educational backgrounds were diverse: they reported having a B.A. or M.A. as their highest degree earned, with one of the teachers having a B.A. in child development. Two teachers specialized in

general elementary education and two teachers specialized special education, and all teachers had taken at least two child development courses. However, most reported not having taken any child development trainings or child guidance trainings. Additionally, teachers reported having taught grades K-3rd. Teaching experience ranged from 2-16 years (see Table 1 for teachers' educational background and teaching experience; Table 2 for Teachers' Educational Background and Teaching Experience (special education vs. general education.

Table 2. Teachers' Educational Background and Teaching Experience

	Teacher			
	1	2	4	5
Highest degree earned	BA	BA	MA	MA
Major/ areas of specialization	Special Ed	Elementary Ed	Special Ed	Elementary Ed
Child dev. courses	13	10	3	2
Child dev. trainings	0	10	0	0
Child guidance trainings	0	2	3	0
Yrs of teaching experience	2	7	8	17
Current grade level	2^{nd} grade	$2^{nd}/3^{rd}$ combo	K-6^{th} grade	1^{st} grade
Yrs taught in current grade lv.	2	6	8	16
Other grade levels taught /yrs taught	0	1st grade/ 1 yr	N/A	K/1^{st} grade combo/ 1 yr 2^{nd} grade/1 yr

Table 3. Teachers' Educational Background and Teaching Experience (Special Education versus General Education)

	Special Ed. Teachers	General Ed. Teachers
Highest degree earned	BA:1 MA: 1	BA:1 MA:1
Major/ areas of specialization	Special Education	Elementary Education
Child dev. courses	16	* 12
Child dev. trainings	0	* 10
Child guidance trainings	3	2
Yrs of teaching experience	10	24
Current grade level	$2^{nd}/3^{rd}$ combo, K-6^{th} grade	1^{st} and 2^{nd} grade
Yrs taught in current grade lv.	10	22
Other grade levels taught /yrs taught	0	K/1^{st} grade combo/ 1 yr 2^{nd} grade/1 yr

* Note: One general education teacher had 10 child development courses and 10 child development trainings due to previous preschool teacher occupation.

Measures

Teachers' Beliefs and Practices

Teachers were given the Primary Teachers' Beliefs and Practices Survey (Buchanan et al., 1998) at the onset as well as at the conclusion of the trainings as a pre- and post - intervention assessment. This measure has two sections: the first section measured teachers' beliefs and

included 38 items where teachers indicated on a five-point Likert scale the importance to them of each developmentally-appropriate or developmentally-inappropriate item (1 = not at all important, 5 = extremely important). The second section of the survey measured teacher practices. The 24 items in this section described various activities that were either developmentally-appropriate or developmentally-inappropriate, and teachers indicated on a five-point Likert scale how often each activity took place in their classroom (1 = almost never/less than monthly, 5 = very often/daily) (see Appendix A). This survey was previously piloted on 36 preservice teachers to assess reliability (.79), and validity was checked through comparisons of survey scores and classroom observations of 16 primary teachers. Interrater agreement was high for both developmentally-appropriate (100%) and developmentally-inappropriate (92%) classrooms (Buchanan, Burts, Bidner, White, & Charlesworth, 1998). The Primary Teachers' Beliefs and Practices Survey has been slightly modified to reflect NAEYC's 2009 DAP handbook (Copple & Bredekamp, 2009).

The post-training "practices" section was re-worded for teachers to indicate how they think their future practice in the classroom will change.

Post-Training Survey

Teachers were also given a post-training survey to obtain qualitative feedback on the effectiveness of this training (see Appendix B). Teachers were asked their opinions of the usefulness of the training, what they enjoyed, what they thought should be changed, and to what extent they plan to use the information from the trainings in their classroom.

Demographic Information

Teachers were also asked to provide their age, gender, ethnicity, educational background, teaching experience, and classroom characteristics (see Appendix C).

Development of Project Materials

Seven topics were covered in this workshop. The topics included: Introduction to DAP, Child Development, Child Guidance, Classroom Environment, Building Reciprocal Relationships with Families, Curriculum, and Motivating Students/ Positive Approaches to Learning. Since there was a large amount of information in each session, some

materials were not covered, and were instead given to teachers in the form of handouts.

Introduction to Developmentally-Appropriate Practice

Teachers were first given a brief introduction to DAP including its history, DAP principles, and DAP guidelines (Copple & Bredekamp, 2009). Research findings of the effectiveness of DAP in the classroom and children's development were also presented (see Appendix D).

Child Development

Along with DAP's principles and guidelines, child development and play are the backbone of DAP, i.e., DAP is based onresearch findings of children's development (Copple & Bredekamp,, 2009). Knowledge of child development informs teachers' classroom practices and decisions. Since child development follows predictable growth patterns, teachers can use this knowledge to create meaningful lessons and make curriculum decisions (Principle 2, Copple & Bredekamp, 2009).

It is also important that children have many opportunities to play as play is essential in early childhood development. Play requires children to use skills from all developmental domains, and children learn

new skills while playing with other children (Principle 10, Copple & Bredekamp, 2009).

Therefore, the following developmental domains were covered as they relate to middle childhood: brain, cognition, language, social, emotional, physical development, and the importance of play (see Appendix E). Teachers were given handouts on assessing social development, physical activities ideas, and play ideas that can be implemented in the classroom. In addition, teachers learned how to support children's development in each domain. This presentation gave teachers a foundation for the subsequent topics to be presented in this training, i.e., child guidance, community of learners, curriculum, and teaching methods.

Child Guidance

Child guidance refers to developmentally-appropriate and effective methods of communicating and interacting with young children. These are effective techniques not only for handling behavior problems, but they address problems that arise between children in the classroom. Child guidance is important for teachers who proscribe to DAP because maintaining positive relationships is needed to help children feel secure and learn in their classroom environment (Principle 7, Copple & Bredekamp, 2009).

According to research, positive relationships with adults and peers are vital for optimal development, success in school, and the quality of future relationships with peers and teachers (Arnold et al., 1999; Birch & Ladd, 1998; Coolahan et al., 2000; Ladd, Birch, & Buhs, 1999; Marcon, 1993; Raver, 2002; Principle 7, Copple & Bredekamp, 2009).

Helping children have successful interactions with peers is important since positive and negative social experiences have serious effects on children's future social and academic experiences (Caprara et al., 2000; Ladd, et al., 1999; Principle 5, Copple & Bredekamp, 2009). For example, when a child learns social skills and self-regulation at an early age and has positive relationships with peers, he/she is more likely to be successful in school and to be liked by peers (Caprara et al., 2000). Therefore, the training addressed how to promote positive social development through child guidance techniques and strategies, and covered techniques to promote positive adult-child as well as child-child interactions (see Appendix F).

The session began with defining child guidance, why it is different from punishment, and why it is important for teachers. Adult-child interactions were then discussed, i.e., reasons children have problems, what to

do when the teacher or child has a problem (e.g., behavior window, communication road blocks, I-messages, active listening), and how to set limits. These techniques should help teachers create positive relationships with children even during times of conflict. Child-child conflicts were then discussed. First, causes of child-child conflicts were reviewed. Teachers then learned skills to manage child-child conflicts, including handling child-child conflicts through teacher facilitation between the children involved, as well as through classroom meetings which give children opportunities to interact to resolve conflicts with others or help other children resolve conflicts (Nelsen, Lott, & Glenn, 2000). Teachers also learned how to use the eight building blocks to ensure successful class meetings and how to provide children with the needed social skills to deal with future conflicts (Nelson, et al., 2000). Lastly, this session discussed aggressive behavior and bullying since bullying is such a negative social experience for children. Bullying occurs mostly at school, affects academic achievement, causes bullies and their victims to develop poor social skills, and teachers are usually unaware of bullying occurring (Crick, Murray-Close, & Wood, 2006; Frisen, Jonsson, & Persson 2007; Kochenderfer-Ladd & Wardrop, 2001; Safran,

2007; Smith, Schneider, Smith, & Ananiadou, 2004; Turkel, 2007). Teachers learned what constitutes bullying, adverse effects of bullying, and how to stop or prevent bullying (see Appendix F).

Classroom Environment

The classroom environment is important to children's development, and there are several ways teachers can create a positive learning environment. According to DAP guidelines, teachers can make the classroom environment a comfortable and safe place for all children to learn and grow by providing many opportunities for children to interact (e.g., working together, having jobs in the class, assisting other children) (Principle 7 and Guideline 1, Copple & Bredekamp, 2009). For instance, by working together, children develop relationships with peers in the classroom, they develop caring feelings for others by helping peers, they feel valued for their contributions, and their learning is reinforced through peer scaffolding (Principle 11 and Guideline 2, Copple & Bredekamp, 2009). DAP also recommends creating a safe and comfortable classroom environment by teaching about, and showing appreciation for, the various cultures found in the classroom and community. DAP recommends teachers create a safe and comfortable classroom environment by

keeping children informed about issues in their community as this helps promote concern for issues and others outside their immediate social environment (i.e., family, school) (Guideline 1, Copple & Bredekamp, 2009). Finally, DAP recommends creating a safe and comfortable environment for children by placing focus on the physical and temporal aspects of their classroom environment. For instance, children feel comfortable in an orderly environment with predictable schedules (Guideline 1, Copple & Bredekamp, 2009).

During this training, teachers first learned how to provide children with opportunities to work and collaborate in the classroom (see Appendix G). Teachers learned techniques created by Cohen (1994) for incorporating small group work in the classroom and how to prepare children to work in small groups. Teachers practiced activities that can be used in the classroom to help children work in groups cooperatively. Teachers gained knowledge on a collaborative classroom through discussions of class meetings, classroom jobs, and peer tutoring ideas. Secondly, teachers were given ideas on encouraging respect and appreciation for children in their culture and in other cultures. Teachers learned how to incorporate culture in the classroom in an authentic and

respectful manner. Some of the ideas for incorporating culture in the classroom included exposure to various cultures, celebrating differences among people, and interests and perspectives of various cultures in the classroom and community (Guideline 1, Copple & Bredekamp, 2009). Third, teachers learned how to further engage children into caring for others around them, and were given ideas on how to connect children to issues and events outside the classroom. The ideas given to these teachers will encourage children to discuss and problem solve issues that are a part of the larger community (e.g., ways to bring awareness to the importance of keeping the community park clean) which can help them feel connected and a part of the world outside the classroom in a way that is appropriate to their developmental level. Finally, the discussion shifted to the three types of classroom environments, i.e., interpersonal, physical, and temporal environments. Most of the focus was placed on the physical and temporal environments since much of the previous discussion covers the interpersonal environment. Discussions covered elements of a developmentally-appropriate room arrangement, room design, and schedules.

Building Relationships with Families

Creating reciprocal relationships with families is also important to creating an ideal classroom environment as well as promoting academic achievement in the classroom. Having both supportive family members and teacher interaction helps the child feel secure psychologically and less stressed in school (Guideline 1, Copple & Bredekamp, 2009). Also, family involvement is a predictor for success in school (Kellaghan, Sloane, Alvarez, & Bloom, 1993). Furthermore, it is important for teachers to understand that learning and development are not only influenced by school experiences but also by experiences children have with their families (Principle 8, Copple & Bredekamp, 2009).

During this session, teachers were guided through relevant research on how families affect children, e.g., parenting styles and impact on child development, the impact of poverty, boys vs. girls development, etc. Next, teachers were instructed on how to develop a reciprocal and respectful relationship with families to promote their involvement in their child's education (see Appendix H). Then, teachers were given tips on getting to know the families in their classroom by becoming culturally competent. Materials distributed included a handout with

websites and places that can serve as resources for families outside of school.

Curriculum

DAP addresses academic goals, activities, and experiences for curriculum that are conducive to learning. For instance, DAP includes an emphasis on teachers as the decision-makers and having the power to adjust curriculum to meet children's needs. However, teachers also need the competence to make the changes (Guideline 3, Copple & Bredekamp, 2009). Therefore, teachers must know the three key elements of a comprehensive curriculum in addition to child development since teachers need this knowledge to move children forward developmentally (Guideline 3, Copple & Bredekamp, 2009; Principle 2, Copple & Bredekamp, 2009). DAP also encouraged teachers to know important goals for each content area as well as integrating content areas because it enhances learning in children (Guideline 3, Copple & Bredekamp, 2009). Copple and Bredekamp (2009) also emphasize ways of implementing the curriculum effectively by referring to the "curriculum framework" (i.e., learning standards that describe what children should know and be able to do), having a flexible framework, and having regular assessments. Referring to the curriculum framework assures that the teacher is

keeping the educational goals at the forefront when planning lessons. In addition, flexibility in the curriculum framework is essential to meeting the needs and interests of the class and individual children because learning experiences are most effective when they incorporate children's background knowledge, input, and culture (Guideline 3, Copple & Bredekamp, 2009). Assessment is needed to monitor achievement in curriculum and developmental goals, make informed decisions, and assess teaching methods (Guideline 4, Copple & Bredekamp, 2009) (see Appendix I).

This session covered all of the important elements of curriculum recommended by DAP. Teachers were presented with information on three necessary goals of a DAP curriculum and the teacher's role as the decision maker. Second, content areas (e.g., math, science) were discussed. Teachers were given several ideas for each content area to promote learning and growth. In addition, teachers learned how to use developmental knowledge to build understanding and teach skills for each content area (see Appendix I). The discussion then transitioned into making connections to other content areas by integrating the curriculum. Afterwards, teachers learned how to effectively implement the curriculum by referring

frequently to the curriculum framework, being flexible with the framework, and assessing children's learning and development.

Motivating Students and Positive Approaches to Learning

Motivating children and guiding children to view learning in a positive manner requires that the teacher knows her children and understands the nature of children. For instance, teachers should be aware that as children get older, they evaluate themselves in terms of how well they perform different tasks. To keep children motivated to take on challenging tasks in school, teachers should use verbal comments that focus on their effort and work instead of their performance (Copple & Bredekamp, 2009).

Teachers were therefore introduced to a variety of teaching methods that will help to motivate and support children's learning for their given level of development. Each of the ideas was explained and reasons for its effectiveness were provided (see Appendix J).

CHAPTER THREE

RESULTS

Teacher Belief Scale

In tables 3 and 4, the data were coded as follows: DAP items were coded 1 through 5 as indicated in the tables, while DIP items were reverse-coded (e.g. 5 = 1, 4 = 2, 3 = 3, 2 = 4, 1 = 5). Percentages for both tables were then derived for items that became more developmentally-appropriate, items that stayed the same, and items that became less developmentally-appropriate from pretest to posttest scores.

To assess whether the training had the expected effect of increasing teachers' understanding of DAP, pre- and post-test scores of the teacher Belief scale (Buchanan et al., 1998) were first compared (Table 4). Results showed that for the combined, then, 26%, of the pre vs. post-test items remained the same, 50% became more developmentally-appropriate, and 24% became less developmentally-appropriate.

Table 4. Pre- and Post-Test Means for Teachers' Beliefs in Developmentally-Appropriate Practice (1 = Not at All Important, 5 = Extremely Important)

Beliefs	Pre-test	Post-test
Importance of teachers understanding child growth and development. (DAP)	4.5	4.75
Observation is an important evaluation technique. (DAP)	4.5	4.75
Activities should reflect individual interest. (DAP)	4	4.25
Activities should reflect individual differences in development. (DAP)	4.5	4.25
Teachers should provide children with learning centers and hands on activities. (DAP)	3.5	4
It's important for children to explore relevant and interesting materials. (DAP)	4.5	4.5
It's important for children to work cooperatively with others in the classroom. (DAP)	3.75	4.5
It's important for the teacher to move around the room and facilitate learning through questions, suggestions, and child-centered activities. (DAP)	4.5	3.75
Children should help establish rules. (DAP)	4.5	4.25
It's important for teachers to prepare children for transitions during the day. (DAP)	3.5	4.25
Children should have opportunities to write their own stories. (DAP)	4	4.5
It's important that children have stories read to them daily. (DAP)	4.25	4.75

Beliefs	Pre-test	Post-test
Children should study the arts explicitly. (DAP)	4.25	4
Children should have the opportunity to converse w/ peers. (DAP)	4.25	5
Children should experiment with writing with inventive spelling. (DAP)	4.5	3.75
It's important for children to use projects to learn about health and safety. (DAP)	3.75	4
Children experience nonsexist and multi-cultural activities. (DAP)	4.25	4
It's important to plan outdoor activities daily. (DAP)	3	3.75
Math is taught and practiced using games and hands on activities. (DAP)	3	3.4
Parent input is important to the curriculum. (DAP)	3.25	3.25
It's important to use child guidance strategies to guide children's behavior. (DAP)	4.5	4.25
It's important for children to work in small groups for projects they plan and conduct themselves. (DAP)	4	4
Children should participate in activities that integrate multiple subject areas. (DAP)	4.5	4.5
It's important that teachers work with specialist (e.g. art) (DAP)	4.25	4.25
Teachers should engage in private conversations with children about misbehaviors. (DAP)	4.5	4.5
Using standardized tests as an evaluation technique is important. (DIP)	3.75	3.75

Beliefs	Pre-test	Post-test
The goal of curriculum is to prepare for tests. (DIP)	3.75	3.75
Curriculum content areas should be taught separately (DIP)	4	4.5
It's important for language arts be taught through workbooks. (DIP)	4	4.5
Children should plan and create their own learning (DIP)	2	1.75
Children can sit, listen, and work quietly for long periods of time. (DIP)	3.5	4
Competition between children should be used for motivation. (DIP)	2.75	2.75
It's important for the primary focus of reading program to be the basal reader. (DIP)	3.75	4
Teachers should use treats and stickers to encourage children. (DIP)	3	2.5
It's important for teachers to use punishments to enforce rules. (DIP)	3.25	3.5
It is important for children to take spelling test. (DIP)	3	3.25
To learn science concepts children must watch teacher demonstrations. (DIP)	2.5	2.75
Commercially prepared weekly newspapers are used to teach social studies. (DIP)	3.5	3.5

There were some trends that were apparent: DAP items that focused on positive peer interaction, child-centered activities, and the teacher's responsibility in developmentally-appropriate classrooms increased. Some child-centered activities and beliefs on how to support learning items tended to stay the same as well.

Teacher Instructional Activities Scale

For the teacher instructional activities scale, 29% of the items remained the same, 42% became more developmentally-appropriate, and 29% became less developmentally-appropriate (Table 5).

Table 5. Pre- and Post-test Means for Teachers' Classroom Activities in Developmentally-Appropriate Practice

(1 = Almost Never, 5 = Very Often)

Activities	Pre-Test	Post-Test
Children often write about their experiences. (DAP)	3.5	3.5
Children often select centers. (DAP)	3.25	2.75
Children often participate in dramatic activities. (DAP)	2	2.5
Children often listen to recordings of literature. (DAP)	3.5	3.75
Children often play games (math, literacy, p.e.). (DAP)	3.75	3.5
Children often explore materials used for science. (DAP)	2.75	2.75
Children often participate in musical activities. (DAP)	2.25	3
Children often use creativity in planned activities. (DAP)	2	2.75
Children often use manipulative. (DAP)	3.75	3.75

Activities	Pre-Test	Post-Test
Children often work in ability-level groups. (DAP)	1.75	2.25
Children often participate in hands-on projects. (DAP)	3	2.75
Children often negotiate and talk through problems with peers. (DAP)	3.75	3.75
Children often play games or do activities with family members. (DAP)	1.25	1.75
Children often participate in specifically planed outdoor activities. (DAP)	4.25	4.25
Children often do health and safety activities. (DAP)	2.5	3.25
Children often solve math problems that are incorporated in other subject areas. (DAP)	2.25	3.25
Children often use workbooks and worksheets to learn language, writing, and spelling. (DIP)	3	2
Children often have grades lowered for incorrect spelling and grammar. (DIP)	3.5	4
Children often participate in whole class teacher-directed instruction. (DIP)	1.25	2.5
Children often plan and implement their own activities in the classroom. (DIP)	3.75	3.5
Children often receive rewards for behavior and performance. (DIP)	1.25	1.25
Children lose special privileges for misbehavior. (DIP)	2	3
Children often take test. (DIP)	2.75	3
Children often play competitive games. (DIP)	3.25	3.25

A close examination of the items showed that there was an increase in DAP endorsement for most items that involved the use of developmentally-appropriate activities and a decreased use of some developmentally-inappropriate activities in the classroom.

Overall, the results show that there was an increase in the endorsement and use of DAP after the training. Also, there was a higher percentage of endorsement for DAP than DIP items.

Post Training Evaluation Survey

At the completion of all eight trainings, participants also responded to an evaluation survey of the trainings.

The first question asked whether the training was useful, and if so, why. All of the teachers found the training to be useful. They mentioned that they learned new knowledge to apply to the classroom, and that the information presented in the course was useful because it reminded them of good practices that they unfortunately no longer use or have forgotten about (Table 6).

Table 6. Was the Training Useful? Why or Why Not?

Teachers	
T 1	"Yes. I learned new things that I can use as a teacher. IT was also a good reminder of something I already learned"
T 2	"Yes-helped me remember teaching strategies I haven't used, used enough, or forgotten about."
T 4	"It was very useful. Especially for teachers who have been teaching a long time, this training will be a refresher course in way to support children in their social-emotional, cognitive and academic development."
T 5	"Yes, because it reminded me of what I used to do and what is important."

The second question asked what teachers felt was the most important thing learned from the training. Teachers mentioned that incorporating child development in the classroom and learning child guidance techniques as the most important things they learned from the trainings (Table 7).

Table 7. What is Most Important that You Learned from the Training?

Teachers	
T 1	"Classroom meetings"
T 2	"Children need to be taught in a developmentally appropriate way-not just academics, but social & emotional."
T 4	"Probably to remind myself to become more of an active listener and using I-messages in my daily interactions with students."
T 5	"That worksheets aren't important. Being student-centered is important. Quality not quantity. I statements, not you -respect students"

The third question asked what they thought was the least valuable part of the trainings. The majority of the participants responded with "nothing" or N/A. However, one teacher mentioned the curriculum session as the least valuable because teachers do not have much autonomy in that area (Table 8).

Table 8. What was the Least Valuable Part of the Trainings?

Teachers	
T 1	"Curriculum only because we are told somewhat what to teach and it is hard to change it."
T 2	"Nothing"
T 4	"None that I experienced...except maybe just trying to make it to the classes in between work and other school-related workshops."
T 5	"N/A"

The fourth question asked what they thought would be added or changed to improve the training. Several teachers wanted to see more examples of what DAP looks like in the classroom (Table 9).

Table 9. What do You Think can be Added or Changed to Improve the Training?

Teachers	
T 1	"I think more examples of what things are, what they look like in a classroom, may be more helpful."
T 2	"Nothing"
T 4	"I really enjoyed the videos of teachers demonstrations some concepts."
T 5	"N/A"

The fifth question asked whether they would use the information they learned from the training, and if so, why. All of the teachers said they would use what they learned in the training. Teachers mentioned that the training reminded them of what is important for young children and gave them needed techniques to use in the classroom now (Table 10).

Table 10. Will you Use the Information you Learned from the Training? Why or Why Not?

Teachers	
T 1	"Yes. It was very good to be reminded and to learn new things about how to interact w/ your students in a positive way."
T 2	"Yes-very much-It helped me remember what's important to children and in teaching children!"
T 4	"I definitely will because most if not all of my student need more "hands-on" learning due to their learning disabilities."
T 5	"Yes, it's worthwhile and it works."

The sixth question asked to what extent they planned to incorporate the ideas/suggestions from the training into your classroom. The mean response for this item (1 = "not at all"; 7 = "definitely yes") was 6.25.

The seventh question asked whether they felt they would face any opposition in trying to implement DAP in their classroom (from administrators, colleagues, parents). There were mixed responses to this question (Table 11).

Table 11. Do you Feel You will you Face any Opposition (from Administrators, Colleagues, Parents) in Trying to Implement Developmentally-Appropriate Practice in Your Classroom?

Teachers	
T 1	"No"
T 2	"Yes. Only because our school district is so driven & focused on standards test scores & explicit direct instruction that they may say there isn't time for some things in DAP."
T 4	"No. I usually work with small groups of students as a resource teacher so I believe I can use DAP without much opposition."
T 5	"Yes. We have to stick to our series and EDI-Explicit Direct Instruction."

Overall, teachers indicated that the training was a positive experience. Many comments from the teachers expressed that they learned new methods, were reminded of some DAP elements they learned many years ago, and they would use what they gained in the future.

CHAPTER FOUR

DISCUSSION

The purpose of this project was to educate teachers in developmentally-appropriate practice and provide them with strategies and materials to implement DAP in the classroom. The training served as a needed intervention for teachers who teach k-3rd grade since best practices are not readily used in most primary grade classrooms. Overall, the pre- and post-test results showed that teachers increased their endorsement of DAP beliefs and classroom activities as a result of the training.

Teacher Belief Scale

Results from the Teacher Belief Scale (Buchanan et al., 1998) revealed that teachers' acceptance of DAP principles increased after participating in the training: overall, half of the teachers' responses became more developmentally-appropriate. Therefore, the training had a moderate effect on changing the teachers' beliefs about how best to support children in the classroom both academically and developmentally. Every training session had group discussions about the information being learned, as well as activities to help teachers apply the information to themselves and their classrooms. In

addition, research sources backing up the information presented likely made it easier for teachers to be receptive to DAP.

When viewing the individual items of this scale, trends emerged. The pre- to post-test scores increased for items which focused on positive peer interaction, the need for child-centered activities, and the teacher's responsibility. These concepts were discussed in *each* training session because of their applicability to all of the training topics. Perhaps hearing and discussing these concepts at every class session were especially helpful at improving teachers' knowledge of DAP in these areas.

The items on the teacher belief scale that stayed the same on the pretest-posttest assessments seemed to be those items which involved how children learn best. Pre- and post-test scores were both very high in teachers' endorsement for these items, which may be why an increase at the end of the training in these scores was not seen. In this case, no change as a result of the intervention might indicate that the training's effect was simply reinforcing preexisting developmentally-appropriate beliefs. (e.g. children should explore relevant and interesting materials, it's important for children to work in small groups for projects, children should participate

in activities that integrate multiple subject areas, competition between children should be used for motivation).

Scores for the teacher belief items also revealed that teachers endorsed developmentally-inappropriate curriculum and teaching methods: there was a high endorsement of these developmentally-inappropriate items before the training, and, surprisingly, the endorsement of these items *increased* after the training. For instance, teachers initially showed some endorsement for DIP items stating that it's important for the primary focus of a reading program to be the basal reader. This endorsement increased after the training. This trend may have resulted from the training curriculum not focusing enough on developmentally-inappropriate approaches to curriculum and instruction, especially why it is not effective. Other training sessions did attack DIP approaches better.

Even though 50% overall is a welcomed increase, the goal for future trainings is to increase teachers' endorsement of all DAP beliefs. To fully understand how to approach the task of increasing teachers' developmentally-appropriate beliefs, it is helpful to understand the nature of teacher beliefs. Previous teacher belief and DAP studies have found that teacher beliefs

drive instructional practices (Baily, 1992; Buchanan et al., 1998, Charlesworth et al., 1993; Golombek, 1998; Maxwell et al., 2001; Vartuli, 1999). The instructional practices scale items showed a 40% increase for DAP endorsement. A higher endorsement of DAP beliefs endorsement may increase DAP instructional practices percentage. Which makes it imperative to increase teachers' developmentally-appropriate beliefs if we are to see DAP use in the classrooms.

In the present training, there may have been some resistance to some of the DAP knowledge presented that caused the overall increase to not be higher than 50%. There are many sources for teacher resistance. For instance, teachers tend to have a constructed knowledge base or beliefs about how children learn that comes from trial and error experience, their own experience with teachers who taught them, and teacher preparation (Buchanan et al., 1998; File & Gullo, 2002; Lee, Baik, & Charlesworth, 2006) that is hard to change. Future trainings should attack DIP more aggressively to combat DIP beliefs. One way to achieve this is by compiling common DIP beliefs that coincides with each training session and explicitly teach, and discuss why these beliefs do not serve children well. This should help

teachers to better evaluate their current teaching beliefs. Also, it is known from social psychologist Festinger's "cognitive dissonance" theory that people are not comfortable holding two conflicting ideas/beliefs (Festinger, 1957). In the present training, "cognitive dissonance" was created through the presentation of research- backed information and reflection activities. When these reflection activities led to group discussions, "cognitive dissonance" may have created which helped teachers to endorse DAP on those survey items teachers were forced to think about their beliefs and practices and whether they lined up with DAP. (i.e., for instance, if a teacher stated that she believed children should be provided with hands-on learning in the classroom to enhance academic achievement, she had to reflect on how this manifest it's self in her classroom. Or if she did not value hands-on learning until the training, she had to discard her previous feelings of the lack of importance placed on-hands on learning. Creating more "cognitive dissonance" in the areas where the survey showed no change or acceptance of DIP items could facilitate an increase in the endorsement of DAP items).

Teacher Instructional Activities Scale

The Teacher Instructional Activities Scale (Buchanan et al. 1998) assessed teachers' use of various developmentally-appropriate activities. An examination of the individual items revealed that 42% of teacher responses became more developmentally-appropriate post-training . Perhaps since many teachers' beliefs became more developmentally-appropriate as a result of the training, they reported they would/are employing more DAP activities in the classroom. For example, one DAP belief item endorsed by the teachers was that they felt children should participate in activities that integrate multiple subjects. On the activities scale, teachers showed that they were practicing this belief by an increase in the endorsement of the DAP item stating children often solve math problems that are incorporated in other subject areas.

There was no noticeable trend among the items, i.e., which items changed or stayed the same from teachers' pre- vs. post-test rankings. This may be due to district and state-mandated instructional activities expected of teachers in the classroom. Some developmentally-inappropriate items on the scale which were endorsed by the teachers are required by the school

district of the participants (e.g., children often participate in whole class teacher-directed instruction).

To increase the overall percentage of DAP activity use, teachers must change their existing beliefs and teachers must receive support in implementing these changes after the training (Baily, 1992; Buchanan et al., 1998, Charlesworth et al., 1993; Golombek, 1998; Maxwell et al., 2001; Vartuli,1999). Teachers tend to use their belief models as a reference point on how to plan instruction, and also in choosing activities to incorporate to support learning (Golombek, 1998). If the training can successfully enable teachers to endorse developmentally-appropriate principles, then DAP activities will be used more frequently. However, there are instances of teachers believing in DAP but being restricted from practicing DAP due to job-related requirements (e.g., curriculum choices). Teacher support will help in this situation. Teachers may benefit from a mentor teacher who implements DAP in her classroom and understands the challenges of doing so (e.g., district mandates).

Implementing DAP can be a daunting task for a teacher, even after participating in a training on various principles of DAP. A mentor teacher in this situation

could function like a master teacher for a student teacher; i.e., a professional to assist and talk with for guidance on how to effectively bring DAP in the classroom without the process being overwhelming. Having video tapings of various lessons as part of the training would also help. The video tapings would help a teacher look for developmentally-appropriate elements in their daily routine, such as teacher-child interactions and lessons. The teachers could then reflect on whether what they saw was developmentally-appropriate as well as areas that need improvement. This would be an effective way to encourage more DAP use as an alternative to feedback from an outside party.

Post Training Evaluation Survey

At the conclusion of the training, teachers were asked seven post-training assessment questions. Overall, the teachers gave positive feedback to the questions concerning the effectiveness of the training.

Positive feedback was received from the teachers regarding the usefulness of the training. Most of the teachers were veteran teachers who mentioned that DAP is a preferred practice. One teacher mentioned during one of the training sessions that she has taught 1st grade for

many years and she has seen the educational pendulum swing from DAP to DIP, and that she has been forced by her school district to use so many activities and teaching strategies in the classroom that are considered DIP that implementing DAP is not as intuitive as it may have been before. One of the purposes of this project was to provide teachers with a knowledge base in DAP. While the participating teachers were not naive when it came to DAP, they felt they needed the training to reinforce previously learned DAP knowledge, and to remind them of the DAP knowledge they had forgotten. This made the training valuable not only to teachers who were less knowledgeable about DAP, but also to teachers who had some background in DAP. Teachers reported that they planned to use the new and recalled knowledge which they gained from the class.

Some portions of the training truly resonated with the teachers. Most stated that their favorite part of the training was the child guidance sessions. This seemed to be an area that no matter what their experience level or educational background, the teachers felt they needed additional knowledge. During these training sessions, teachers gained knowledge on how to handle classroom issues in a developmentally-appropriate way even when the issue was between the teacher and child. Some of the

teachers mentioned having already implemented I-messages and classroom meetings which they learned from the training. Some also mentioned not being as sensitive to the children's needs as they should be. For instance, one teacher stated that many times during the day, she notices children who need more support as they face nonacademic challenges, but she felt she did not do a good job at supporting them emotionally. Teachers also mentioned during the trainings that they didn't know the guidance strategies or that their job-related responsibilities didn't include children's social-emotional development as reasons for why they did not support children's social/emotional development. Knowledge and strategies gained from these sessions were valuable to teachers because it filled a void. After the training, teachers possessed the acumen and activities to address children's social and emotional development.

Teachers also provided vital information on what areas of the training were not useful and needed to be changed for improvement. One teacher thought the curriculum session was the least valuable since teachers lack autonomy in that area. Also, teachers suggested that future trainings should have more visual examples of DAP being implemented such as a video of DAP in the classroom.

Finally, it was also suggested that the time in which the trainings were offered be changed to a more convenient time (e.g., late afternoons).

Finally, half of the teachers reported anticipating opposition to implementing DAP from their administration. Interestingly, the teachers who felt they would have no problem implementing DAP were those teachers who worked in special education classes. One reason for this belief may be the smaller class size and having access to classroom aides. DAP is easier to implement when the class size is small (Buchanan et al., 1998; Vartuli, 1999). Another reason that special education teachers may have felt more optimistic about using DAP is special education teachers have more autonomy inside the classroom (Moody, Vaughn, & Schumm, 1997). Special education teachers are expected to make adaptations to the learning environment and curriculum so that education is accessible to their children (Mastropieri & Scruggs, 2009), and DAP could be seen by the administration as a needed adaptation for special education students.

When comparing the demographic information of special education vs. general education teachers, special education teachers seemed to have more background knowledge in DAP than did the general education teachers.

For instance, special education teachers had four more child development courses than general education teachers. However, the number might have been substantially higher if one general education teacher had not had experience as a preschool teacher. This may mean that special education teachers might be more optimistic about being able to implementing DAP because their child development courses may help them understand how to bring DAP in the classroom in spite of district restraints.

Teachers who believed they would *not* be able to implement DAP in their classroom were general education teachers, and they mentioned the lack of autonomy as a reason for not being able to fully use DAP. School administrators have pressure from their school districts to make sure their school does well on standardized tests, since they are used to evaluate schools. Following the district's allotted time for each subject area and sticking close to school district adopted curriculum program's lessons is thought to be a means for ensuring high achievement from students (Aronson, Zimmerman, & Carlos, 1998). However, the result of allotted time arrangements is that teachers lack autonomy in their classrooms. Future trainings should address this to help

teachers achieve a balance of DAP use while implementing what is required from the district in the classroom.

Future Trainings

The present training not only benefited teachers, but also gave insight on how to best train educators in DAP, i.e., gaining administrative support, changes to the training curriculum, and the use of teacher observation.

First, support from school administrators for use of DAP by its teachers should be solicited. It has been found in other DAP studies (e.g., Bryant, Clifford, & Peisner, 1991; Charlesworth et al., 1993; Vander Wilt & Monroe, 1998; Vartuli, 1999), as well as in the present training, that teachers want more support from their administration and the school district in implementing developmentally-appropriate practice. By inviting the administration from the school and district to the training, perhaps teachers may get the support they need to implement more DAP in the classroom. The administration could also potentially help teachers brainstorm how to incorporate DAP while simultaneously meeting the goals of the district.

Second, future trainings should have more emphasis placed on identifying developmentally-inappropriate

curriculum/teaching methods (and why it inappropriate). More examples of DIP and its ineffectiveness should be provided in order to make that session more valuable to teachers and to encourage endorsement of DAP.

Finally, when this training is implemented again, there should be live classroom (i.e., non-video) observations of DAP in action incorporated throughout the training of the teachers involved in the training. Conducting this training revealed that it is more challenging for teachers to implement DAP in an elementary classroom setting compared to a preschool setting due to having less autonomy about instructional minutes/daily schedule, curriculum, class size, state testing, and alack of support from administrators and coworkers (Bryant, Clifford, & Peisner, 1991; Charlesworth et al., 1993; Jones et al., 2000; Maxwell, et al., 2001; Vander Wilt & Monroe, 1998; Vartuli, 1999). This may explain why there was a greater increase in the endorsement of DAP items for the beliefs scale compared to the instructional activities scale, suggesting a disconnect between what teachers say they believe is good practice and the actual practices use in the classroom. Classroom observations were used in other studies which presented a clearer picture of teacher behavior in the classroom. Adding classroom observations

to future trainings should provide participants with more information on what worked in the training and areas that teachers are having trouble implementing DAP. Classroom observation would also provide teachers with feedback on their implementation of DAP. Teachers can then receive constructive feedback from a professional whether they are implementing DAP correctly, or not.

Implications

The purpose of this project was educate primary grade teachers about DAP, how to use it in the classroom, and how to create curriculum to effectively educate teachers on DAP. It was important to create a training to accomplish these goals because research has shown that DAP is best for children's overall outcome. This training did show improvements in teachers' beliefs about DAP and their plans to include it in their classrooms.

First of all, the training taught teachers about the 12 principles of DAP which educate teachers about topics such as child development, child guidance, classroom environments, working with families, curriculum, motivation, and positive approaches to learning. Many of these topics discussed in the trainings were areas that teachers deal with everyday in their classroom, and the

DAP training gave them information on how to approach these areas from a developmentally-appropriate standpoint. It helped teachers understand what DAP would look like in the classroom.

Secondly, the training helped teachers bring DAP into their classroom. The training provided many developmentally-appropriate activities for teachers to use in their classroom. The training also provided support for using developmentally-appropriate activities by providing time during the training session to try out and discuss these newly learned activities.

Third, there is a need for a training like this in teacher education programs and staff development for elementary teachers. Previous research has shown that elementary school teachers are not educated in child development or trained to use DAP (Elkind, 1993; File & Gullo, 2002). Child development knowledge is the foundation of DAP, and more child development classes are clearly needed offered in the teacher credential programs. Not only did this training instruct teachers in how to use DAP, but it also provided them with child development knowledge. Principals could also make DAP trainings a part of staff development requirements for teachers by providing the needed knowledge and training to teachers

who lack this knowledge. The training could also provide a refresher to DAP knowledge for teachers who are familiar with DAP. These two changes could increase DAP use in the classroom significantly.

Fourth, the overall impact this training will have on the children's development should be significant. Social and emotional development should improve for children after their teachers uses DAP (Copple & Bredekamp, 2009; Jones & Gullo, 1999). Children should have more positive interactions with teachers and peers which should positively impact their academic performance (Caprara et al., 2000; Copple & Bredekamp, 2009; Jones & Gullo, 1999; Jumbunathan, Burts, & Pierce, 1999; Porath, 2009). Healthy brain development will be nurtured, and children should be less stressed (Burts et al., 1990; 1992; Hart et al., 1998; Mills et al., 2008; Ruckman et al., 1999; Stipek, Feiler, Daniels, & Milburn, 1995). Cognitive development should also improve as well as overall academic performance (Monte et al., 2001).

Overall, the curriculum was effective in creating a desired change in teachers' beliefs and expected practices. Teachers did increase their endorsement of DAP encouraging news because by better educating all

elementary teachers in DAP, the quality of education can be improved.

APPENDIX A

FLYER AND PRE/POSTTEST

Developmentally-Appropriate Practice In the Classroom

Get <u>free</u> training in research based-practice developmentally-appropriate to use in your classroom!

- ***What is developmentally-appropriate practice?***

"Developmentally-appropriate practice" is a term describing the best practices with young children because it addresses all of the child's developmental as well as individual needs while educating at the same time (Copple and Bredekamp, 2009). Developmentally-appropriate practice uses activities and learning experiences to promote social-emotional, cognitive, language, and physical development to enhance child growth and learning.

- ***What will you gain from attending DAP trainings?***
  - **Learn about child growth**
  - **Learn about child guidance and how to apply it to your classroom**
  - **Gain ideas for working with families and encouraging their participation in your classroom**
  - **Learn techniques for creating a learning environment that is comfortable for all of your students**
  - **Learn ways to motivate students and more**

Trainings will take place at your school site after school (twice per week) for one month starting August. All materials needed will be provided for you. If you are interested in participating in this training please email Rayna Prothro at prothror@csusb.edu to reserve a place.

Developmentally-Appropriate Practice In the Classroom

Effect of Developmentally-Appropriate Practice's Effect on Children

Academic Achievement:

- **Enhances literacy skills**
- **Children enjoy school more**
- **Children enjoy challenges**
- **Children take pride in their work**
- **Children rely less on adult input**
- **Children from diverse backgrounds do well in DAP classrooms**
- **Closes the achievement gap between children from low income and high income families**
- **Improves basic skills**

Cognitive Development:

- **Children have higher cognitive performance (spatial relations, quantity, time memory, and problem solving)**
- **Children experience low amounts of stress which promotes normal brain function and learning**

Social-Emotional Development:

- **Children gain social skills (solve conflicts, are respectful of others, learn how to sustain relationships)**
- **Children have confidence in their social skills**
- **Children gain academic advantages**
- **Male children do better in reading and math when teachers focus on social- emotional development**

Stress and Anxiety:

- **Experiences lower stress and anxiety in classroom**
- **Male children show less anxiety when engaged in DAP activities**

Pretest: Instructional Activity Survey (Beliefs) *code number:*_____

Recognizing that some things in your program are required of you by external sources, what are **YOUR OWN PERSONAL <u>BELIEFS</u>** about primary (1-3rd grade) programs? Please circle the number that most nearly represents YOUR BELIEFS about each item's importance about these grade levels.

Not at all important	**Not very important**	**Fairly important**	**Very important**	**Extremely important**
1	**2**	**3**	**4**	**5**

1. How important do you think it is for teachers to have an in-depth understanding of child growth and child guidance? _____

2. As an evaluation technique, standardized group tests are _____.

3. As an evaluation technique, teacher observation is _____.

4. It is _____ that what you teach is determined mainly to help children do well on tests.

5. It is _____ for classroom activities to be based on individual differences in interest.

6. It is _____ for classroom activities to reflect individual differences in development.

7. It is _____ that each curriculum area be taught as separate subjects at separate times.

8. It is _____ that language, writing, and spelling be taught through workbooks.

9. It is _____ for teachers to provide a variety of learning areas with concrete materials (writing center, science center, math center, etc.).

Not at all important	Not very important	Fairly important	Very important	Extremely important
1	2	3	4	5

10. It is _____ for children to plan and create their own learning (e.g., perform their own steps in an experiment, drama, art, or writing activities).

11. It is _____ for children to sit and listen or work silently at their seats for extended periods of time.

12. It is _____ for children to learn by actively exploring relevant and interesting materials.

13. It is _____ for students to learn by interacting and working cooperatively with other children.

14. Competition between children or groups of children is a _____ way to motivate children to learn math facts.

15. It is _____ that the primary focus of the reading program is the basal reader.

16. In terms of effectiveness, it is _____ for the teacher to move among groups and individuals, offering suggestions, asking questions, and facilitating children's involvement with materials and activities.

17. It is _____ for teachers to use treats, stickers, and /or stars to encourage participation in activities children are reluctant to engage in.

18. It is _____ for teachers to use punishments and /or reprimands to enforce rules.

Not at all important	Not very important	Fairly important	Very important	Extremely important
1	2	3	4	5

19. It is _____ for children to help establish rules for their classroom.

20. Before a change of activities occur in the classroom, it is _____ for teachers to prepare children for the change.

21. It is _____ for children to be given opportunities to write their own stories.

22. It is _____ for children to have stories read to them daily, individually, and/or on a group basis.

23. It is _____ that children take spelling tests.

24. It is _____ for children to explicitly study art, music, dance, and drama (dramatizing favorite stories).

25. It is _____ for children to have many opportunities to have conversations with other children in class.

26. It is _____ for children to experiment with writing by inventing their own spelling.

27. To learn science concepts, it is _____ for children to watch teacher-demonstrated experiments.

28. It is _____ to teach health and safety with a variety of projects throughout the school year.

Not at all important	Not very important	Fairly important	Very important	Extremely important
1	2	3	4	5

29. In my program, it is _____ for the child to experience multi-cultural and nonsexist activities and materials.

30. It is _____ that outdoor activities are planned daily.

31. It is _____ that math be taught primarily through hands-on activities and practiced through math games.

32. Parent input is _____ to my curriculum.

33. It is _____ for strategies like setting limits, problem-solving, and redirection to be used to help guide first grade children's behavior.

34. To learn social studies, it is _____ to read textbooks of commercially prepared weekly newspapers.

35. It is _____ for children to work in small groups on projects that they plan and conduct themselves.

36. It is _____ that children do activities that integrate multiple subjects areas (reading, math, science, social, studies, art, music, etc.).

37. It is _____ for teachers to work with specialists (e.g., art, music).

38. It is _____ for teachers to engage in private conversations with children about misbehavior.

Please circle the number that best represents the average frequency of each activity.

How often do you expect that this will happen for children in your class?

Almost never (less than monthly)	Rarely (monthly)	Sometimes (weekly)	Regularly (2-4 times a week)	Very often (daily)
1	2	3	4	5

1. Children write about their experiences (using symbols/invented spelling and drawing and conventional spelling).

   1 2 3 4 5

2. Children select centers (reading, math, science, writing, etc.).

   1 2 3 4 5

3. Children participate in dramatic activities.

   1 2 3 4 5

4. Children listen to recordings of children's literature.

   1 2 3 4 5

5. Children play games (math, literacy, p.e.).

   1 2 3 4 5

6. Children explore life science materials such as animals and plants, and/or physical science materials such as wheels and gears.

   1 2 3 4 5

How often do you expect that this will does happen for children in your class?

Almost never (less than monthly)	Rarely (monthly)	Sometimes (weekly)	Regularly (2-4 times a week)	Very often (daily)
1	2	3	4	5

7. Children participant in musical activities.

   1 2 3 4 5

8. Children move creatively as planned activity.

   1 2 3 4 5

9. Children use manipulatives (like pegboards, puzzles, legos, unifex cubes, tangrams, geoboards, base 10 blocks, and/or Cuisenaire Rods).

   1 2 3 4 5

10. Children work in ability-level groups.

    1 2 3 4 5

11. Children do workbooks and worksheet activities to learn language, writing, and spelling.

    1 2 3 4 5

12. Children get their grades lowered for using incorrect spelling and grammar.

    1 2 3 4 5

How often do you expect that this will happen for children in your class:

Almost never (less than monthly)	Rarely (monthly)	Sometimes (weekly)	Regularly (2-4 times a week)	Very often (daily)
1	2	3	4	5

13. Children participate in hands-on projects.

1 2 3 4 5

14. Children participate in whole class teacher-directed instruction.

1 2 3 4 5

15. Children plan and implement their own activities.

1 2 3 4 5

16. Children receive external rewards (e.g., stars, candy) for appropriate behavior and/or performance.

1 2 3 4 5

17. Children lose special privileges (trips, recess, free time, parties, etc.) for misbehavior.

1 2 3 4 5

18. Children take tests.

1 2 3 4 5

How often do you expect that this will happen for children in your class:

Almost never (less than monthly)	Rarely (monthly)	Sometimes (weekly)	Regularly (2-4 times a week)	Very often (daily)
1	2	3	4	5

19. Children negotiate and talk through problems with their peers.

1 2 3 4 5

20. Children play games or do activities led by or made by family members.

1 2 3 4 5

21. Children participate in specifically planned outdoor activities.

1 2 3 4 5

22. Children play competitive games.

1 2 3 4 5

23. Children do health and safety activities.

1 2 3 4 5

24. Children solve math problems that are incorporated with other subject areas.

1 2 3 4 5

THANK YOU FOR COMPLETING THE SURVEY!

Buchanan, T. K., Burts, D. C., Bidner, J., White, V. F., & Charlesworth, R. (1998). Predictors of the developmental appropriateness of the beliefs and practices of first, second, and third grade teachers. *Early Childhood Research Quarterly, 13*(3), 459–483.

Posttest: Instructional Activity Survey (Beliefs) *code number:*_____

Recognizing that some things in your program are required of you by external sources, what are **YOUR OWN PERSONAL BELIEFS** about primary (1-3rd grade) programs? Please circle the number that most nearly represents YOUR BELIEFS about each item's importance about these grade levels.

Not at all important	Not very important	Fairly important	Very important	Extremely important
1	2	3	4	5

1. How important do you think it is for teachers to have an in-depth understanding of child growth and child guidance? _____

2. As an evaluation technique in, standardized group tests are _____.

3. As an evaluation technique in, teacher observation is _____.

4. It is _____ that what you teach is determined mainly to help children do well on tests.

5. It is _____ for classroom activities to be based on individual differences in interest.

6. It is _____ for classroom activities to reflect individual differences in development.

7. It is _____ that each curriculum area be taught as separate subjects at separate times.

8. It is _____ that language, writing, and spelling be taught through workbooks.

9. It is _____ for teachers to provide a variety of learning areas with concrete materials (writing center, science center, math center, etc.).

Not at all important	Not very important	Fairly important	Very important	Extremely important
1	2	3	4	5

10. It is _____ for children to plan and create their own learning (e.g., perform their own steps in an experiment, drama, art, or writing activities).

11. It is _____ for children to sit and listen or work silently at their seats for extended periods of time.

12. It is _____ for children to learn by actively exploring relevant and interesting materials.

13. It is _____ for students to learn by interacting and working cooperatively with other children.

14. Competition between children or groups of children is a _____ way to motivate children to learn math facts.

15. It is _____ that the primary focus of the reading program is the basal reader.

16. In terms of effectiveness, it is _____ for the teacher to move among groups and individuals, offering suggestions, asking questions, and facilitating children's involvement with materials and activities.

17. It is _____ for teachers to use treats, stickers, and /or stars to encourage participation in activities children are reluctant to engage in.

18. It is _____ for teachers to use punishments and /or reprimands to enforce rules.

Not at all important	Not very important	Fairly important	Very important	Extremely important
1	2	3	4	5

19. It is _____ for children to help establish rules for their classroom.

20. Before a change of activities occur in the classroom, it is _____ for teachers to prepare children for the change.

21. It is _____ for children to be given opportunities to write their own stories.

22. It is _____ for children to have stories read to them daily, individually and/or on a group basis.

23. It is _____ that children take spelling tests.

24. It is _____ for children to explicitly study art, music, dance, and drama (dramatizing favorite stories).

25. It is _____ for children to have many opportunities to have conversations with other children in class.

26. It is _____ for children to experiment with writing by inventing their own spelling.

27. To learn science concepts, it is _____ for children to watch teacher-demonstrated experiments.

28. It is _____ to teach health and safety with a variety of projects throughout the school year.

Not at all important	Not very important	Fairly important	Very important	Extremely important
1	2	3	4	5

29. In my program, it is _____ for the child to experience multi-cultural and nonsexist activities and materials.

30. It is _____ that outdoor activities are planned daily.

31. It is _____ that math be taught primarily through hands-on activities and practiced through math games.

32. Parent input is _____ to my curriculum.

33. It is _____ for strategies like setting limits, problem-solving, and redirection to be used to help guide first grade children's behavior.

34. To learn social studies, it is _____ to read textbooks of commercially prepared weekly newspapers.

35. It is _____ for children to work in small groups on projects that they plan and conduct themselves.

36. It is _____ that children do activities that integrate multiple subjects areas (reading, math, science, social, studies, art, music, etc.).

37. It is _____ for teachers to work with specialists (e.g., art, music).

38. It is _____ for teachers to engage in private conversations with children about misbehavior.

Please circle the number that best represents the average frequency of each activity.

How often do you expect that this will happen for children in your class?

Almost never (less than monthly)	Rarely (monthly)	Sometimes (weekly)	Regularly (2-4 times a week)	Very often (daily)
1	2	3	4	5

1. Children will write about their experiences (using symbols/invented spelling and drawing and conventional spelling).

   1 2 3 4 5

2. Children will select centers (reading, math, science, writing, etc.).

   1 2 3 4 5

3. Children will participate in dramatic activities.

   1 2 3 4 5

4. Children will listen to recordings of children's literature.

   1 2 3 4 5

5. Children will play games (math, literacy, p.e.).

   1 2 3 4 5

6. Children will explore life science materials such as animals and plants, and/or physical science materials such as wheels and gears.

   1 2 3 4 5

How often do you expect that this will does happen for children in your class?

Almost never (less than monthly)	Rarely (monthly)	Sometimes (weekly)	Regularly (2-4 times a week)	Very often (daily)
1	2	3	4	5

7. Children will participant in musical activities.

   1 2 3 4 5

8. Children will move creatively as planned activity.

   1 2 3 4 5

9. Children will use manipulatives (like pegboards, puzzles, legos, unifex cubes, tangrams, geoboards, base 10 blocks, and/or Cuisenaire Rods).

   1 2 3 4 5

10. Children will work in ability-level groups.

    1 2 3 4 5

11. Children will do workbooks and worksheet activities to learn language, writing, and spelling.

    1 2 3 4 5

12. Children will get their grades lowered for using incorrect spelling and grammar.

    1 2 3 4 5

How often do you expect that this will happen for children in your class:

Almost never (less than monthly)	Rarely (monthly)	Sometimes (weekly)	Regularly (2-4 times a week)	Very often (daily)
1	**2**	**3**	**4**	**5**

13. Children will participate in hands-on projects.

1 2 3 4 5

14. Children will participate in whole class teacher-directed instruction.

1 2 3 4 5

15. Children will plan and implement their own activities.

1 2 3 4 5

16. Children will receive external rewards (e.g., stars, candy) for appropriate behavior and/or performance.

1 2 3 4 5

17. Children will lose special privileges (trips, recess, free time, parties, etc.) for misbehavior.

1 2 3 4 5

18. Children will take tests.

1 2 3 4 5

How often do you expect that this will happen for children in your class:

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19. Children will negotiate and talk through problems with their peers.

1 2 3 4 5

20. Children will play games or do activities led by or made by family members.

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21. Children will participate in specifically planned outdoor activities.

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22. Children will play competitive games.

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23. Children will do health and safety activities.

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24. Children will solve math problems that are incorporated with other subject areas.

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APPENDIX B

POST-TRAINING SURVEY

Post-Training Survey *code number:*_____

1. Was the training useful? Why or why not?

2. What is the most important thing you learned from the training?

3. What was the least valuable part of the training?

4. What do you think can be added or changed to improve the training?

5. Will you use the information you learned from the training? Why or why not?

6. To what extent do you plan to incorporate the ideas/suggestions from the training into your classroom? **(circle one)**

Not at all						Definitely Yes
1	**2**	**3**	**4**	**5**	**6**	**7**

7. Do you feel you will you face any opposition (from administrators, colleagues, parents) in trying to implement DAP in your classroom?

_____ yes _____ no

If yes, please explain:

_____

_____

_____

_____

_____

_____

Developed by Rayna Prothro

APPENDIX C

DEMOGRAPHIC INFORMATION

Background Information *code number:*_____

A) Your age: _____ years

B) Your gender: _____ male _____ female

C) Your ethnicity: _____ Hispanic _____African American
_____ Asian _____Other: _____
_____ Caucasian

D) Highest degree earned (circle one)
BS BA MS MA MEd PhD EdD
Other _____

E) Major/area(s) of specialization (circle all that apply):
Elementary Ed Early Childhood Ed Special Ed
Other _____

F) Minor/Area(s) of specialization (circle one, if appropriate):
Elementary Ed Early Childhood Ed Special Ed
Other _____

G) Approximately how many **child development** courses or trainings have you taken?
Courses: _____
Trainings: _____

H) Approximately how many **child guidance** courses or trainings have you taken?
Courses: _____
Trainings: _____

I) How many years of teaching experience do you have? _____

J) What grade do you currently teach? _____

K) How many years have you taught your current grade level? _____

L) What other grades have you taught and for how long?
_____ grade _____ years
_____ grade _____ years
_____ grade _____ years

Developed by Rayna Prothro

APPENDIX D

INTRODUCTION TO DEVELOPMENTALLY-APPROPRIATE PRACTICE

Developmentally-Appropriate Practice in the Classroom

This series focuses on developmentally appropriate practice. During the four week training, teachers will learn the about principles and guidelines of DAP, child development, child guidance, and how to implement the newly acquired knowledge in the classroom and with families.

Topic # 1: Introduction to DAP: What is developmentally appropriate practice? Explanation of DAP principles and guidelines. Presentation of DAP research findings.

Topic # 2: Child Development: Overview of middle childhood development, i.e., brain, cognitive, language development: social-emotional, physical development; play.

Topic # 3: Child Guidance: What is child guidance? Why is guidance important for educators? Guidance for Adult and child interactions, conflicts among children and using class meetings, explanation of eight building blocks. Additional ideas for kindergarten children and their conflicts with other children. Dealing with school bullies.

Topic # 4: Classroom Environment: Creating collaborative settings, opportunities for peer interactions, making connections with culture and the larger community.

Topic # 5: Building Relationships with Families: How do parents affect children's development? Understanding families of students. Building partnerships between teachers and families. Providing resources for parents.

Topic # 6: Curriculum: comprehensive in scope, focus on learning goals; content areas; coherence and integration; effective implementation.

Topic # 7: Motivating Students and Positive Approaches to Learning: Teaching methods for kindergarten and primary grades.

Session # 1	**Introduction to DAP and Child Development**	**Wk 1, Day 1**
Session # 2	**Child Development**	**Wk 1, Day 2**
Session # 3	**Child Guidance**	**Wk 2, Day 3**
Session # 4	**Child Guidance**	**Wk 2, Day 4**
Session # 5	**Classroom Environment**	**Wk 3, Day 5**
Session # 6	**Building Relationships with Families**	**Wk 3, Day 6**
Session # 7	**Curriculum**	**Wk 4, Day 7**
Session # 8	**Motivating Students and Positive Approaches to Learning**	**Wk 4, Day 8**

Overview/Outline: Introduction to DAP

Purpose:

DAP includes knowledge about typical growth and development which is highlighted in DAP's principles and guidelines. This is important because teachers must know and understand typical developmental growth patterns to be able to support children in various developmental domains and build on their previous skills and knowledge. Also, children progress further in their development when an adult is there to scaffold their growth. Therefore, teachers will be given an introduction to DAP through learning about principles and guidelines. Developmental domains such as cognitive, language, social, physical development and play will also be covered. Teachers will learn how to support children in each domain.

Objectives:

- **To learn about the history, benefits, principles, and guidelines of DAP**

I. Introduction to DAP (D-2)

A. History of DAP

B. Benefits of DAP

C. DAP Principles

D. DAP Guidelines

I. Introduction to DAP

A. History of DAP

- Developmentally Appropriate Practice (DAP)
  - DAP reflects teaching practices that are based on researched knowledge of how children learn and grow. In addition, DAP encourages teachers to become aware of individual differences, children's cultural and social experiences, and curriculum to meet the needs of children in the classroom.
  - 1986 statement addresses two issues: To give teachers standards for quality in early childhood, and appropriate teaching methods and curriculum elements to address the trend of developmentally inappropriate practices in early childhood.
  - Newer additions expanded on the original purpose and added teachers as decision makers, social and cultural contexts, reducing the educational achievement gap, and the importance of children having goals (teacher and child created) that are both challenging and achievable.

Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice n carly childhood programs.* Washington, DC: NAEYC.

B. Benefits of DAP

- Academic Achievement:
  - Enhances literacy skills
  - Children enjoy school more
  - Children enjoy challenges
  - Children take pride in their work
  - Children rely less on adult input
  - Children from diverse backgrounds do well in DAP classrooms
  - Closes the achievement gap between children from low income and high income families
  - Improves basic skills
- Cognitive Development:
  - Children have higher cognitive performance (spatial relations, quantity, time memory, and problem solving)
  - Children experience low amounts of stress which promotes normal brain function and learning
- Social-Emotional Development:
  - Children gain social skills (solve conflicts, are respectful of others, learn how to sustain relationships)
  - Children have confidence in their social skills
  - Children gain academic advantages
  - Male children do better in reading and math when teachers focus on social- emotional development
- Stress and Anxiety:
  - Experience lower stress and anxiety in classroom
  - Male children show less anxiety when engaged in DAP activities

C. DAP Principles

Principle 1: *"All domains of development and learning are important and interrelated"*

Principle 2: *"When children learn and develop, they often build on previous skills and knowledge"*

Principle 3: *"Children learn and develop at different rates because all children are unique and do not reach developmental skills or milestones at the same time"*

Principle 4: *"Development and learning come from the influence of maturation and experience"*

Principle 5: *"Early years of childhood are highly influential on later development.* Research points to the first five years of life as significantly influential on subsequent development and outcomes"

Principle 6: *"As children develop, they grow into more complicated, self-regulated, and symbolic thinkers"*

Principle 7: *"Positive relationships are important to optimal development"*

Principle 8: *"Children's development and learning happen within their culture"*

Principle 9: *"Children are not waiting for the environment to act on them, but instead actively try to make sense of the world around them"*

Principle 10: *"Play is a natural situation which children use to learn and grow in all developmental domains"*

Principle 11: *"Scaffolding is essential to children's continuing growth"*

Principle 12: *"Children's experiences influence their approach to learning, persistence, and initiative"*

Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice n carly childhood programs.* Washington, DC: NAEYC.

D. DAP Guidelines

Guideline 1: "A caring community is created when caring and respectful relationships between adults and children are present."

Guideline 2: "Teach to enhance development and learning."

Guideline 3: "Plan curriculum to achieve important goals."

Guideline 4: "Assess children's development and learning."

Guideline 5: "Establish reciprocal relationships with families."

Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice n carly childhood programs.* Washington, DC: NAEYC.

APPENDIX E

CHILD DEVELOPMENT

Overview/Outline: Child Development and Play

Objectives:

- Review developmental domains (brain, cognitive, social-emotional, and physical), provide teachers with a foundation for the subsequent topics to be presented in this training, i.e., child guidance, community of learners, curriculum, and teaching methods.
- Learn about play styles of young children, its benefit, and how to support play in the classroom

II. Child Development

A. Brain Development (E-2)

1. Early brain development
2. Early experiences affect brain development

B. Cognitive Development (E-3)

1. Introduction: The constructivist and sociocultural approach
2. Piaget's stages of cognitive development
3. Vygotsky's sociocultural perspective
4. How to support cognitive development in the classroom

C. Language Development (E-4)

1. Language development norms in kindergarten and primary grades
2. Supporting language development in kindergarten and primary grades

D. Social-Emotional Development (E-5)

1. Social-emotional development norms
2. Influences on social development
3. How to assess social skills
4. How to support social-emotional development in kindergarten and primary grades

E. Physical Development (E-6)

1. Norms for physical development kindergarten and primary grades
2. How to support physical development

F. Play (E-7)

1. Play norms: types of play for young children
2. Benefits of play
3. How to support play in kindergarten and primary grades

II. Child Development

A. Brain Development

Brain development is linked to child's abilities:

Synaptic pruning: Neurons that are not used become weak. The brain gets rid of the unused neurons.

Myelination: A fatty substance that insulates the nerves. It makes the nerve impulses faster and more efficient.

- Ability to sit still : As the prefrontal cortex goes through maturational changes, children between the ages of 4-7 gain the ability to sit still for longer periods of time.
- Learn to read: At about 6-7 years of age children are ready to read. Myelination continues to grow on nerve fibers in different regions of the brain, and makes the processing of information faster. For instance, myelination would be critical in the auditory cortex for reading since children need this region of the brain to distinguish sounds.

Early Experiences Affect the Development of the Brain

- **Positive early experiences are important or young children's brain development. They need adults who are consistent, caring, and responsive to their needs.**
- **Children who do not have positive early experience (i.e., lack of nurturing) often have these developmental problems and behaviors:**
  - **Impaired cognitive development**
  - **Neural cell death**
  - **Fewer synapses in the brain**
  - **Incomplete development of the cortical, subcortical, and limbic areas of the brain (causes immature behavioral responses & abnormal development of parts of the brain that control emotions)**
  - **Smaller hippocampus**
  - **Impaired emotional functioning**
  - **Poor social skills**
  - **Attention problems (poor impulse/self-control)**
  - **Overall developmental delays**
  - **Odd eating behaviors**

  When children have unpredictable and inconsistent early experiences the brains' organizing systems mirror it.

Perry, B. (2004, September 23). *Maltreatment and the developing child: How early childhood experience shapes child and culture. Inaugral Margaret McCain lecture.* Centre for Children & Families in the Justice System, London, Ontario.

B. Cognitive Development

Cognitive Development: Constructivist and Sociocultural Approach

DAP is heavily influenced by the constructivist and sociocultural viewpoint which come from theorists such as Piaget and Vygotsky. From the contructivism standpoint, children make cognitive gains by constructing their own knowledge by acting on the environment. The sociocultural aspect states that children are guided by a more "skilled" individual (adult or peer) until they are able to reach new cognitive levels and undergo a particular task independently. The methods of thinking and cognitive strategies are often given to children by members of their culture/society.

Three known characteristics of children that make the constructivist and sociocultural approach appropriate for children includes:

1. ***"Young children are theory-builders."***

   By nature, children are curious and want to make sense of the world around them. In processing information, children try to relate it to knowledge they already possess. Thus, children start to form and test their own conclusions and change them as they gain better understanding.

2. ***"Cognition requires a foundation of physical knowledge."***

   Active learning requires children to build knowledge by becoming physically engaged in learning. One way of accomplishing this is the manipulation of materials/objects provided by teacher. Children add on to their knowledge of the world through hands-on experiences with objects.

3. ***"Young children are social beings."***

   Children's cognitive gains and learning are influenced by their social interactions and culture experiences. Children enjoy working with peers and adults, and both influence learning and development.

Henniger, M. L. (2009). *Teaching young children: An introduction.* New Jersey: Pearson.

Piaget's Stages of Cognitive Development

* *"Preoperational Stage"* (from 2 years to about 5/7 years)
    - Children can now use symbols to represent their experience and mental images (words, paintings, drawings, movements, dramatic/pretend play deferred imitation-observing some action and imitating it later)
    - Perceptual salience: what they see is what they believe. (e.g. Halloween)
    - They do not think as logically as they will in later stages. They focus on how something appears or the most salient feature, and ignore other relevant information because they are ("centering") they cannot evaluate two different dimensions at the same time (conservation experiment)
    - They cannot reverse things due to "irreversibility" (i.e., does not realize actions can be reversed; cannot follow sequence of an activity back to point of origin)
    - Egocentricity in thought (perception, language, and perspective-taking) is why it is hard for children to share with others and they have problems with understanding causality
    - Children's classification abilities are weak. Hierarchic and multiple classification is especially difficult for young children (i.e., being able to sort shapes of different sizes and colors different ways; using the correct class inclusion with subordinate and superordinate classes)

Marion, M. (2010). *Introduction to early childhood education: A developmental perspective.* New Jersey: Pearson.

Implications for the classroom:

- Use visual aids or props
- Give children lots of hands on practice/experiences with skills that serve as foundation for "more complex skills"
- Instructions should be "short and accompanied with actions"
- Give wide range of experiences for "concept learning and language"
- Children will not always see things from others' viewpoints
- Take advantage of children's egocentricity and relate new information to them

Teacher Education. (n.d.). *Jean Piaget and Lev Vygotsky.* Retrieved June 8, 2010, from http://educ-reality.com/jean-piaget-and-lev-vygotsky

* *"Concrete Operation Stage"* (from about 5/7 years to about 11 years)

    - Children are no longer focused on the appearance of something as in the conservation experiment ("decentation"). They can decenter and evaluate more than one dimension at a time (will succeed in conservation experiment). They know that irrelevant changes in external appearances of an object have no effect on the object's weight, volume, or mass
    - Children can now use "reversibility", i.e., they can now go back to the object's/idea's original state (the sequence of a story)
    - Thinking is less egocentric, but still needs help with perspective taking
    - Can seriate (if A>B & B>C, is A>C?)
    - They can understand and organize subordinate (cats, dogs) and superordinate sets (animals)
    - They now think more logically but are limited to thinking about concrete objects (tangible facts and objects they have experienced themselves)

Marion, M. (2010). *Introduction to early childhood education: A developmental perspective.* New Jersey: Pearson.

Implications for the classroom:

- Children still need visual aids and props
- Let children interact with objects
- Use relatable examples for "complex ideas"
- "Provide opportunities to classify and group objects and ideas on increasingly complex levels"
- Give children problems that require logical, analytical thinking
- Instruction is brief and well organized

Teacher Education. (n.d.). *Jean Piaget and Lev Vygotsky.* Retrieved June 8, 2010, from http://educ-reality.com/jean-piaget-and-lev-vygotsky

Remember these concepts:

- * Children need to interact with objects and people
- * Assimilations and accommodation help children adapt to their environment

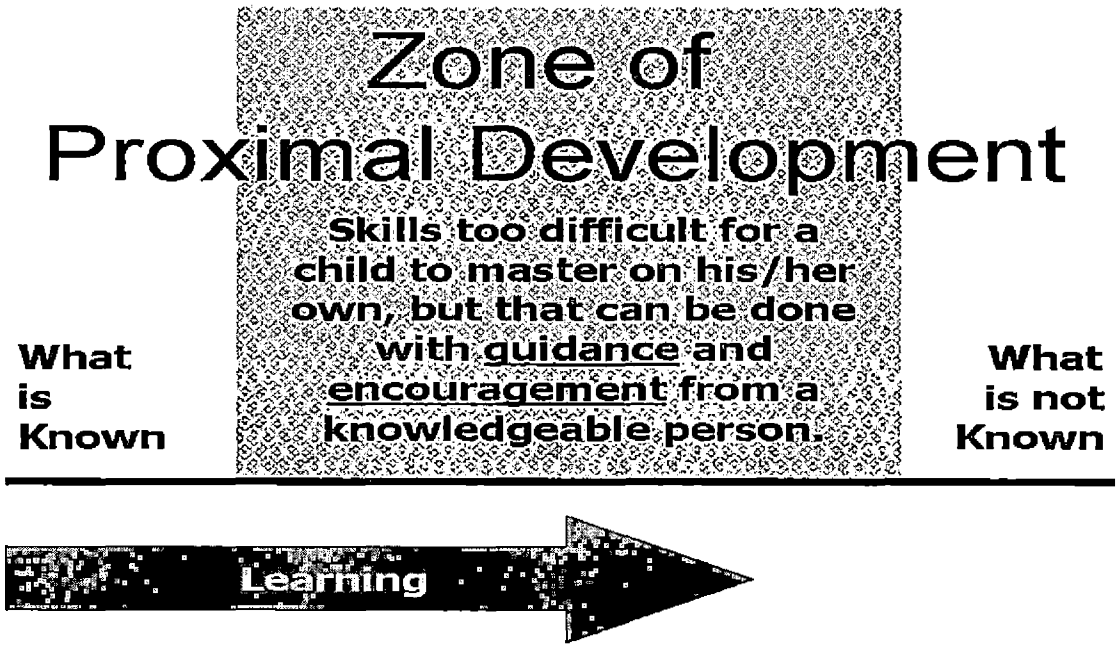
Vygotsky's Sociocultural Perspective

Social interaction influences children's cognitive development and learning

- Learning starts between people then finishes within the individual
- "More knowledgeable other (MKO)"

  "Zone of Proximal Development (ZPD)"
- Learning takes place in ZPD
- Difference between what child can do with or without help
- MKO is involved in ZPD with use of scaffolding (encourages and guides children beyond what they can currently do)
- "Scaffolding"
  - ZPD relies on language to transfer meaning
  - Child's knowledge is like building under construction; adults are the scaffolds
  - Teacher asks questions, listens, make suggestions, and models for children
  - Scaffolding changes levels

Marion, M. (2010). *Introduction to early childhood education: A developmental perspective.* New Jersey: Pearson.



Sincero, S. M. (2011). *Social development theory.* Retrieved June 10, 2011 from http://www.experiment-resources.com/social-development-theory.html

Play helps development and learning

- Serves as support for children as they learn and make sense of the world

How to Support Cognitive Development in Children

Combat stress by keeping learning challenging but fun

- Stress causes higher levels of cortisol which affects brain function
- Environmental threats suppress important systems – Information processing and learning
- Long-term stress can damage the brain
- Child-centered
- Encourage and plan for social interactions

Use appropriate praise and stay away from evaluative statements

- In primary grades children can be perfectionists
- Do not praise the product

- Children's logic oftentimes reflects their egocentrism. Adults must guide them through their misconceptions. (They think others see the world the way they do).
- Create a classroom environment of respect

All subject areas should connect new knowledge to what is relevant to children

- New knowledge needs to be tangible (connect to previous knowledge, use visuals/props)
- Hypothetical thinking and abstract concepts are still out of young children's ability range

Support the development of thought processes

- Planning, attention, and memory are still developing processes for young children
- Plan time for children to practice these processes in class (shared activities)
- Allow time for more child centered/ free choice activities so children can have opportunity to figure out concepts on their own
- Be specific with directions
- Encourage self-regulation and reflection

C. Language Development

Typical Language Development Chart

1. Five years of age:

- "Can use many descriptive words spontaneously-both adjectives and adverbs"
- "Knows common opposites: big-little, hard-soft, heave-light, etc."
- "Understands "same" and "different" "
- "Has number concepts of 4 or more"
- "Can count to ten"
- "Speech should be completely intelligible, in spite of articulation problems"
- "Should have all vowels and the consonants, m,p,b,h,w,k,g,t,d,n,ng,y (e.g., "yellow")"
- "Should be able to repeat sentences as long as nine words"
- "Should be able to define common objects in terms of use (hat, shoe, chair)"
- "Should be able to follow three commands given without interruptions"
- "Should know his age"
- "Should know his address"
- "Should have simple time concepts: morning, afternoon, night, day, later, after, while, tomorrow, yesterday, today"
- "Should be using fairly long sentences and should use some compound and some complex sentences"
- "Speech on the whole should be grammatically correct"
- "Asks questions for information"
- "Knows spatial relations"

2. Six years of age:

   - "In addition to the above consonants these should be mastered: f, v, sh, zh, th"
   - "He should have concepts of 7"
   - "Speech should be completely intelligible and socially useful"
   - "Should be able to tell one a rather connected story about a picture, seeing relationships"

3. Seven years of age:

   - "Should have mastered the consonants s-z, r, voiceless th, ch, wh, and the soft g as in George"
   - "Should handle opposite analogies easily: girl-boy, man-woman, flies-swims, blunt-sharp, short-long, sweet-sour, etc."
   - "Understands such terms as: alike, different, beginning, end, etc."
   - "Should be able to tell time to quarter hour"
   - "Should be able to do simple reading and to write or print many words"

4. Eight years of age:

   - "Can relate rather involved accounts of events, many of which occurred some time in the past"
   - "Complex and compound sentences should be used easily"
   - "Should be few lapses in grammatical constrictions-tense, pronouns, plurals"
   - "All speech sounds, including consonant, blends should be established"
   - "Should be reading with considerable ease and now writing simple compositions"
   - "Social amenities should be present in his speech in appropriate situations"
   - "Control of rate, pitch, and volume are generally well and appropriately established"

- "Can carry on conversation at adult like level"
- "Follows fairly complex directions with little repetition"
- "Has well-developed time and number concepts"

LD Online. (1999). *Speech and Language Milestone Chart.* Retrieved April 28, 2010 from http://www.ldonline.org/article/6313

Child Development Institute. (n.d.). *Language Development In Children.* Retrieved May 5, 2010, from http://www.childdevelopmentinfo.com/development/language_development.shtml

Language: Kindergarten

How teachers can support communication and language?

1. **Be mindful of listening: Kindergartners' have limited language ability (listening and communicating)**
   - "Conversational turns" (ask child questions)
   - Use pictures of family, friends, places, as conversation starters
   - Gain children's attention before speaking
   - Encourage social interactions
   - "Talk about spatial relationships (first, middle, and last; right and left) and opposites (up and down; on and off)"
2. **Kindergartners need time to express themselves verbally**
   - Pause after talking. Children need time to gather their thoughts
3. **Respond to kindergartners' speech with attentiveness**
   - Encourage and reward child when he/she talks about their feelings
   - The information the child is trying to convey is more important than errors

4. **Engage children in real conversations**
    - Talk to them as you would an adult
    - Encourage children to talk with you
    - Model listening skills by listening intently when children are talking to you
5. **Use a wide range of vocabulary in verbal communication with children**
6. **Read books often to children**
    - Encourage children to read often at home with family

American-Speech-Language-Hearing Association. (2010). http://www.asha.org/public/speech/development/parent-stim-activities.htm

Language: Primary Grades (1-3)

How teachers can support communication and language

1. **Engage individual children and small groups in complex conversations**
    - "Conversational turns "(ask child questions)

      Talking through problem solving steps
    - Use rich vocabulary (enormous instead of big)
    - Encourage and reward child when he/she talks about their feelings
2. **Focus on listening skills**
    - Teach children listening skills
    - Children need opportunities to listen and talk with others (reading)
    - Gain children's attention before you speak

3. **Encourage other forms of communication**
    - Encourage children to write letters
    - Encourage children to write brief notes
4. **Keep English language learners and children who are behind in language skills engaged**
    - Be patient
    - Be attentive
    - Be a conversational partner
5. **Read books often to children**
    - Encourage children to read with family

American-Speech-Language-Hearing Association. (2010). http://www.asha.org/public/speech/development/parent-stim-activities.htm

D. Social-emotional Development

Social and Emotional Development: Norms

1. Kindergarten

- Invents games with simple rules
- Organizes other children and toys for pretend play
- Still sometimes confuses fantasy with reality
- Often fears loud noises, the dark, animals, and some people
- Can take turns and share, but doesn't always want to
- Expresses anger and jealousy physically
- Likes to test muscular strength and motor skills, but is not emotionally ready for competition
- Carries on conversations with other children and adults
- Often excludes other children in play
- Sometimes can be very bossy
- Likes to try new things
- Likes to make own decisions
- Notices when another child is angry or sad-more sensitive to the feelings of others
- Prefers company of 1 or 2 children at a time; may become bossy or sulky when others join in
- Likes to feel grown up; boasts about self to younger or less capable children
- Begins to have very basic understanding of right and wrong
- Plays contentedly and independently without constant supervision
- Understands and respects rules – often asks permission
- Understands and enjoys both giving and receiving
- Enjoys collecting things
- Sometimes needs to get away and be alone

- Can understand relationships among people and similarities and differences in other families
- Seek adult approval
- Sometimes critical of other children and embarrassed by own mistakes
- Enjoys sharing jokes and laughter with adults

Reprinted with permission from National Network for Child Care - NNCC. Oesterreich, L. (1995). Ages & stages - five-year-olds. In L. Oesterreich, B. Holt, & S. Karas, *Iowa family child care handbook* [Pm 1541] (pp. 207-210). Ames, IA: Iowa State University Extension.

Social and Emotional Development: Norms

2. Primary

- Being with friends becomes increasingly important
- Interested in rules and rituals
- Girls want to play more with girls; boys with boys
- May have a best friend and an enemy
- Strong desire to perform well, do things right
- Begins to see things from another child's point of view, but still very self-centered
- Finds criticism or failure difficult to handle
- Views things as black and white, right or wrong, wonderful or terrible, with very little middle ground
- Seeks a sense of security in groups, organized play, and clubs
- Generally enjoys caring for and playing with younger children
- May become upset when behavior or school-work is ignored

Reprinted with permission from National Network for Child Care - NNCC. Oesterreich, L. (1995). Ages & stages - six through eight-year-olds. In L. Oesterreich, B. Holt, & S. Karas, *Iowa family child care handbook* [Pm 1541] (pp. 211-212). Ames, IA: Iowa State University Extension.

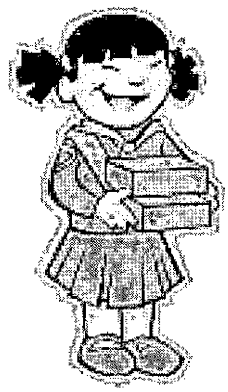
Factors that Influence Social Development

1. Relationships with adults
    - Interacting with more knowledgeable people
    - Influence of adult-child relationships
2. "Developmental variations"
    - Temperament
    - Special needs
    - Child abuse and neglect
3. Media Violence
    - Television
    - Physical violence

Marion, M. (2010). *Introduction to early childhood education: A developmental perspective.* New Jersey: Pearson.

Tips for Assessing Children's Social Competence

1. Interview the peers
2. Take notes (Anecdotal)
3. Formal assessments (Event Sampling & Checklists)



◊ Interview the peers: an informal way of finding out which children in the class are socially competent. Interview each child in the classroom and ask questions like "who do you like to sit next to?" "Who is the most fun to play games with?" The abundance of nominations for certain children and few or no nominations for other children give teachers an idea of who is progressing in social development.

Marion, M. (2010). *Introduction to early childhood education: A developmental perspective.* New Jersey: Pearson.

Tips for Assessing Child Social Competence

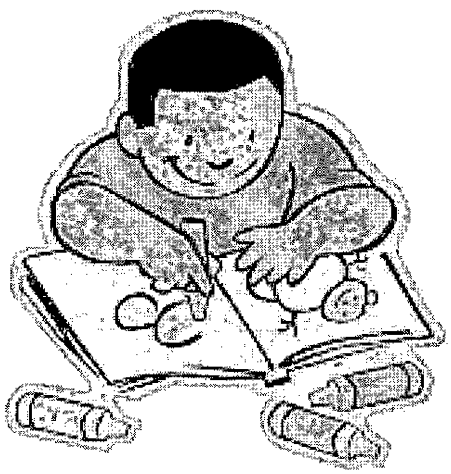
◊ Anecdotal notes: These informed notes are based on teacher's observations. This is also an informal method. The notes are short and about a social development event.

◊ Event sampling: Teachers use this method of assessment when they are observing something "specific". Event sampling is formal and has a

specific form to describe the event. It is best to use this method on students who seem to have a hard time being accepted by peers.

◊ Checklist: This is another formal assessment tool. The checklist has a list of characteristics that fit under three categories: individual attributes, social skills attributes, and peer relationship attributes. Checked items allow teacher to see what social skills children have mastered, and unchecked items allow teacher to see where children may need additional help.

Marion, M. (2010). *Introduction to early childhood education: A developmental perspective.* New Jersey: Pearson.



How to support social and emotional development?

Kindergarten:

1. Prosocial behavior and attributes:
    - "Teachers model prosocial behaviors"
    - Call attention to prosocial statements
    - Give explicit instructions about helping, sharing, and similar behaviors
    - Teachers respond to social situations with sympathy and caring
    - Children now understand feelings. Teachers should connect behaviors to consequences (e.g., "He is sad because you would not share the book with him").
    - Encourage children to take responsibility for tasks that serve the classroom community (making sure all learning materials are put away and organized for the next time children use it)
2. Social interaction skills:
    - Teachers should be responsive to children's interests and feelings
    - Provide many opportunities for children to interact with other children
    - Help children find play partners and enter social activities
    - Model and teach use of language to communicate emotions, ideas, and treat others respectfully
3. Self-regulation skills (emotional and behavioral control):
    - Teacher creates positive environment so child feels they can control emotions
    - Self-regulation should be taught to all children
    - Teachers show children their behavior is connected to their goals.
    - Use dramatic play to enhance their regulation skills
    - Classroom rules should be accompanied with rationales

- Need opportunities to monitor their own rules
- Discuss emotions with children
- Be mindful in how your classroom affects children's abilities to regulate emotions
- Provide visual and tangible reminders about self-regulations

Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice n carly childhood programs.* Washington, DC: NAEYC.

Grades 1-3:

1. Social interaction skills:
   - Teacher models prosocial behavior with everyone
   - Focus on creating attachments with children who have behavior problems (affects future behavior)
   - Be aware of and stop relational aggression and bullying (it's not part of growing up)
   - Encourage social interaction through small group activities or projects (cooperation)
   - Have children help to create classroom rules
   - Role-play different problem situations
   - Peer tutoring
2. Self-Concept and Self Esteem:
   - Stay away from competitive activities
   - Teachers should be mindful of their feedback to children
   - Teachers should help children acquire competence in valued skills (e.g., literacy, mathematics, language, and social skills)
3. Self-regulation skills (i.e., emotional and behavioral control):
   - Teacher creates positive environment so child feels they can control emotions
   - Self-regulation should be taught to all children

- Use dramatic play to enhance their regulation skills (i.e., make believe play)
- Classroom rules should be accompanied with rationales
- Provide opportunities to monitor their own rules
- Discuss emotions with children
- Be mindful in how your classroom affects children's abilities to regulate emotions
- Provide visual and tangible reminders about self-regulations

Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice n carly childhood programs.* Washington, DC: NAEYC.

D. Physical Development

Norms for Physical Development

Kindergarten

- Weight: 31-57
- Height: 36-48 inches
- Requires approximately 1700 calories daily
- Sleeps 10-11 hours at night
- Able to dress self with little assistance
- Learns to skip
- Throws ball overhead
- Catches bounced balls
- Rides a tricycle skillfully; may show interest in riding a bicycle with training wheels
- Balances on either foot for 5-10 seconds
- Uses a fork and knife well
- Cuts on line with scissors
- Left or right hand dominance is established
- Walks down stairs, alternating feet without using a handrail
- Jumps over low objects
- Can run, gallop, and tumble
- Can skip and run on tiptoe
- Can jump rope
- Interested in performing tricks like standing on head, performing dance steps
- Capable of learning complex body coordination skills like swimming, ice or roller skating, and riding bicycles

- May be able to tie shoelaces
- May be able to copy simple designs and shapes

Grades1-3

- Skilled at using scissors and small tools
- Enjoys testing muscle strength and skills
- Good sense of balance
- May be able to catch small balls
- May be able to tie shoelaces
- Enjoys copying designs and shapes, letters and numbers
- Can print/write

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How to Support Fine and Gross Motor Skill Development

Gross Motor:

- Provide children with opportunities to use muscles (balancing, running, jumping, climbing)
- Show children the importance and fun of physical activities
- Incorporate physical activity into different learning activities
- Keep time spent sitting to a minimum

Fine Motor (Kindergarten):

- Provide many opportunities throughout the day for children to practice and develop fine motor skills (buttons, zippers, beads)
- Provide opportunities for children to practice self-help activities (e.g., serving themselves snack)

Fine Motor (Primary):

- Refine fine motor skills (drawing and writing)
- Offer many opportunities for fine motor skills (scissors, scientific equipment, and computers)
- Allow more time to finish fine motor activities

Health and Fitness:

- Teach children about healthy eating habits
- Teach children basics about body functioning
- Keep snacks nutritious

Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice n carly childhood programs.* Washington, DC: NAEYC.

E. Play

Types of Play

Types of play: motor-physical, social, constructive, fantasy, games with rules.

Motor/Physical Play: "Motor play provides critical opportunities for children to develop both individual gross and fine muscle strength and overall integration of muscles, nerves, and brain functions. Recent research has confirmed the critical link between stimulating activity and brain development. Young children must have ample opportunities to develop physically, and motor play instills this disposition toward physical activity in young children."

Social Play: "A variety of opportunities for children to engage in social play are the best mechanisms for progressing through the different social stages. By interacting with others in play settings, children learn social rules such as give and take, reciprocity, cooperation, and sharing. Through a range of interactions with children at different social stages, children also learn to use moral reasoning to develop a mature sense of values. To be prepared to function effectively in the adult world, children need to participate in lots of social situations."

Constructive Play: "Constructive play is when children manipulate their environment to create things. This type of play occurs when children build towers and cities with blocks, play in the sand, construct contraptions on the woodworking bench, and draw murals with chalk on the sidewalk. Constructive play allows children the opportunity to experiment with objects; to find out combinations that work and don't work; and to learn basic knowledge about stacking, building, drawing, making music, and constructing. It also gives children a sense of accomplishment and empowers them with a sense of control of their environment. Children who are comfortable manipulating objects and materials also become good at manipulating words, ideas and concepts."

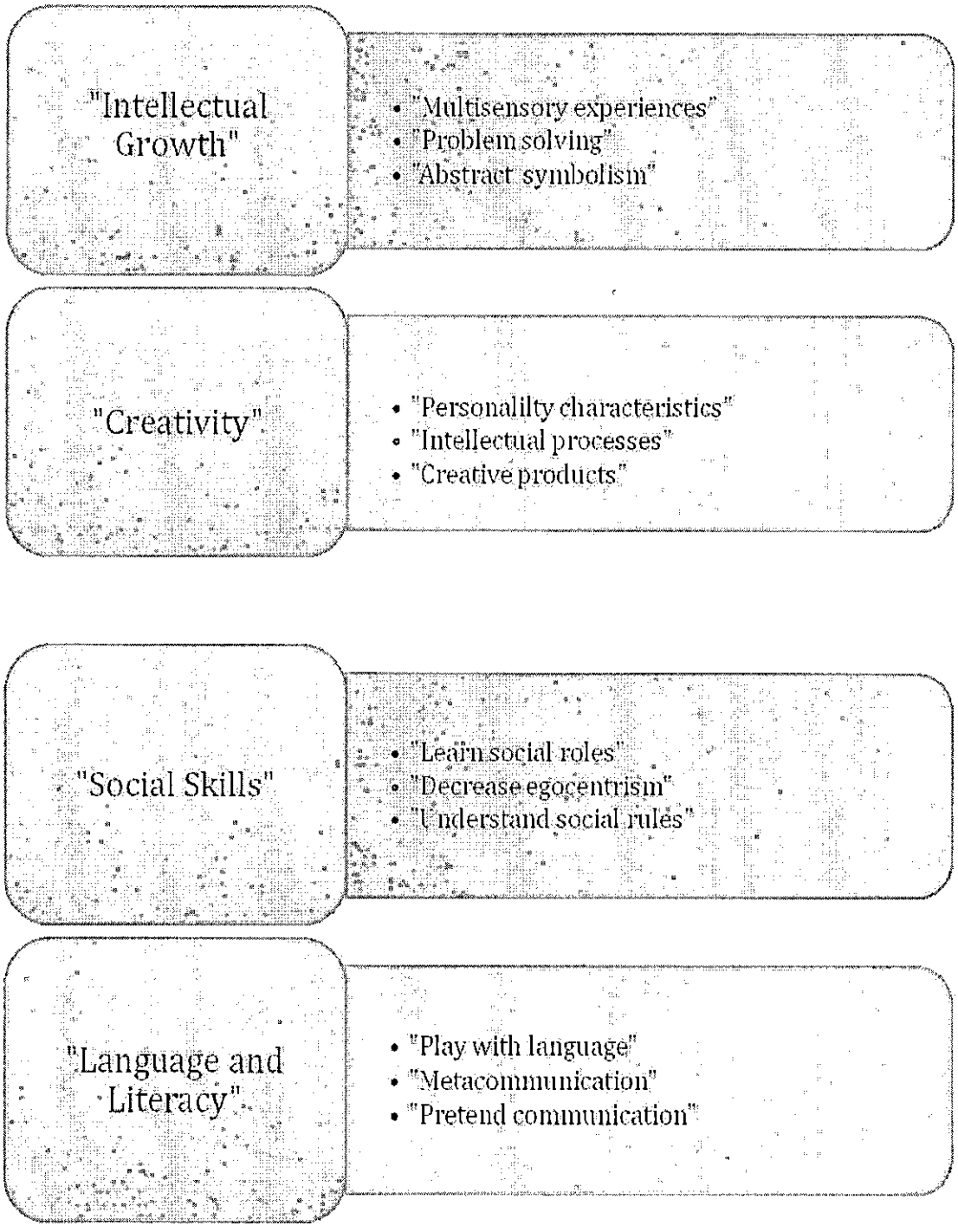
Fantasy Play: "Children learn to think abstractly, to think and try out new roles and possible situations, and to experiment with language and emotions with fantasy play. In addition, children develop flexible thinking: they learn to create beyond the here and now and therefore stretch their imaginations, to use new words and word combinations in a risk-free

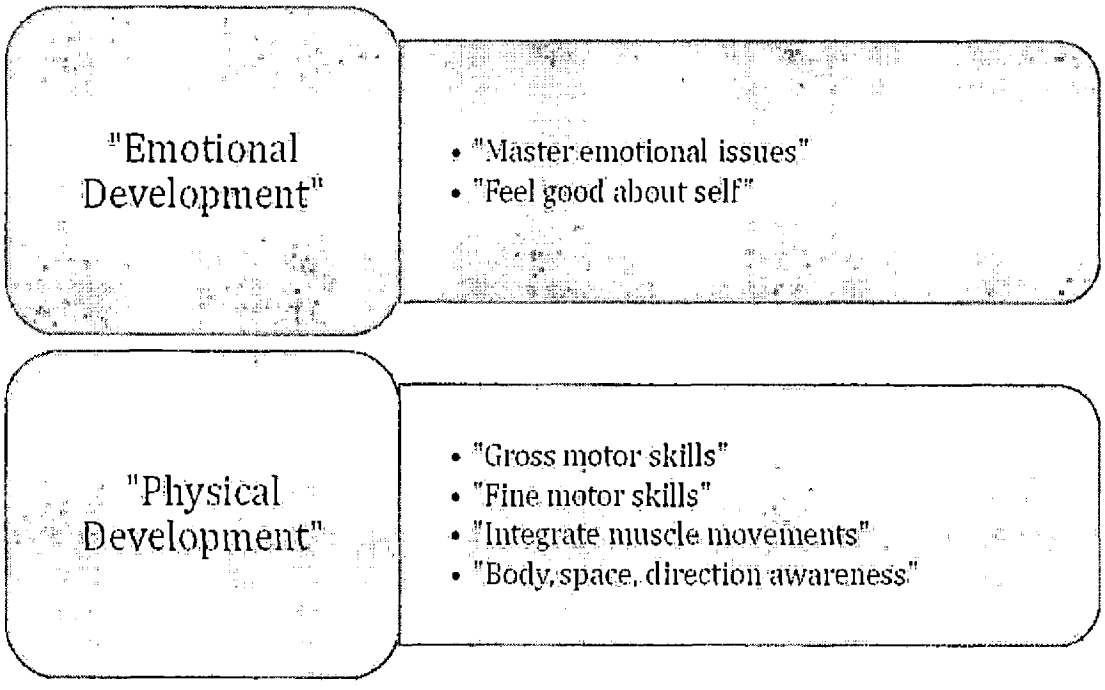
environment, and they use numbers and words to express ideas, concepts, dreams, and histories. In an ever-more technological society, lots of practice with all forms of abstraction - time, place, amount, symbols, words, and ideas - is essential."

Games With Rules: "Most children progress developmentally from an egocentric view of the world to an understanding of the importance of social contracts and rules. Part of this development occurs as they learn that games like Follow the Leader, Red Rover, Simon Says, baseball and soccer cannot function without everyone adhering to the same set of rules. The "games with rules" concept teaches children a critically important concept - the game of life has rules (laws) that we all must follow to function productively."

Wardle, F. (2008). *Play as curriculum*. Retrieved May 21, 2010, from http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=127

Importance of Play





Henniger, M. L. (2009). *Teaching young children: An introduction.* New Jersey: Pearson.

Play Ideas for The classroom

Dramatic Play

Dramatic play is a great way for children to practice their creativity.

Dramatic play is a great for practicing:

- Imagination
- Language skills
- Literacy skills
- Cognitive skills ("divergent thinking")
- Emotional skills
- Social skills

As primary age children become older, they still enjoy socio-dramatic play but begin to prefer games with rules by age 7. To keep things interesting for older primary children, involve them in developing the script and organizing the play.

Tips for successful dramatic play:

- Have special area for dramatic play.
- Have familiar and authentic items for props. (i.e., "prop boxes")
- Have full-length mirrors.
- Keep changing the dramatic play center to keep children engaged.
- Introduce materials and sometimes give mini-lessons on how to use materials.

Invented Games

- Use academic skills such as writing, reading, and mathematics.
- Develop organizational skills.
- Cooperate with other children and adults.
- Solve problems and work through differing opinions.

Bullard, J. (2010). *Creating environments for learning.* New Jersey: Pearson.

Henniger, M. L. (2009). *Teaching young children: An introduction.* New Jersey: Pearson.

Play Ideas for the Classroom

Social/Cooperative Play Activities From Other Cultures

"**Pin**--This is a cooperative game played by Indian children from Guatemala. First, a wooden pin is set up far from the throwing line. Children can decide how far the wooden pin is set up from the throwing line. The goal of the game is to have children work together and get the first thrown ball to touch the wooden pin. The first child to throw the ball has the lead ball. The other balls held by the other children are thrown at the lead ball to knock the wooden pin over. Whoever knocks the wooden pin over gets the opportunity throw the lead ball in the new game."

"**Paired Skipping**--Children in China play this game. Three ropes are needed and three sets of partners turn the rope. There should be space between each of the three turning ropes. Other children should partner up and try to run through the ropes together with linked arms or holding hands. Those who make it through the ropes switch places with the rope turners."

"**Big Turnip**--In this game, children work together to harvest a turnip. One child pretends that they are the big turnip in the ground. Children will quickly learn that one person cannot pick the turnip/child with by themselves they will need team work. Game is played by children in China."

"**Sepak Raga**--This a game played by Malay children and involves a small group of children (4-6). The goal of the game is for the group of children to kick the ball to each other without dropping the ball. Players can use their feet, knees, shoulders, head, chest, but not hands or arms."

"**Group Obstacle Course**--This game is played by children in China. Five children hold hands and go through an obstacle course together. They cannot let go of each others' hands. Children must work together to figure out a way to get through the obstacle course together."

"**Where's the Shaker?**--Children form a circle and two children are in the middle of the circle. One of the two children in the middle of the circle is blindfolded while the other child is stationary in the circle and holding a shaker. The blindfolded child must follow the sound of the shaker to find their partner. This can be played with more than two partners in the middle of the circle. This game is played by Australian children."

"**Where Do I Go?**--Children form a circle with a blindfolded child in the middle. The blindfolded child must find and step on a flat rock or piece of paper. To accomplish this, the blindfolded child will need the help of the children sitting in the circle. The children in the circle will need to call out direction such as "To the right", "Go across", or "Come toward me". Once the blindfolded child steps on the object, a new child comes to take their place. This game is played by Australian."

Henniger, M. L. (2009). *Teaching young children: An introduction.* New Jersey: Pearson.

Orlick, T. (1982). *Cooperative sports & games book* (2nd ed.). New York: Random House.

APPENDIX F

CHILD GUIDANCE

Overview/Outline: Child Guidance Intro and Adult-Child Interaction

Purpose:

DAP includes knowledge about child guidance and creating positive relations between teacher and child and between child and peers. This is important because having positive relationships with adults and peers is a critical element for the best developmental outcomes. It allows children to practice social skills in a safe and positive environment, and relationships with peers and adults predict how well children do in school. Therefore, teachers will learn child guidance techniques for adult and child interactions as well as child and child interactions to address conflicts in the classroom and promote prosocial behaviors.

Objectives:

- **Acquire knowledge about child guidance.**
- **Learn strategies for successful adult-child interactions.**

I. Introduction to Child Guidance (F-2)

   A. Guidance vs. punishment

      1. Punishment

      2. Guidance

II. Importance of Child Guidance (F-3)

   A. Teachers can develop positive and supportive relationships.

   B. Encourage positive social experiences and interactions between children.

   C. Develops qualities important for children to be socially-competent.

III. Adult-Child Interaction (F-4)

   A. Reasons children have problems.

   B. Behavior window

      1. What is the behavior window?

      2. Who does the problem belong to?

      3. No problem area

C. When teacher owns problem

1. Signs that show it is a teacher problem.
2. Why "solution"; "put-downs", and "what's wrong with you" statements don't work.
3. I-messages
4. Setting limits

D. When child owns the problem: Active listening

1. How it works
2. "closed vs. "active listening" examples and activity
3. Active listening when used correctly.
4. Active listening frees up time for teacher.
5. Components of effective communication.
6. 12 road blocks to communication.

I. Introduction to Child Guidance

Child guidance is when educators and caretakers use their collection of knowledge about child development to address a variety of issues that arise when working with children. When child guidance is used effectively, it creates a positive and trusting relationship between adults and children.

A. Guidance vs. Punishment

Punishment

Purpose is to cause child pain/suffering in order to stop behavior:

- Negative
- One time occurrence
- Focuses on what child shouldn't do
- Teaches children not to get caught
- Harsh, controlling, manipulative
- Detracts from the child's self esteem
- Interferes with emotional development
- Child develops a fear-based relationship
- Ineffective in changing child behavior

Examples: Time-outs, shaming, yelling, taking away a privilege.

Guidance

Purpose is to give children tools for long-term inner-control:

- Positive
- Ongoing process
- Focuses on what child should do; warm sensitively-attuned interactive style
- Teaches children to do the right thing
- Supportive and respectful

- Helps children's self-esteem
- Helps develop a sense of cooperation
- Increases the likeliness of having self control
- Child develops close bonds with teachers
- Teaches social, emotional, critical thinking, and language skills
- Focuses on child's feelings and emotions
- Is effective in changing child behavior

Examples: Setting limits, giving choices, explaining reasons for rules, talking about consequences for certain behaviors

II. Importance of Child Guidance

A. Teachers can develop positive and supportive relationships
   - Teachers effectively respond to children's needs
   - Teachers can influence behavior in an appropriate manner

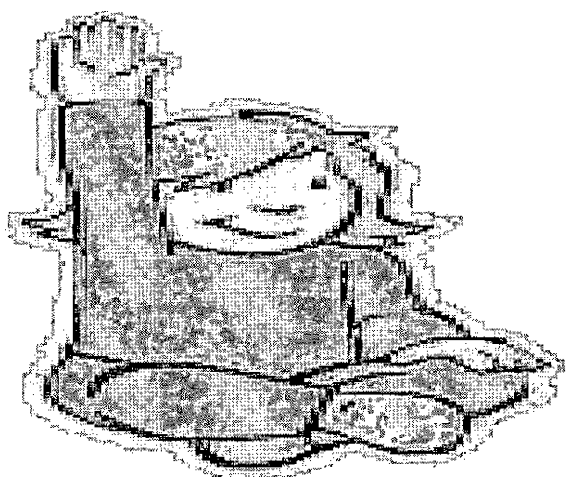
B. Encourages positive social experiences and interactions between children
   - Creates a classroom community
   - Teachers can teach and model positive social interaction

C. Develops qualities important for children to be socially-competent
   - Self-esteem
   - Internal motivation
   - Self-control

III. Adult-Child Interaction

A. Reasons for children's problems:

- Basic psychological need that is not met
- Basic physical need is not met
- Child is becoming ill
- Expectations for child may be too high for where child is developmentally
- Teachers are too harsh and controlling
- Events taking place at home are upsetting the child
- Child may not want to stop a fun activity



B. *Behavior Window*

What Is The Behavior Window?

Teachers all have a behavior window through which they view student behavior. This window is split into two parts: "Acceptable Behaviors" and "Unacceptable Behaviors". The line that separates the two parts moves up and down for various reasons. Some behaviors are more unacceptable to some teachers while some teachers are more accepting of behaviors from children. Sometimes what teachers feel are acceptable behaviors or unacceptable behaviors are based on the setting. Other times it might be factors affecting the teacher personally that cause the line to move up or down (e.g.,teacher is sick)

Gordon, T. (2003). *Teacher effectiveness training.* New York: Three Rivers Press.

Who Does The Problem Belong To?

It is important for the teacher to understand who owns the problem, because it determines how the teacher will address the problem. It is a teacher problem when the problem interferes with the teacher's needs. It is the child's problem when it is causing a problem for the child and not the teacher. These are questions the teachers should ask themselves: (Gordon, 2003, p. 36-37)

1. "Does this behavior have any real, tangible, or concrete effect on me?"
2. "Am I feeling unaccepting because I am being interfered with, damaged, hurt, impaired in some way?"
3. "Am I feeling unaccepting merely because I'd like the student to act differently, not have a problem, or feel the way I think she should?"

If you answer yes to the top two questions then it is a teacher problem. If you answer yes to the third question then it is the child's problem.

No Problem Area

The no problem area ("teaching-learning area") is the ideal place for both teacher and child because neither the teacher nor child is having is a problem. At this time optimal learning is taking place.

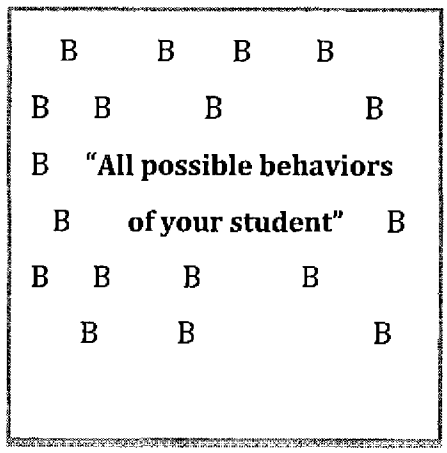
Gordon, T. (2003*). Teacher effectiveness training.* New York: Three Rivers Press.

Behavior Window

Gordon, T. (2003*). Teacher effectiveness training.* New York: Three Rivers Press.

1. "Behavior Window (all possible behaviors)"
2. "Behavior Window (acceptable and unacceptable)"
3. "Behavior Window (who owns the problem)"
4. "Behavior Window (no problem area)"

1.



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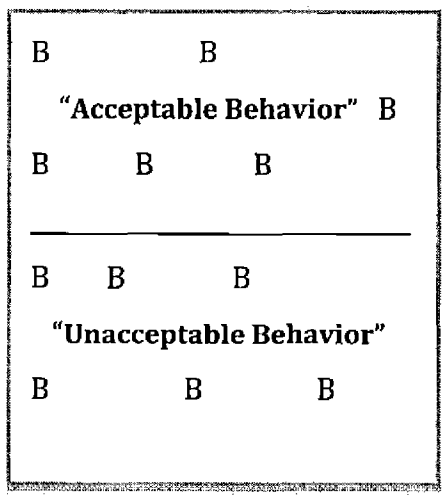
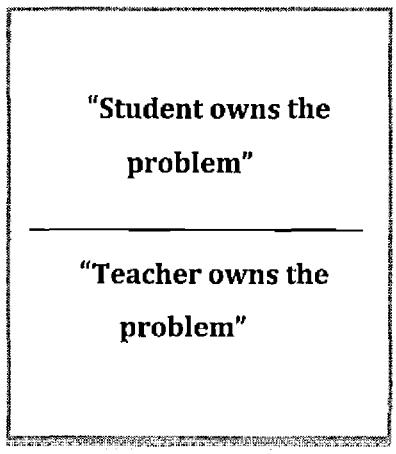


Acceptable Behaviors: Student completes assignment, follows directions, and shares materials with other students.

Unacceptable Behaviors: Student cheats on test, destroys school property, bullies other students.

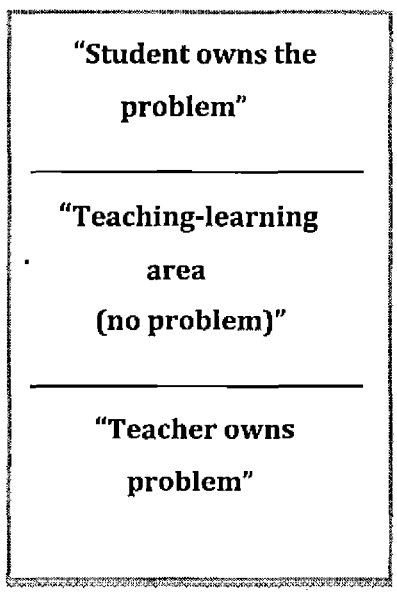
3



Student Owns The Problem: Student expresses sadness over fight with friend.

Teacher Owns The Problem: Student disturbs others students working on assignments.

4.



Student Owns The Problem: Student expresses sadness over fight with friend.

Teaching-Learning Area: Teacher and students are happy.

Teacher Owns The Problem: Student disturbs others students working on assignments.

Gordon, T. (2003). *Teacher effectiveness training.* New York: Three Rivers Press.

C. When The Teacher Owns The Problem

- Teacher initiates the communication
- Teacher is a sender
- Teacher is an influencer
- Teacher wants help for him or herself
- Teacher has to be satisfied with the solution
- Teacher is primarily interested in his own needs
- Teacher is more active in the problem solving

Why "solution", "put-down", and "what's wrong with you" messages do not work

- Solution messages do not work because they tell the student exactly how to behave. Words used by the teacher in this situation are must do, should do, might do, or had better do. Examples:

  1. Ordering, Commanding, Directing

     "Sit down this minute."

  2. Warning, Threatening

     "One more time young man, and you'll stay after school."

  3. Moralizing, Preaching, Giving "shoulds" and "oughts"

     "Fourth graders should know what is right."

  4. Teaching, Using Logic, Giving Facts

     "Assignments do not get finished when you dawdle."

  5. Advising, Offering Solutions or Suggestions

     "If I were you, I'd get back to work."

Gordon, T. (2003*). Teacher effectiveness training.* New York: Three Rivers Press.

- Put-down messages do not work because they chip away at the child's character and self-image. Examples:

  1. Judging, Criticizing, Disagreeing, Blaming

     "You're always the one who starts trouble here."

  2. Interpreting, Analyzing, Diagnosing

     "You're doing that to get attention."

  3. Name-Calling, Stereotyping, Ridiculing

     "You're acting like wild animals."

  4. Praising, Agreeing, Giving Positive Evaluations

     "When you put forth an effort, you such good work."

  5. Reassuring, Sympathizing, Supporting, Consoling

     "It's hard to sit still on such a hot day, isn't it?"

  6. Questioning, Probing, Interrogating, Cross-Examining

     "Just why are you out of your seat."

Gordon, T. (2003*). Teacher effectiveness training.* New York: Three Rivers Press.

- Indirect messages do not work because they are sarcastic, kidding, or teasing. Examples:

  1. "When did they make you principal of the school?"

  2. "Could we wait for our little resident comedian to stop showing off?"

Gordon, T. (2003*). Teacher effectiveness training.* New York: Three Rivers Press.

- You-Messages do not work because they focus all on the student and do not reveal anything about the how they are affected or feel about the Child's behaviors. Examples:

  1. "You're acting like a baby."

  2. "Why did you do that?"

Gordon, T. (2003*). Teacher effectiveness training.* New York: Three Rivers Press.

I-Messages

The most effective messages to use when the teacher owns the problem are I-Messages. "I-Messages convey how the teacher is feeling and leaves the responsibility for the student's behavior with student."

Key elements of I-messages:

- They usually cause child to change behavior.
- Non-negative evaluation of child.
- Keeps teacher-child relationship intact.
- Teacher seems human.
- Creates intimacy that leads to positive relationships.

Gordon, T. (2003*). Teacher effectiveness training.* New York: Three Rivers Press.

There are three components needed in an I-message. The first is what behavior is causing the problem for the teacher. The second is what effect the behavior is having on the teacher. The third part of the I-message explains the feelings of the teacher created by the behavior.

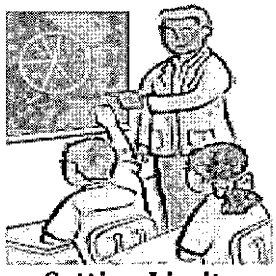
Gordon, T. (2003*). Teacher effectiveness training.* New York: Three Rivers Press.

Examples:

⇒ "When there is too much noise in the room, I cannot hear what anyone is saying and I feel very frustrated."

⇒ "When trash is left around the desks and on the floor when class is dismissed, I have to stay after school and clean it up myself. I feel upset and tired when this happens."

Be aware of children's reactions. Children may still feel hurt, embarrassed, defensive, etc. It is then that teachers must switch to active listening.



Setting Limits

When children do not change their behavior with use of above strategies, setting limits will be necessary. Here are two strategies to do so. (Works well with all children K-3):

- Three-step limit-setting:
  1. Explain rule to child, why it is a problem, and redirect child to something they can do. "Emily, math manipulatives are not for throwing; you can hurt someone or break the manipulative. You can use the math manipulative for the math game."
  2. If child disregards message, state consequences for continued disregard by child. "Emily, math manipulative are not for throwing. If you throw again you will need to find another activity to do."
  3. If child still continues to disregard message, follow through with consequence. Talk about why it is not ok to throw things and redirect child to different activity.
- Six step limit-setting:
  1. Explain rule to child, why it is a problem, and redirect child to something they can do. "Peter, sand is not for throwing. It can hurt you or someone else. You can pour or build with the sand. "
  2. If child disregards message, state consequences for continued disregard by child. "Peter, sand is not for throwing. If you throw it again, you will need to find another activity to do."
  3. If child still continues to disregard message, follow through with consequence. Remove child from play area. "You can come with me or I will help you." Keep child with you to discuss rules and why the behavior was not a good choice.
  4. Have child take responsibility for deciding when they can control themselves and return to the activity.
  5. Go with the child to help/monitor him be successful when returning to activity.
  6. If no change occurs follow through with suspending the privilege.

Marion, M. (2010). *Introduction to early childhood education: A developmental perspective.* New Jersey: Pearson.

D. When Child Owns The Problem: Active listening

Active listening is a great conversation facilitator, especially when the child has the problem. When teachers use active listening with children, children are able to express their feelings and ideas to the teacher with ease. Through expressing their feelings and ideas, children can figure out their own problems by talking with the teacher. Plus it leaves the problem with the child.

Active Listening: How it works

1. Child had a problem, which causes disequilibrium within them.
2. Child communicates what is going on inside them by sending a message (encoding process).
3. The teacher must now decode the message. Sometimes the message is straightforward and other times the teacher must infer/guess the meaning behind it.
    - "I'm hungry." – Straight forward
    - "Do I have to take the math test?" -Child may be nervous.
4. The teacher must reflect back to the student they think is the problem. Child will let the teacher know if the teacher is right or not.
5. Promotes listening in children.
6. Teacher and children become closer.

Gordon, T. (2003). *Teacher effectiveness training.* New York: Three Rivers Press.

"Closed" vs. "active listening" responses: ***"Closed" responses*** *(e.g., "Now don't you talk like that say to your sister"; "Don't be silly- there's nothing to be frightened about") demonstrate a listener's unwillingness to accept and understand.....whereas an* ***active listening response*** *acknowledges a child's right to their feelings and communicates an understanding (and acceptance) of the child's feelings:*

Gordon, T. (2003). *Teacher effectiveness training.* New York: Three Rivers Press.

Child's remark:	Closed response:	Active listening response:
1. I'm never going to play with her again!	Why don't you forget it; she probably didn't mean it	You sound pretty angry at her
2. I can't do this!	Now don't talk like that! you just got started!	This seems difficult for you
3. I'm going to miss you	Now, be a big boy and don't cry!	You sound a little sad
4. You're the meanest teacher in the world!	Now don't you talk to me like that!	You're pretty angry at me now

Give an example of a CLOSED response & an ACTIVE LISTENING response:

	Closed response:	Active listening response:
1. I'm never going to P.E. again	_____	_____
2. You're mean to me!	_____	_____
3. I just can't do math problems by myself!	_____	_____
4. I don't want to go to school tomorrow!	_____	_____
5. No one at school wants to play w/me!	_____	_____

When used correctly active listening can:

- Help create effective class discussions.
- Help dependent and submissive students.
- Facilitate conferences.
- Help teachers address resistance to learning.

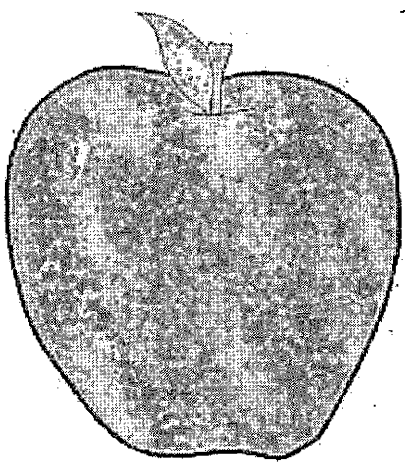
Active listening frees up time for teachers by:

1. Helping students deal with strong feelings.
2. Students learn to be accepting of their emotions.
3. Students quickly get to the real problem.
4. Helps students generate ideas for solving their problems.
5. Helps teacher not take on the problem.

Components of effective communication:

- Teacher needs to remain silent and listen.
- Use nonverbal and verbal cues to let child know you are listening
- Door openers- "Do you want to talk about it?" "Sounds like you have some strong feelings about that."
- Show child you understand through active listening.

Gordon, T. (2003). *Teacher effectiveness training.* New York: Three Rivers Press.



Twelve Communication Roadblocks

1. "Ordering, Commanding, Directing"

   "Stop whining, you're no baby."

2. "Warning, Threaten"

   "Stop whining or I'll give you something to whine about."

3. "Moralizing, Preaching, Giving "Shoulds" and "Oughts""

   "You ought to do the right thing; tell the assistant principal what you know."

4. "Advising, Offering Solutions or Suggestions"

   "If you really understood how I feel, you wouldn't make such a dumb suggestion."

5. "Teaching, Lecturing, Using Logic, Giving Facts"

6. "Judging, Criticizing, Disagreeing, Blaming"

7. "Interpreting, Analyzing, Diagnosing"

   "You're just doing that to get everyone's attention."

8. "Praising, Agreeing, Giving Positive Evaluations"

9. "Name-Calling, Stereotyping, Ridiculing"

10. "Reasoning, Sympathizing, Consoling, Support"

    "Don't feel bad, things will turn out all right. You'll feel better tomorrow."

11. "Questioning, Probing, Interrogating, Cross-Examining"

    "Did you do your homework last night?"

12. "Withdrawing, Distracting, Being Sarcastic, Humoring, Diverting"

Gordon, T. (2003). *Teacher effectiveness training.* New York: Three Rivers Press.

Overview/Outline: Child-Child Conflicts

Objectives:

- Understand causes of conflicts among children.
- Learn about class meetings.
- Acquire knowledge about the eight building blocks for class meetings.
- Learn how to facilitate conflict solutions between young children.
- Acquire knowledge about bullying and how to prevent it.

I. Causes of Conflicts Among Children (F-6)

A. Reasons for conflict among children.

II. How to Handle Child-Child Conflicts (F-7)

A. Teacher-guided problem solving

1. Teacher acts as facilitator
2. Each child gets a turn to tell their side of the story, and teacher rephrases for clarity.
3. Facilitate problem solving among children.

B. Class Meetings

1. What do class meetings help children do?
2. Class meeting format

C. Eight Building Blocks

1. Forming a circle
2. Practice compliments and appreciations
3. Creating agenda
4. Developing communication skills
5. Learn about separate realities

i. It's a jungle out there activity

6. Recognize four reasons people do what they do.
    i. Mistaken goal chart and activity for teachers
    ii. Mistaken goal chart activity for children
    iii. Encouragement activity for children
7. Practice role-playing and brainstorming
8. Focus on nonpunitive solutions
    i. Solutions vs. logical consequences activity for children
    ii. Wheel of Choice

III. School Bullies (F-8)

A. What is bullying?

B. Facts about bullying

C. Types of Bullying

1. Direct
2. Indirect

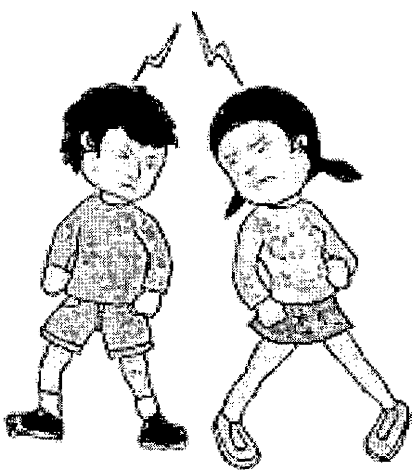
D. How teachers can stop bullying?

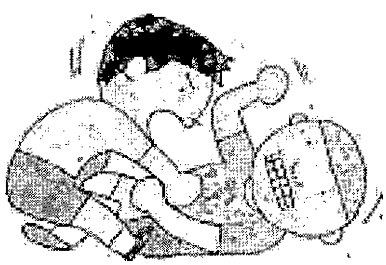
E. What should be included in an effective anti-bully program?

I. Causes of Conflict Among Children

A. Reasons for Conflicts Among Children

- Space and personal belongings
- Aggressiveness or non compliant behavior
- Arguments and lack of social skills
- Egocentrism
- Gossip
- Friendship problems
- Bullying





II. How to Handle Child-Child Conflicts

A. Teacher Guided Problem Solving

In teacher-guided problem solving, the teacher should be an active facilitator and guide young children through the problem solving process.

- Step One: Teacher acts as a facilitator
  - Get down to their eye level
  - Use active listening "It looks like you two have a problem."
- Step Two: Have each child take turns telling their side of the story
  - Rephrase what each child say ("Mary, it sounds like you were going over to get the ball when Sam came over and grabbed it too. Is that right?")
- Step Three: Facilitate problem-solving among children
  - Help children identify the problem
  - Encourage both children to contribute ideas (suggest ideas if children are stuck)
  - Help children decide on the best idea
  - Help children carry out their solution
  - Reinforces the process when the problem is solved

B. Class Meetings

Some of children's child-child conflicts can be dealt with through class meetings. Class meetings are a safe place for children to address their issues with one another in a positive manner, and everyone in the classroom can help students come up with solutions to their problems. In class meetings it is understood that children are not allowed to be disrespectful to one another and that class meetings are an opportunity to engage in problem solving, cooperation, and helping others.

What do class meetings help children do?:

- Give "compliments and appreciations" to classmates
- "Make future plans for the class"
- Develop social interest
- Practice "eight building blocks"

There are two things needed to have a successful class meeting.

1. "Format"
2. "Eight Building Blocks"

Format

The format is the order of topics in the classroom meetings. It gives an idea of what classroom meetings are like and what to expect for topics in every class meeting. The order of the class meetings can be displayed on a poster in the classroom to remind children of topics and order of topics.

Classroom Meeting Format

1. Compliments and appreciations
2. Follow up on prior solutions
3. Agenda items
   - Share feelings
   - Discuss without fixing
   - Ask for problem-solving help
4. Future plans (projects)

Nelsen, J., Lott, L., & Glenn, H. S. (2000). *Positive discipline in the classroom* (3rd ed.). New York: Three Rivers Press.

C. Eight Building Blocks

The eight building blocks are areas children need training in to have an effective class meeting. A few class meetings should be done to train students in the eight building blocks.

1. "Forming a circle"
    - Should be formed by just arranging the chairs in a circle.
    - Have children practice forming a circle then brainstorm ideas for how it can be done effectively.

Nelsen, J., Lott, L., & Glenn, H. S. (2000). *Positive discipline in the classroom* (3rd ed.). New York: Three Rivers Press.

2. "Practice compliments and appreciations"
    - "Tell students to share times when someone said something that made them feel good."
    - Teach children how to avoid "backhanded compliments".
    - Encourage children to be specific with compliments.
    - "Explain to children that giving compliments can feel awkward at first."
    - Help children think of things they would want a compliment for.
    - "Practice Give compliment, Get compliment, or Pass."

Nelsen, J., Lott, L., & Glenn, H. S. (2000). *Positive discipline in the classroom* (3rd ed.). New York: Three Rivers Press.

3. "Creating an agenda"
    - "The agenda should list the issues that teacher and children's are having with others."
    - "Stress that addressing issues on the agenda are not for hurting others or getting them in trouble. It is for thinking of solutions to a problem."

Nelsen, J., Lott, L., & Glenn, H. S. (2000). *Positive discipline in the classroom* (3rd ed.). New York: Three Rivers Press.

4. "Developing communication skills"

    - Focus on helping child become "good listeners, taking turns, expressing one's self clearly", and "respecting others different viewpoints."
    - "Role-play situations of someone trying to speak while others display bad listening skills (looking every where except at listener, talking while someone else is talking)."
    - "Practice taking turns and using I messages."

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5. "Learn about separate realities"

    - "Help children learn about different realities."
    - "It's a jungle out there activity."

Nelsen, J., Lott, L., & Glenn, H. S. (2000). *Positive discipline in the classroom* (3rd ed.). New York: Three Rivers Press.

6. "Recognize four reasons people do what they do."

    - "4 Mistaken goals and charts"
    - "Mistaken goal chart activity" (teacher and student)
    - "Encouragement activity"

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7. "Practice Role-Playing and Brainstorming"
    - "Choose a real classroom problem to use for an example."
    - First try discussing the problem.
    - "Role-play"
        - "Exaggerate"
        - "Have Fun"
        - "Include details for understanding."
        - "Pick role –players (actual role players and volunteers)"
        - "Make sure the scene is accurate."
        - "Ask for children's feelings about the scene and what they were thinking."

Nelsen, J., Lott, L., & Glenn, H. S. (2000). *Positive discipline in the classroom* (3rd ed.). New York: Three Rivers Press.

- "Brainstorm"
    - "Write down all ideas from children."
    - "Ask children to eliminate ideas that are not reasonable or ideas that are disrespectful."
    - "Ask children that role-played to choose solutions they believe would work."
    - "Children involved in the problem should make the final decision on which solution to use."
    - "Solution must be tried for a week before a new solution can be tried."

Nelsen, J., Lott, L., & Glenn, H. S. (2000). *Positive discipline in the classroom* (3rd ed.). New York: Three Rivers Press.

8. "Focus on nonpunitive solutions"
    - Punishment reflection
        - "What is the first thing you want to do when someone hurts you?"
        - "What do you want to do when someone calls you names?"
        - "What do you want to do when someone bosses you?"
        - "How many of you think these things will make you better?"
        - "What would make you better?"

Nelsen, J., Lott, L., & Glenn, H. S. (2000). *Positive discipline in the classroom* (3rd ed.). New York: Three Rivers Press.

- "Solutions vs. Logical Consequences activity"

Nelsen, J., Lott, L., & Glenn, H. S. (2000). *Positive discipline in the classroom* (3rd ed.). New York: Three Rivers Press.

- "When logical consequences are ok"
    - It's "obviously" appropriate
    - It's "helpful not harmful"
    - "Not always a need for a logical consequence"

Nelsen, J., Lott, L., & Glenn, H. S. (2000). *Positive discipline in the classroom* (3rd ed.). New York: Three Rivers Press.

- "Wheel of choice"
    - Saves teacher time
    - Students try two or more ideas
    - Ask adult as last resort or emergency

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It's a Jungle Out There

Why we want to be a the _____. (children choose lion, turtle, eagle, chameleon
• Place children's reasons here

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Why We Didn't Choose

Animal Name	Animal Name	Animal Name
Reasons animal was not chosen.	Reasons animal was not chosen.	Reasons animal was not chosen.

Mistaken Goal Chart

The student's goal is:	*If the teacher feels:*	*And tends to react by:*	*And if the student's response is:*	*The belief behind the behavior is:*	*Coded Messages*	*Teacher proactive and empowering responses include:*
Undue Attention (to keep others busy or to get special services)	Annoyed Irritated Worried Guilty	Reminding Coaxing Doing things for the child he/she could do for him/herself	Stops temporarily, but later resumes same or another disturbing behavior	I count (belong) only when I'm being noticed or getting special service. I'm only important when I'm keeping you busy with me.	Notice Me; Involve Me	"I care about you and . . ." (Example: "I care about you and will spend time with you later."); redirect by assigning a task so child can gain useful attention; avoid special service; plan special time; set up routines; use problem solving; encourage; use class meetings; touch without words; ignore; set up nonverbal signals.
Misguided Power (to be boss)	Angry Challenged Threatened Defeated	Fighting Giving in Thinking "You can't get away with it" or "I'll make you" Wanting to be right	Intensifies behavior Defiance Compliance Feels he/she has won when parent/teacher is upset Passive power	I belong only when I'm boss, in control, or proving no one can boss me. You can't make me.	Let Me Help; Give Me Choices	Redirect to positive power by asking for help; offer limited choices; don't fight or give in; withdraw from conflict; be firm and kind; act, don't talk; decide what you will do; let routines be the boss; leave and calm down; develop mutual respect; set a few reasonable limits; practice follow-through; encourage; use class meetings.
Revenge (to get even)	Hurt Disappointed Disbelieving Disgusted	Retaliating Getting even Thinking "How could you do this to me?"	Retaliates Intensifies Escalates the same behavior or chooses another weapon	I don't think I belong so I will hurt others as I feel hurt. I can't be liked or loved.	Help me; I'm Hurting; Acknowledge My Feelings	Acknowledge hurt feelings; avoid feeling hurt; avoid punishment and retaliation; build trust; use reflective listening; share your feelings; make amends; show you care; encourage strengths; don't take sides; use class meetings.
Assumed Inadequacy (to give up and be left alone)	Despair Hopeless Helpless Inadequate	Giving up Doing for Overhelping	Retreats further Passive No improvement No response	I can't belong because I'm not perfect, so I'll convince others not to expect anything of me; I am helpless and unable; it's no use trying because I won't do it right.	Show Me Small Steps; Celebrate My Successes	Break task down into small steps; stop all criticism; encourage any positive attempt; have faith in student's abilities; focus on assets; don't pity; don't give up; set up opportunities for success; teach skills/show how, but don't do for; enjoy the student; build on his/her interests; encourage; use class meetings

Nelsen, J., Lott, L., & Glenn, H. S. (2000). *Positive discipline in the classroom* (3rd ed.). New York: Three Rivers Press.

Undue Attention (Behaviors that invite adults to feel irritated, annoyed, worried, guilty)	*Misguided Power (Behaviors that invite adults to feel threatened, challenged, provoked, defeated)*
Revenge (Behaviors that invite adults to feel hurt, disappointed, disbelieving, disgusted)	*Assumed Inadequacy (Behaviors that invite adults to feel hopeless, helpless, despair, inadequate)*

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Mistaken Goal Chart

Thinking/Deciding	*Feeling*	*Behavior*	*Mistaken Goal*
	Irritated Worried Annoyed		
	Angry Mad Challenged		
	Hurt Upset Sad Disappointed		
	Hopeless Helpless		

Mistaken Goal Chart

Thinking/Deciding	*Feeling*	*Behavior*	*Mistaken Goal*
Teacher only pays attention to the smart kids.	Irritated Worried Annoyed	I make funny noises and make fun of teacher when she's not looking.	Undue attention (to keep others busy with me)
The playground supervisor tells me I have to eat lunch, or I can't play.	Angry Mad Challenged	I pretend to eat my sandwich, but I hide it in my pocket.	Misguided Power (to be boss)
Someone called me "Fatso."	Hurt Upset Sad Disappointed	I said, "You're ugly." I cried so no one could hear me.	Revenge (to get even)
I'll never be able to do my times tables!	Hopeless Helpless	I said, "I hate math and I think it's stupid." I threw my paper in the trash bin.	Assumed Inadequacy (to be left alone)

Nelsen, J., Lott, L., & Glenn, H. S. (2000). *Positive discipline in the classroom* (3rd ed.). New York: Three Rivers Press.

Encouragement Chart

Undue Attention	*Misguided Power*	*Revenge*	*Assumed Inadequacy*
Walk with them to school.	Ask for their ideas.	Tell them you're sorry if you hurt their feelings.	Let them help someone else with something they are good at.
Sit by them at lunch.	Let them be a line leader.	Be their friend.	Tell them they are okay.
Laugh at their stories.	Put them in charge of a project or chore.	Invite them to your birthday party.	Have another student work with them.
Talk to them.	Ask for their help to tutor another student.	Compliment them.	Tell them math was hard for you, too.

To help students generate ideas, ask:

How could a person get attention in constructive, useful ways instead of useless (misbehavior) ways?

How could a person use his or her power in useful ways, to help others instead of to defeat others?

How can people handle hurt feelings without hurting themselves and others?

How can people get help learning a skill or learn that it's okay to make mistakes?

Nelsen, J., Lott, L., & Glenn, H. S. (2000). *Positive discipline in the classroom* (3rd ed.). New York: Three Rivers Press.

"Solution vs. Logical Consequences Activity"

1. "On a poster board or white board write Logical Consequences on the left hand side."
2. "Tell students to pretend that two students have been put on the agenda for recess tardiness. Ask children to brainstorm ideas for logical consequences. Put these ideas under the logical consequences heading."
3. "Next write the heading solutions on the right side. Tell children to now think of ideas that will help the student come to class on time and write these ideas down."
4. "Ask children to compare the list. Ask the following questions to guide them: Are the lists different? Does one list seem more like punishment then the other? Which list focus on the past? Which list focuses on helping the students in the future?"
5. "Ask to volunteers to pretend they were the late students and ask them to choose an idea from the list that would help them be on time. Which list did they choose from?"
6. "Ask children what they learned from this activity."

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Wheel Of Choice

Try at least two of these ideas when you have a problem.

After you have tried at least two solutions (or in an emergency), ask an adult to help.

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III. School Bullies

A. What Is Bullying?

- Intentional aggressive behavior that is repeated against a victim who cannot readily defend him or herself.
- Repeated actions aimed at causing either physical or psychological harm to an individual who is not in a position to defend herself or himself.

Garandeau, C., & Cillessen, A. (2006). From indirect aggression to invisible aggression: A conceptual view on bullying and peer group manipulation. *Aggression and Violent Behavior, 11*, 641-654.

Smith, J. D., Schneider, B. H., Smith, P. K., & Ananiadou, K. (2004). The effectiveness of whole-school antibullying programs: A synthesis of evaluation research. *School Psychology Review, 33*(4), 547–560.

B. Facts About Bullying

- Bullying is a distressing experience for children.
- Most bullying takes place at school.
- Bullying peaks in the elementary school years.
- Both genders are equally involved in bullying. However, girls are bullied by both genders while girls usually do not bully boys.
- Those involved in bullying are likely to be involved in violent behavior.
- Poor social skills results for both bully and victim.
- Both victims and bullies are at risk for academic failure.
- Young children who are identified as chronic victims are more vulnerable to negative outcomes.
- When there are only a few or less victims, the victim tends to blame themselves.
- Teachers and parents are unaware of intensity and extent of the bullying.

Crick, N. R., Murray-Close, D., & Woods, K. (2006). Borderline personality features in childhood: A short-term longitudinal study. *Developmental and Psychopathology, 17,* 1051-1070.

Frisen, A., Jonsson, A. K., & Persson, C. (2007). Adolescents' perception of bullying: Who is the victim? Who is the bully? What can be done to stop bullying? *Adolescence, 42,* 749-761.

Kochenderfer-Ladd, B., & Wardrop, J. L. (2001). Chronicity and instability of children's peer victimization experiences as predictors of loneliness and social satisfaction trajectories. *Child Development, 72*(1), 134-151.

Safran, E. R. (2007). Bullying behavior, bully prevention programs, and gender. *Journal of Emotional Abuse, 7*(4), 43-67.

Smith, J. D., Schneider, B. H., Smith, P. K., & Ananiadou, K. (2004). The effectiveness of whole-school antibullying programs: A synthesis of evaluation research. *School Psychology Review, 33*(4), 547–560.

Turkel, A. R. (2007). Sugar and spice and puppy dogs' tails: The psychodynamics bullying. *Journal of the American Academy of Psychoanalysis and Dynamic Psychiatry, 35*(2), 243-258.

C. Types Of Bullying

1. Direct
   - "Physical Aggression"
   - "Verbal Aggression"
2. Indirect
   - "Reputational Aggression"
   - "Relational/Social Aggression"

D. How Can Teachers Deal With Bullying?

- "When a teacher notices bullying she must deal with it directly and immediately, and with the individual doing the bullying."
- "Explain to child that is never ok to hit/hurt another child"
- Use "active listening" ("You look very angry. Let's talk about what made you so angry").
- "Teach child successful ways of getting what they want."
- "Encourage children to use their words, not their bodies when they get angry."
- "Use class meeting to involve the whole class."
- "Also find a positive role in the classroom for the child that bullies so they can feel powerful by contributing to the class."
- "Increase the number of defenders against bullying by encouraging children to report bullying to an adult and emphasizing fairness and concern for others."
- "Inquire about your school's policy for stopping and preventing bullying."

Crick, N. R., Murray-Close, D., & Woods, K. (2006). Borderline personality features in childhood: A short-term longitudinal study. *Developmental and Psychopathology, 17,* 1051-1070.

Frisen, A., Jonsson, A. K., & Persson, C. (2007). Adolescents' perception of bullying: Who is the victim? Who is the bully? What can be done to stop bullying? *Adolescence, 42,* 749-761.

Kochenderfer-Ladd, B., & Wardrop, J. L. (2001). Chronicity and instability of children's peer victimization experiences as predictors of loneliness and social satisfaction trajectories. *Child Development, 72*(1), 134-151.

Safran, E. R. (2007). Bullying behavior, bully prevention programs, and gender. *Journal of Emotional Abuse, 7*(4), 43-67.

Smith, J. D., Schneider, B. H., Smith, P. K., & Ananiadou, K. (2004). The effectiveness of whole-school antibullying programs: A synthesis of evaluation research. *School Psychology Review, 33*(4), 547–560.

Turkel, A. R. (2007). Sugar and spice and puppy dogs' tails: The psychodynamics bullying. *Journal of the American Academy of Psychoanalysis and Dynamic Psychiatry, 35*(2), 243-258.

E. What Should Be Included In An Effective Anti-Bully Program?

- "Systems-level intervention: Aims to change the school environment (anti-bullying process, keeping up with occurrences)."
- "Staff and parent involvement: Adults becoming more involved with stopping bullying (meetings, trainings, consult parents)."
- "Educational approaches with students: Involve the entire student body (raise awareness, have classroom meetings)."
- S"tudent involvement in prevention and intervention efforts: Use of student support groups for victims."
- "Interventions with bullies and victims: Meet with bullies and victims for long term counseling (anger management, assertiveness)."

Kochenderfer-Ladd, B., & Wardrop, J. L. (2001). Chronicity and instability of children's peer victimization experiences as predictors of loneliness and social satisfaction trajectories. *Child Development, 72*(1), 134-151.

Salmivalli, C., Kama, A., & Poskiparta, E. (2009). Development, evaluation, and diffusion of a national anti-bullying program (KiVA). In Doll, B., Pfohl, W. & Yoon, J. (eds.). *Handbook of youth prevention science.* New York: Routledge.

Sherer, Y. C., & Nickerson, A. B. (2010). Anti-bullying practices in American schools: Perspectives of school psychologists. *Psychology in the Schools, 47,* 217-229.

APPENDIX G

CLASSROOM ENVIRONMENT

Overview/Outline: Classroom Environment

Purpose:

To construct a positive classroom environment, DAP emphasizes creating a classroom community. To create a classroom community, children are given opportunities to work together, have their own jobs in the classroom, and learn about community events outside the classroom. Also included is learning about and respecting cultures represented in the classroom and community, and teachers reaching out to children's families and giving them opportunities to participate. This is important because it creates a sense of belonging which allows children to feel accepted and comfortable in their classroom (which in turn positively affects their learning). Also, children learn social skills needed once they are adults in society, e.g., having concern for ' needs, working collaboratively with others, and respecting differences among peers. Success in school for children is also increased through the involvement of families. Therefore, the focus of this topic is to create a community of learners, provide opportunities for children to work together, respect and appreciate diversity, help children be aware of issues in the community, and create positive relationships with families.

Objectives:

- **Learn how to create a community of learners.**
- **Learn different ways to provide peer interaction in the classroom.**
- **Acquire knowledge how to effectively use group work and prepare children for group work.**
- **Learn about the different types of classroom settings.**

I. Many Opportunities for Peer Interactions (G-2)

   A. Special Note for Kindergarten

   B. Cooperative Learning

      1. Defining Cooperative Learning

      2. Advantages of Cooperative Learning

   C. Key Features of Cooperative Learning

   D. Teacher's Role

   E. Peer Status

F. Activities to Promote Prosocial Behaviors

G. Group Evaluation (handouts)

II. Collaborative Setting (G-3)

A. Additional Collaborative Ideas for the Classroom

1. Class Meetings

2. Classroom Jobs

3. Peer Tutoring

4. Appreciation of Differences Among Children in the Classroom

B. Create Collaboration Between Children and Larger Community

III. Classroom Environment (G-4)

A. Interpersonal Environment

B. Physical Environment

1. Room Arrangement

2. Guidelines for Room Design

C. Temporal Environment

1. Elements of a Developmentally-Appropriate Schedule

IV. Session Five Reflection Activity (G-5)

To create a classroom environment that is comfortable for all teachers and children, teachers must make an effort to create a "Caring Community of Learners". To accomplish this, teachers should provide opportunities for peer interactions, create a collaborative setting, support appreciation of differences among children, and connect children to issues in the local community. There are also three different environments in the classroom teachers should pay close attention to as well, i.e., "interpersonal, physical, temporal".

Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice n carly childhood programs.* Washington, DC: NAEYC.

Marion, M. (2010). *Introduction to early childhood education: A developmental perspective.* New Jersey: Pearson.

I. Many Opportunities for Peer Interactions

- Encourage children to assist each other.
- Children should be given chances to interact and work with partners or in small group work.

A. Special Note for Kindergarten:

- "Along with providing opportunities for children to interact with peers, teachers must serve as a model for positive interactions. Adults serve as important models for young children."
- "Teachers can engage kindergarten children in class meeting discussions. However, the teacher must be more active in guidance than with older children. "

Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice n carly childhood programs.* Washington, DC: NAEYC.

B. Cooperative Learning:

- What is cooperative learning? Individuals/children "working in a small group to accomplish a task." This teaching strategy takes care of children's "academic and social skills." "Children complete activities with little direct supervision of the teacher. "

Cohen, E. G. (1994). *Designing groupwork: Strategies for the heterogeneous classroom.* New York: Teachers College Press.

- **Cooperative learning provides many advantages:**
  - "Working in a group builds trust and cooperation between students. Trust and cooperation can transfer to other activities in the classroom."
  - "Increases self-esteem."
  - "Egocentric thinking declines faster. "
  - "Children engage in problem solving."
  - "Children experience and practice conceptual learning and other higher level thinking."
  - "Oral language proficiency" increases.

Cohen, E. G. (1994). *Designing groupwork: Strategies for the heterogeneous classroom*. New York: Teachers College Press.

C. <u>Key Features of Cooperative Learning:</u>

1. <u>Member responsibility</u>-Each child should be given their own task which they are responsible for in the group e.g., doing the writing or drawing of all the pictures for the group. Individual tasks are known to everyone in the group. When all children contribute their share of the work, they see that everyone is needed to complete the task.
2. <u>Children have authority in the groups</u>-Children should be given the opportunity to create group goals and make best decisions on how to reach group goals.
3. <u>Make groups "heterogeneous" and small</u>-Groups should be composed of children of varying abilities, ethnic backgrounds, and gender. Groups should be no larger than five children. A group size of two may be best for kindergarten and first grade.
4. <u>Promote positive interdependence</u>-Students are encouraged to rely on and help group members in various ways (teach, cheer on, share ideas and information, give and listen to feedback).
5. <u>"Group processing"-</u> Children discuss the progress of their groups. Children reflect on what has worked well, what has not worked well, and ideas on how to improve for the future.

Cohen, E. G. (1994). *Designing groupwork: Strategies for the heterogeneous classroom*. New York: Teachers College Press.

D. <u>Teacher's Role:</u>

- Review cooperative behaviors with children before the start of group work.
- Clarify learning objectives and directions.
- Teacher makes sure every child has a specific task to contribute to the group, and that everyone knows what each child is responsible for doing.
- Teacher must give groups a chance to function (i.e., step back and trust the process).
- Observe students
- Teacher guides students through group processing and gives feedback to each group

Cohen, E. G. (1994). *Designing groupwork: Strategies for the heterogeneous classroom*. New York: Teachers College Press.

E. <u>Peer Status</u>:

- "High status" standing: "children who dominate the task because they seem more competent or popular for other reasons"
- "Low status" standing: "children who have limited participation in the task, because of seemingly low competence"
- Self-fulfilling prophecy
- Make low status student the "expert"

Cohen, E. G. (1994). *Designing groupwork: Strategies for the heterogeneous classroom*. New York: Teachers College Press.

F. <u>Activities to Promote Prosocial Behaviors:</u>

1. Cooperation Activity

1. Break the kids into four groups and tell them they're going to make music. One group claps, one group whistles, one group taps on their seats, one group makes shushing sounds with their mouths (like cymbals). Each group plays their sound when you point to them. The object is for each group to get itself coordinated into something that sounds good without talking to the other member(s) of the group. In order to accomplish this they have to listen to what each other is doing and adjust accordingly. Point to the groups one at a time, letting each group get their act together. Then, start adding the groups together allowing time for them to adjust what they're doing until they start to sound good. Eventually, you'll have all the groups going at once in a well coordinated ensemble. When the concert is over, ask the kids what made this activity fun and why it required cooperation to make it work. What would have made it work better? If it didn't work, why not?

2. Break the class or group into small teams (five children per team is a good number). Their assignment is to invent a new animal. They must name it, draw it, and decide how and where it lives. Afterward, have each team present its animal to the class and tell exactly how they worked together to create it.

2. Jigsaw Puzzles

Cohen, E. G. (1994). *Designing groupwork: Strategies for the heterogeneous classroom*. New York: Teachers College Press.

Instructions to the students

"Pick out some simple jigsaw puzzles. Each group member has a bag with one quarter of the pieces (for a four-person group). They have to complete the puzzle without a picture of the product in front of them. They may talk, but the task cannot be completed without each individual contributing his or her share. One child may not take another's piece and do it for him or her. Hints and encouragement may be given, but all the members must do their own part."

Discussion

"Talk about how this will be useful for group work. Discussion questions:"

1. "What do you think this game was all about?"

2. "How do you feel about what happened in your group today?"
3. "What things did you do in your group that helped you to be successful in solving the problem?"
4. "What things did you do that made it harder?"

"Encourage students to be concrete about what they did, implications of their actions, and lessons learned. Focus children on two key behaviors for successful group work. 1. Pay attention to what other group members need. 2. No one is done until everyone is done. Children will each have information and ideas that will help complete the tasks given to the group. By sharing this information and these insights with others, everyone will be able to benefit by learning more from the activity."

3. Design a "How to Cooperate" poster that illustrates cooperative behaviors. Keep it displayed on a wall.

HOW TO BE A COOPERATIVE PERSON

- **LISTEN** carefully to others and be sure you understand what they are saying.
- **SHARE** when you have something that others would like to have.
- **TAKE TURNS** when there is something that nobody wants to do, or when more than one person wants to do the same thing.
- **COMPROMISE** when you have a serious conflict.
- **DO YOUR PART** the very best that you possibly can. This will inspire others to do the same.
- **SHOW APPRECIATION** to people for what they contribute.
- **ENCOURAGE PEOPLE** to do their best.
- **MAKE PEOPLE FEEL NEEDED.** Working together is a lot more fun that way.
- **DON'T ISOLATE OR EXCLUDE ANYONE.** Everybody has something valuable to offer, and nobody likes being left out.

5. What's good about cooperating? Make a list of all the benefits.

Sample Checklists

Cooperative Group Learning Checklist: How We Work With Our Partners When Cooperative Learning

Names: _____ and _____

What did we do?	Yes	No
Did we stay in our places?		
Did we share our things?		
Did we take turns?		
Did we use 30 cm voices?		

What can we do better next time? _____

_____

Saskatchewan Education. (1991). *Instructional approaches: A framework for professional practice.* Regina: Saskatchewan Education.

Cooperative Group Skills Rating Scale

The following checklist is from *Wellness 10: A Curriculum Guide for the Secondary Level*, Saskatchewan Education, Training and Employment, 1993, p. 72. It could be used to assess cooperative group skills.

Scale: 1 = hardly ever
2 = some of the time
3 = most of the time
4 = all of the time

Date: _____

Names	Encourages Others	Listens Attentively	Shares/ Takes Turns	Stays on Task	Comments

Saskatchewan Education. (1991). *Instructional approaches: A framework for professional practice.* Regina: Saskatchewan Education.

II. Collaborative Setting

A. Additional Collaborative Ideas for the Classroom:

1. Classroom meetings
    - Teachers inform children of classroom happenings and issues.
    - Teachers show they value children's input.
2. Classroom jobs/ helpers
3. Peer tutoring
    - Teachers encourage children to help others.
    - Peers great source for modeling and scaffolding skills.
4. "Appreciation of differences" among children in the classroom
    - Teacher is respectful of all cultures represented in the classroom.
    - "Bring each child's home culture and language in to the classroom".
    - Teacher has planned activities and discussions about cultures and their languages.
    - Examine differences and similarities among different cultures in the classroom.
    - Literature is a tool used to bring appreciation for different cultures and understanding how to show respect to others.

Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice n carly childhood programs.* Washington, DC: NAEYC.

B. Create Collaboration Between Children and Larger Community

- "Teachers help children become aware of events occurring outside the classroom in the community".
- "Teachers invite various members of the community in the classroom to talk to children about their roles in the community".
- "Teachers guide children in taking part in helping out the local community".

Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice n carly childhood programs.* Washington, DC: NAEYC.

III. Types of Classroom Environments

To create DAP classroom environments, teachers should focus on three environments in the classroom: the "interpersonal" environment, the "physical" environment, and the "temporal" environment.

A. Developmentally-Appropriate Interpersonal Environment

An interpersonal environment includes social exchanges between teacher and child, and also child and child. To create an interpersonal environment that is "healthy" for all children in the classroom, teachers must focus on fostering positive relationships with all children in the classroom as well as encouraging positive and cooperative relationships between children. Another important factor in creating a healthy interpersonal environment is that it addresses the needs of children explained by Maslow ("self actualizing, esteem, social, security, and physiological").

Marion, M. (2010). *Introduction to early childhood education: A developmental perspective.* New Jersey: Pearson.

To create a positive interpersonal environment, teachers:

- "Show respect and affection for children"
- "Show consistent positive behavior to children and others"
- Take children's perspective
- "Acknowledge each child every day"
- "Provide quite times"
- Use child guidance techniques
- Allow many opportunities for children to interact with other children

Marion, M. (2010). *Introduction to early childhood education: A developmental perspective.* New Jersey: Pearson.

B. Developmentally-Appropriate Physical Environment

The physical environment involves the material setting inside and outdoors for the classroom. To make the room developmentally-appropriate, teachers focus on room arrangement and room design.

Benefits of developmentally-appropriate physical environment

- "Fewer" discipline issues
- Children experiences less stress
- Positive interactions with others
- Display more "self-control" and "independence"
- Self esteem is higher

Marion, M. (2010). *Introduction to early childhood education: A developmental perspective.* New Jersey: Pearson.

1. Room arrangement –"reflects teachers' beliefs about children. Teachers who use DAP believe that children are curious, resourceful, and competent".
    - "Sense of order – The room is tidy and organized, which makes the classroom a comfortable place to learn."
    - "Making choices – Classroom is set up to allow children choices."
    - "Active learning – Arrangement of materials and activities allow for active engagement."
    - "Sends messages – The arrangement of the room sends messages to the children": "You can work on many different projects here." "You can make choices here." "When you want to you can work by yourself."

Marion, M. (2010). *Introduction to early childhood education: A developmental perspective.* New Jersey: Pearson.

2. Guidelines for room design:

   - Organize room into learning centers
     - "Small group learning centers"
     - "Large group center"
     - "Individual learning"
     - "Private space"
     - "Arrange learning centers logically"
     - "Create an effective traffic (movement) patterns"

Marion, M. (2010). *Introduction to early childhood education: A developmental perspective.* New Jersey: Pearson.

C. Developmentally-Appropriate Temporal (Time) Environment

"The temporal environment is the time and scheduling of activities within the classroom. Children need predictability to feel comfortable in their environment. A schedule for daily activities alleviates stress for children."

Marion, M. (2010). *Introduction to early childhood education: A developmental perspective.* New Jersey: Pearson.

1. Elements of a developmentally-appropriate schedule:

   - "Balance – balance between large group activities and small group activities, teacher-led and child-led activities, and indoor and outdoor activities."
   - "Time – time allowed for work, play, and learning. Teachers are mindful to pace activities according to children's development."
   - "Choice – Children are given choices in the classroom. They can choose from teacher planned activities or centers."
   - "Transitions – Keep teacher-initiated transitions to a minimum. Remind children ahead of time when transitions will take place."
   - "Schedule – Is always visible in the classroom and is accompanied with a picture. Parents should have a copy of daily schedule as well."

Marion, M. (2010). *Introduction to early childhood education: A developmental perspective.* New Jersey: Pearson.

Session Five Reflection Activity:

What Does Your Classroom Tell Your Children?

"A well-designed classroom sends seven messages to children. Reflect on these messages and write down ways your classroom sends the following seven messages." (Marion, 2010, p. 276)

Marion, M. (2010). *Introduction to early childhood education: A developmental perspective.* New Jersey: Pearson.

1. **"You can learn many things here."**

2. **"You can play and work with other children here."**

3. **"You can make many choices here."**

4. **"You can work on many different projects here."**

5. **"When you are done working in one area, you can go to a different spot and work there."**

6. **"When you want to, you can work by yourself."**

7. **"There is a good space where all the children in your class can gather."**

APPENDIX H

UNDERSTANDING AND BUILDING RELATIONSHIPS WITH FAMILIES

Overview/Outline: Understanding and Building Relationships with Families

Purpose:

Understanding and building relationships with families aides in creating a positive community and helping children achieve success in school. To accomplish this, teachers understand how families impact the development of children before they enter the classroom. Teachers also know families are an important resource for meeting the needs of children. Families who are involved in the classroom help children see the importance of education and feel comfortable in their classroom, which positively affects their learning. In this section the focus is on understanding how families affect children's development, creating positive relationships with families, and getting to know the families.

Objectives:

- **Learn how parents affect children's development.**
- **Learn how to develop successful relationships with parents.**
- **Acquire tips and ideas to get to know children's families.**

I. Parents' Influence on Child Development (H-2)

A. Families in Poverty

1. Poverty statistics
2. Effects of poverty on adults/parents
3. Effects of poverty on parenting behavior
4. Poverty and children's development
5. Poverty behavior chart
6. Characteristics of generational poverty handout
7. DAP helps children in poverty

B. Parenting Style Chart

C. Families Supporting the Development of Boys

II. Teachers and Parents are Partners (H-3)

A. Respectful and Reciprocal Relationships

B. Positive and Open Communication

1. Ways to communicate with families

2. Communication blockers

3. Working with difficult parents and family members

C. Encourage Participation

III. Getting to Know Children's Families (H-4)

A. Culturally Competent Teachers

1. Characteristics of a culturally competent teacher

2. Tips for being culturally competent

IV. Session Six Reflection Activity (H-5)

I. Parents Influence on Child Development

Teachers and administrators understand the importance of the family's role in helping children succeed in school. Parents who are active participants in their children's school have a positive impact on children's perception of school. Educators must find a way to get parents involved. Educators who understand how parents and families affect children's development know how to build partnerships with families, and they understand the importance of becoming culturally-competent of all families in the classroom.

A. Families in Poverty

- Poverty statistics:
  - Subgroup poverty levels:
    - Whites poverty rate is 9.9%
    - Asian poverty rate is 12.1%
    - Black poverty rate is 27.4%
    - Hispanics and Latinos have poverty rate of 26.6%
  - Married couples comprise of 6.2% of families with incomes below poverty level
  - 31.6% of female head of households have income levels below the poverty level.
  - Children living in poverty:
    - Whites poverty rate is 12.4%
    - Asian poverty rate is 13.6%
    - Black poverty rate is 38.2%
    - Hispanics and Latinos have poverty rate of 35.0%

University of Michigan 2010, National Poverty Center. (2010). *Poverty in the United States.* Retrieved, September 14, 2011.

- Effects of poverty on adults/parents:
  - Increased risk of mental health problems in parents (impacts quality of parent-child relationship)
  - Adults more likely to be depressed
  - Adults more likely to be preoccupied with their own issues

- Increased stress
- More chaotic, unstructured home environment
- Reduced height, poorer health/reproductive capacity
- Reduced cognitive capacities
- Large, closely spaced families
- Are more vulnerable to disasters
- Less stable families
- More early marriages
- More economic problems
- More single parents
- More out-of-wedlock births
- High risk of prenatal damage/low birth weight

Bakermans-Kranenburg, M., Van Ijzendoorn, M. H., & Kroonenberg, P. M. (2004). Differences in attachment security between African-American and White children: Ethnicity or socio-economic status? *Infant Behavior and Development, 27*, 417-433.

Bigner, J. J. (1994). *Parent-child relations: An introduction to parenting* (4th ed.). New York: Macmillan College Pub. Co.

McLoyd, V. C. (1998). Socioeconomic disadvantage and child development. *American Psychologist, 53*(2), 185-204.

- Effects of poverty on parenting behavior:
  - Poor parenting skills→more likely to be:
    - harsh/authoritarian, punitive
    - less warmth
    - lower overall quality of interactions w/children
    - less responsive
    - less nurturant
    - less sensitive to child's signals, needs
    - focus on obedience & conformity (overall: lower quality)
    - Greater number of insecure parent-infant attachments

- Less knowledge about parenting skills
- Less verbal interaction w/children
- Less likely to create a supportive, enriching environment → fewer opportunities for learning for children
- More chaotic home environment (K study)
- Reduced adult attention

Bakermans-Kranenburg, M., Van Ijzendoorn, M. H., & Kroonenberg, P. M. (2004). Differences in attachment security between African-American and White children: Ethnicity or socio-economic status? *Infant Behavior and Development, 27*, 417-433.

Bigner, J. J. (1994). *Parent-child relations: An introduction to parenting* (4th ed.). New York: Macmillan College Pub. Co.

McLoyd, V. C. (1998). Socioeconomic disadvantage and child development. *American Psychologist, 53*(2), 185-204.

- Poverty and children's development:
  - Watch TV more & read less
  - Less complex language environment (spoken and print)
  - Feel more powerless→rely more on luck
  - Receive less "independence" training
  - Less likely to value/experience delay of gratification
  - Lower occupational aspirations (job security emphasized over higher occupational aspirations and intrinsically satisfying jobs)
  - Do more poorly in school (score lower on tests of academic competence; less likely to go on to college)
  - Lack of socially-valued educational experiences

McLoyd, V. C. (1998). Socioeconomic disadvantage and child development. *American Psychologist, 53*(2), 185-204.

The following chart indicates possible explanations of behaviors, along with suggested interventions.

BEHAVIOR RELATED TO POVERTY	*INTERVENTION*
LAUGH WHEN DISCIPLINED: A way to save face in matriarchal poverty.	Understand the reason for the behavior. Tell students three or four other behaviors that would be more appropriate.
ARGUE LOUDLY WITH THE TEACHER: Poverty is participatory, and the culture has a distrust of authority. See the system as inherently dishonest and unfair.	Don't argue with students. Use the four-part sheet later in this chapter and have students write the answers to the questions. Model respect for students.
ANGRY RESPONSE: Anger is based on fear. Question what the fear is: loss of face?	Respond in the adult voice. When students cool down, discuss other responses they could have used.
INAPPROPRIATE OR VULGAR COMMENTS: Reliance on casual register; may not know formal register.	Have students generate (or teach students other) phrases that could be used to say the same thing.
PHYSICALLY FIGHT: Necessary to survive in poverty. Only know the language of survival. Do not have language or belief system to use conflict resolution. See themselves as less than a man or woman if they don't fight.	Stress that fighting is unacceptable in school. Examine other options that students could live with at school other than fighting. One option is not to settle the business at school, for example.
HANDS ALWAYS ON SOMEONE ELSE: Poverty has a heavy reliance on non-verbal data and touch.	Allow them to draw or doodle. Have them hold their hands behind their back when in line or standing. Give them as much to do with their hands as is possible in a constructive way.
CANNOT FOLLOW DIRECTIONS: Little procedural memory used in poverty. Sequence not used or valued.	Write steps on the board. Have them write at the top of the paper the steps needed to finish the task. Have them practice procedural self-talk.
EXTREMELY DISORGANIZED: Lack of planning, scheduling, or prioritizing skills. Not taught in poverty. Also, probably don't have a place at home to put things so that they can be found.	Teach a simple, color-coded method of organization in the classroom. Use the five-finger method for memory at the end of the day. Have each student give a plan for organization.
COMPLETE ONLY PART OF A TASK: No procedural self-talk. Do not, "see" the whole task.	Write on the board all the parts of the task. Require each student to check off each part when finished.
DISRESPECTFUL TO TEACHER: Have a lack of respect for authority and the system. May not know any adults worthy of respect.	Tell students that disrespect is not a choice. Identify for students the correct voice tone and word choice that are acceptable. This allows students to practice.
HARM OTHER STUDENTS, VERBALLY OR PHYSICALLY: This may be a way of life. Probably a way to buy space or distance. May have become a habitual response. Poverty tends to address issues in the negative.	Tell students that aggression is not a choice. Have students generate other options that are appropriate choices at school. Give students phrases that can be used instead of the one(s) used.
CHEAT OR STEAL: Indicative of weak support system, weak role models/ emotional resources. May indicate extreme financial need. May indicate little instruction/guidance during formative years.	Use a metaphor story (see example later in this chapter) to find the reason or need behind the cheating or stealing. Address the reason or need. Emphasize that the behavior is illegal and not an option at school.
TALK INCESSANTLY: Poverty is very participatory.	Have students write all questions and responses on a notecard two days a week. Tell students that each gets five comments a day. Build participatory activities into the lesson.

HOW THESE CHARACTERISTICS SURFACE AT SCHOOL

Place a check mark in front of the items that describe students with whom you regularly interact. They …

____ are very disorganized, frequently lose papers, don't have signatures, etc.

____ bring many reasons why something is missing, or the paper is gone, etc.

____ don't do homework.

____ are physically aggressive.

____ like to entertain.

____ only see part of what is on the page.

____ only do part of the assignment.

____ can't seem to get started (no procedural self-talk).

____ cannot monitor their own behavior.

____ laugh when they are disciplined.

____ decide whether or not they will work in your class, based on whether or not they like you.

____ tell stories in the casual-register structure.

____ don't know or use middle-class courtesies.

____ dislike authority.

____ talk back and are extremely participatory.

Payne, R. K. (2001). *A framework for understanding poverty* (Revised ed.). Texas: Aha! Process, Inc.

	POVERTY	MIDDLE CLASS	WEALTH
POSSESSIONS	People.	Things.	One-of-a-kind objects, legacies, pedigrees.
MONEY	To be used, spent.	To be managed.	To be conserved, invested.
PERSONALITY	Is for entertainment. Sense of humor is highly valued.	Is for acquisition and stability. Achievement is highly valued.	Is for connections. Financial, political, social connections are highly valued.
SOCIAL EMPHASIS	Social inclusion of people they like.	Emphasis is on self-governance and self-sufficiency.	Emphasis is on social exclusion.
FOOD	Key question: Did you have enough? Quantity important.	Key question: Did you like it? Quality important.	Key question: Was it presented well? Presentation important.
CLOTHING	Clothing valued for individual style and expression of personality.	Clothing valued for its quality and acceptance into norm of middle class. Label important.	Clothing valued for its artistic sense and expression. Designer important.
TIME	Present most important. Decisions made for moment based on feelings or survival.	Future most important. Decisions made against future ramifications.	Traditions and history most important. Decisions made partially on basis of tradition and decorum.
EDUCATION	Valued and revered as abstract but not as reality.	Crucial for climbing success ladder and making money.	Necessary tradition for making and maintaining connections.
DESTINY	Believes in fate. Cannot do much to mitigate chance.	Believes in choice. Can change future with good choices now.	Noblesse oblige.
LANGUAGE	Casual register. Language is about survival.	Formal register. Language is about negotiation.	Formal register. Language is about networking.
FAMILY STRUCTURE	Tends to be matriarchal.	Tends to be patriarchal.	Depends on who has money.
WORLD VIEW	Sees world in terms of local setting.	Sees world in terms of national setting.	Sees world in terms of international view.
LOVE	Love and acceptance conditional, based upon whether individual is liked.	Love and acceptance conditional and based largely upon achievement.	Love and acceptance conditional and related to social standing and connections.
DRIVING FORCE	Survival, relationships, entertainment.	Work, achievement.	Financial, political, social connections.

DAP helps children in poverty:

- DAP instruction improves academic skills from one school year to the next.
- Teachers who care about children's socio-emotional development along with academic achievements have better basic skills.
- DAP helps to diminish poverty gaps between children in poverty and children not in poverty.
- Children thrive with the positive teacher child interaction, social opportunities, and individualized instruction.

Burts, D. C., Hart, C. H., Charlesworth, R., Fleege, P. O., Mosley, J., & Thomasson, R. H. (1992). Observed activities and stress behaviors of children in developmentally appropriate and inappropriate kindergarten classrooms. *Early Childhood Research Quarterly, 7,* 297–318.

Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice n carly childhood programs.* Washington, DC: NAEYC.

Huffman, L. R., & Speer, P. W. (2000). Academic performance among at-risk children: The role of developmentally appropriate practices. *Early Childhood Research Quarterly, 15,* 167-184.

Marcon, R. (1993). Socioemotional versus academic emphasis: Impact on kindergartners' development and achievement. *Early Child Development & Care. Special Issue: Enhancing Young Children's lives, 96,* 81-91.

C. **Families Supporting the Development of Boys**

- Issues that negatively effect boys development within a family:
  - Early separation from important attachment figures (mother) earlier than girls.
  - Encouraged to be independent.
  - Not comforted as much as girls.
  - Encouraged to be tough, not to show feelings.
  - Encouraged to show bravado and domination.
- Consequences for inappropriate rearing practices once boys are adults:
  - Low energy/self worth
  - Poorly developed interpersonal skills.
  - Sadness
  - Anxiety
  - Hyperactivity/inattention
  - More likely to engage in high-risk behaviors.
- DAP helps to combat inappropriate rearing practices for boys.
  - Teachers give boys more support in social emotional development.
  - Boys have less anxiety.
  - Boys experience less stress.

Burts, D. C., Hart, C. H., Charlesworth, R., Fleege, P. O., Mosley, J., & Thomasson, R. H. (1992). Observed activities and stress behaviors of children in developmentally appropriate and inappropriate kindergarten classrooms. *Early Childhood Research Quarterly, 7,* 297–318.

Henniger, M. L. (2009). *Teaching young children: An introduction.* New Jersey: Pearson.

Huffman, L. R., & Speer, P. W. (2000). Academic performance among at-risk children: The role of developmentally appropriate practices. *Early Childhood Research Quarterly, 15,* 167-184.

Marcon, R. (1993). Socioemotional versus academic emphasis: Impact on kindergartners' development and achievement. *Early Child Development & Care. Special Issue: Enhancing Young Children's lives, 96,* 81-91.

Marion, M. (2010). *Introduction to early childhood education: A developmental perspective.* New Jersey: Pearson.

Sherman, C. W., & Mueller, D. P. (1996, June). *Developmentally appropriate practice and student achievement in inner-city elementary schools.* Washington, DC: Head Start's Third National Research Conference.

1. Warm, sensitively-attuned, responsive ("secure" attachment)	2. Insensitive ("ambivalent-insecure" attachment)	3. Neglectful ("insecure avoidant" attachment; permissive-neglectful)	4. Fear-inducing/chaotic ("disorganized" attachment)	5. Authoritarian/harsh
Childrearing style: * warm, sensitively-attuned, responsive; * uses inductive guidance, not punishment	Childrearing style: *insensitive to but not rejecting of infant's signals; *not "in tune" w/child (is out of sync); * inconsistent, unpredict-Able; * less psychologically-aware; * places own needs before infants	Childrearing style: * insensitive/unresponsive * rejecting of infant's signals; * neglectful; * psychologically & emotionally unavailable	Childrearing style: chaotic, *weird, frightening; unpredictable behaviors; *severely abusive, violent; *psychologically unavailable	Childrearing style: *low warmth, high control, *unresponsive to child's needs, emotions, feelings; *emphasizes obedience, conformity, restriction of child's behavior; *yells, commands, criticizes *uses punishment to control *little communication/ discussion
Child's development: * social competence: superior social skills, less conflict in peer play, capable of intimate, close relations, friendly, trusting * emotional competence: self-regulated, shows empathy, is happy, good self-esteem * cries the least of all groups good attention span, persistent, curious, confident * cognitive & language advantages * more flexible, compliant * promotes healthy mental/psychological functioning; mental flexibility; less vulner-able to stress; least mental illness/psycho-pathologies of all groups; least likely as adolescents to engage in risky b liors	Child's development: * poor social development: weak/poor social skills, lonely, angry, succumb to peer pressure, aggressive toward others, attention-seeking *poor emotional dev.: dysregulated, depen-dent, behavior problems, immature, poor coping, anxious * poor self-esteem * inattention problems, do more poorly in school	Child's development: * poor social development: conflictual relations, isolated, lonely, bully behavior, defiant, aggressive, hostile/ antisocial behavior, fears intimacy, * prone to later conduct problems (probably due to interpersonal alienation & anger from a history of emotional unavailability/ rejection) *poor emotional develop-ment: poor self-regulation, lack of empathy; *at greater risk for later substance abuse	Child's development: *mental disorganization, disorientation * poor social behavior (violent, abusive, delinquent, aggressive, disruptive, behavior) *poor cognitive functioning: deficits in formal reasoning *high anxiety/agitated, poor self-esteem,poorattention span *high psychopathology risk (e.g., dissociation; conduct disorder; best overall predictor of pathology at age 19	Child's development: *unhappy, anxious, insecure, low self-esteem *poor social skills *more likely to look to peers for acceptance *internalizes anger *more likely to violate family rules *less internalized moral prohibitions *poor problem-solving skills (little experience in critical thinking, decision-making) *females: dependent, low achievement motivation *males: high levels of anger and defiance

II. Building Partnerships Between Teachers and Families

A. Respectful and Reciprocal Relationships

- "Respectful Relationships": When teachers and parents feel secure, not judged, and "welcomed" in a relationship.
- "Reciprocal Relationships": "Shared responsibility" and exchanging of ideas.

Marion, M. (2010). *Introduction to early childhood education: A developmental perspective.* New Jersey: Pearson.

B. Positive and Open Communication

- Ways to communicate with families: Communication with parents: to maintain positive and open communication with parents, teachers must make time to do this. There are several forms of communication teachers can use to accomplish this, but some forms of communication work better than others depending on the family.
  - "Telephone: quick and convenient for both teachers and parents."
  - "Written communication: newsletters, parent letters, handwritten notes, or prepublished notes."
  - "Communicating through technology: e-mail, portable devices, web sites, and homework hotline."
  - "Visual communication: DVDs and bulletin boards."
  - "Home visits: Great for getting to know the children and families better."
  - "Parent-teacher conferences: include child."

Henniger, M. L. (2009). *Teaching young children: An introduction.* New Jersey: Pearson.

Marion, M. (2010). *Introduction to early childhood education: A developmental perspective.* New Jersey: Pearson.

- Communication blockers:
  - "Human nature: fear of criticism and differences."
  - "Communication process: Either party being introverted and letting emotions influence communication."
  - "External factors: Personal problems, not adjusting to changing family structures, and time constraints. "

Henniger, M. L. (2009). *Teaching young children: An introduction.* New Jersey: Pearson.

- **"Working with difficult parents and family members":**
  - "Increase communication with families: It is natural to want to avoid communication with people we have had conflict with. However, it's important to increase communication when there has been a conflict with a family. Sending frequent positive notes about how their child is doing in the classroom can be helpful."
  - "Listen and remain calm: Families may say things that are offensive, but listen carefully and stay calm. By listening and staying calm, teachers can focus on the problem and help families find a solution."
  - "Build on family strengths: Teachers should find positive qualities and strengths in a family and find ways to use them in the classroom."

Henniger, M. L. (2009). *Teaching young children: An introduction.* New Jersey: Pearson.

Marion, M. (2010). *Introduction to early childhood education: A developmental perspective.* New Jersey: Pearson.

C. Encourage Participation

When parents and teachers work together, it creates mutual support. For parents to participate, teachers should create opportunities for parents to have "meaningful experiences" with their children at school and at home. By supporting parents they in turn support teachers and the school.

- "Volunteering"
  - Read books to children.
  - Share a talent with the class.
  - Prepare and organize materials.
  - Assist with field trips.
  - Tutor children who need extra help.
- "Learning at home"
  - Encourage parents to help children learn at home by providing activities to parents that reinforce what children learn at school.

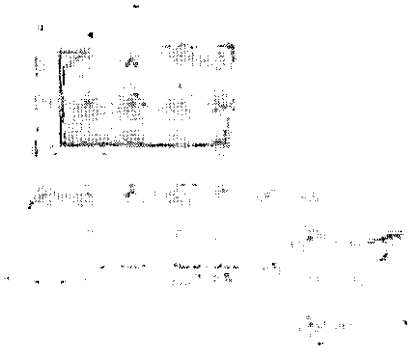
- "Decision-making/goal-making"
  - Teachers and parents share decisions about child's education.
  - Teachers seek to understand goals of the parents for children.
  - Teachers should gather important information about children from families in order to make the best possible decisions.

Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice n carly childhood programs.* Washington, DC: NAEYC.

Henniger, M. L. (2009). *Teaching young children: An introduction.* New Jersey: Pearson.

Marion, M. (2010). *Introduction to early childhood education: A developmental perspective.* New Jersey: Pearson.

Resources for Families



- **NAEYC Web Site:** http://www.naeyc.org/ece/supporting/resources.asp
- American Academy if Child and Adolescent Psychiatry (facts for families): http://www.aacap.org/page.ww?section =Facts+for+Families&name=Facts+for+Families.
- American Academy (parents corner): http://www.aap.org/parents.html.
- California Child Care Resource and Referral Network: http://www.rrnetwork.org
- Linking Families With Community Resources: http://www.mchlibrary.info

Marion, M. (2010). *Introduction to early childhood education: A developmental perspective.* New Jersey: Pearson.

III. Getting to Know Children's Families

A. "Culturally-Competent Teachers"

"Sometimes there is a cultural mismatch between teachers and children because teachers and children may not share the same culture. However, these mismatches can easily be overcome by the teacher becoming culturally competent. When a teacher is culturally-competent, they are able to be open- minded and accepting of family customs that are different than their own. Once that happens, teachers can focus on the families' needs and how to help the family support their child's educational goals. This leads to positive relationships between teacher and families."

Marion, M. (2010). *Introduction to early childhood education: A developmental perspective.* New Jersey: Pearson.

Characteristics of a culturally-competent teacher:

- "Adopt a strength-based approach to working with families (view family's culture and language as a strong starting point)."
- "Build the families' strengths and characteristics regardless of the families' circumstances."
- "Know that all cultures have child care and rearing in common
- "Knows to seek help from other professionals when needed (language barrier)."

Marion, M. (2010). *Introduction to early childhood education: A developmental perspective.* New Jersey: Pearson.

Tips for being culturally-competent:

1. "Look inward to discover and discard any bias that you have about the different cultures in your classroom."
2. "Perspective-taking is important."
3. "Acknowledge values and beliefs of the various cultures in your classroom (discipline, food personal space, etc), but focus in on strengths."
4. "Learn about other cultures."
5. "Each family is unique and has varying values even if they share the same culture."
6. "Speak the language of the families or learn often-used phrases."

7. "If using a translator to speak with family, speak direct to family and use eye contact."

8. "Make signs in the classroom using language of students in the class."

Marion, M. (2010). *Introduction to early childhood education: A developmental perspective.* New Jersey: Pearson.

Session Six Reflection Activity:

1. "Suppose that you speak only English and move to a country where the main language is Spanish. Many English-speaking children have also moved to this country. You notice that your child's school has printed all signs, web sites, handouts, and other material in both Spanish and English. What message would this send to you as a parent?"

2. "Look over the Demonstrate Respect When Working with Families handout. Choose one suggestion that you think is particularly important. Finish this sentence about the rule: "I think that _____ will help me develop a respectful relationship with families because_____."

Marion, M. (2010). *Introduction to early childhood education: A developmental perspective.* New Jersey: Pearson.

3. "How would you handle these parent Problems?"

   - **"The parent who . . . wants to tell you how to teach.** Your student's mother has scheduled a meeting for this afternoon, but she has given you no indication of what she wants to talk about. Your student is doing very well academically and socially, so you don't have a clue as to the topic. At the appointed time, Mom enters your classroom, sits down, and begins to tell you that she feels you need to present your class lessons in a different way and that your curriculum could be improved."

   - **"The parent who . . . is upset with her child's grades.** The day after report cards go home, Mrs. Smith calls you, clearly upset. "My child received straight As on her last report card," she says. "Now it's mostly Bs and Cs. What is going on? Why didn't you let me know? We need to meet immediately to discuss this. I am sick and tired of the school system failing our children."

   - **"The parent who . . . wants to talk daily.** It happens every morning like clockwork. The students have already come into the classroom, the beginning bell is just a couple of minutes away, and . . . there she is at your door: Mrs. Talker. She is pleasant but insistent as she catches

your eye and smilingly demands your attention: "This will only take a second" — but of course, it never does. The topic doesn't really matter, either — she just wants to chat. Always the professional, you give her your attention. By the third day, however, you begin to resent the daily intrusion and realize you have a problem on your hands"

Cerra, C., & Jacoby, R. (n.d.). *How to solve six tough parent problems.* Instructor. Retrieved May 27, 2011, from http://www.scholastic.com/teachers/article/how-solve-six-tough-parent-problems

APPENDIX I

CURRICULUM

Overview/Outline: Curriculum

Purpose:

DAP includes curriculum goals for each content area, its implementation, and integration. Various teaching methods are also included. This is important because teachers can use this knowledge to understand and make certain that the curriculum meets the children's needs, interests, and supports the learning of individual children, and also how to engage/motivate children. Therefore, teachers will learn about the key components of a developmentally-appropriate curriculum, the different content areas, what teachers can do to help children make gains, and learn teaching methods that are effective in motivating and helping children achieve.

Objectives:

- Teachers will learn key components of a developmentally- appropriate curriculum.
- Teachers will learn developmentally-appropriate practice for each content area.
- Teachers will learn about the importance of coherence and integration of curriculum and how to do it in their classroom.
- Teachers will learn how to effectively implement a developmentally-appropriate curriculum.

I. Comprehensive Scope and Important Goals (I-2)

II. Content Areas: Kindergarten (I-3)

A. Language and Literacy

B. Mathematics

C. Science

D. Social Studies

E. Creative Arts

III. Content Areas: Primary (I-4)

A. Language and Literacy

B. Mathematics

C. Science

D. Social Studies

E. Creative Arts

IV. Coherence and Integration (I-5)

1. Teachers understand the order of steps and pace of development and learning.

2. Teachers know how to integrate content from other domains.

V. Effective Implementation (I-6)

A. Curriculum has a Fexible Framework.

B. Teachers Refer to the Curriculum Framework for Planning.

C. Learning Experiences Reflect Awareness of Children's Interests, culture, and social contexts.

D. Regular Assessment is Made on Each Child's Progress.

VI. Session Seven Reflection Activity (I-7)

Comprehensive Scope and Important Goals

According to NAEYC, curriculum is defined as "the goals for knowledge and skill to be acquired by children and plans for learning experiences through which such knowledge and skills will be received" (Copple & Bredekamp, 2009, p. 302). In addition, to have a child centered curriculum, it should:

1. "Address key goals for all areas of child development "(physical, social, emotional, and cognitive) and in all educational domains (language and literacy, mathematics, science, social studies, physical education and health, and creative arts).
2. Support children's learning, knowledge, and skills.
    - Challenging but achievable concepts.
    - Aligns with state learning standards
    - Provides opportunities for children to practice learned skills.
3. Support children's love for learning.
    - Children's Interests are included and used as an entry point to the curriculum.

Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice n carly childhood programs.* Washington, DC: NAEYC.

I. Content areas: Kindergarten

Kindergarten

Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice n carly childhood programs.* Washington, DC: NAEYC.

Language and Literacy

- Reading
  - "Read aloud to children everyday (small or large groups)."
  - "High-quality books are available. "
  - "Children are encouraged to read familiar books. Multiple copies are provided by teacher."
  - "Teachers engage children in discussions of topics of interest using books. Teachers take notes on children's responses."
- Phonological/Phonemic Awareness
  - "Teachers use songs, poems, books, word games to develop phonological and phonemic awareness skills."
  - "Teachers continue to build on children's understanding."
- Writing
  - "Teachers encourage and assist children to write letters, words, and drawings (signs, letters, lists, journals, and observations)."
  - "Children have lots of opportunities to write about topics that interest them."
  - "Children are encouraged to express their ideas through writing. "
  - "Writing is displayed even when it possesses errors."
  - "Children are encouraged to use their developing knowledge of sound and letter correspondence to spell independently."
- Letter, Word, and Print Knowledge
  - "Environmental print in the classroom is created by the children or with the children."

- "Shared writing experiences to model and teach letter and sound relationships in order to spell words."
- "Children are encouraged to take risks and use what they know about sounds and letters to form words."

- Building Knowledge and Comprehension
  - "Teachers use stories, information books, field trips (virtual), and class visitors to build children's knowledge and vocabulary."
  - "Children are encouraged to make connections about what they are learning with their own experiences."
  - "Teachers engage children in discussions that require them to use their vocabulary."
  - "Children are encouraged to check the children's understanding, listen intently, and discuss literature."

Mathematics

- "Teachers take advantage of children's desire to understand numbers ("mathematize" children's everyday encounters)."
- "Math is integrated into other curriculum areas."
- "Focused and interesting math time is provided everyday."
- "Teachers use many strategies to engage children to problem solve, reason, and communicate about math."
- "Teachers make sure to build on children's knowledge and check for understanding before moving on."
- "Teachers do not cover too many topics, but focus on certain areas so children can achieve deeper understanding."

Science

- "Children are given opportunities to observe, ask questions, and make predictions on scientific processes."
- "Science curriculum is not just about exploring. Children acquire foundation concepts and knowledge."
- "Science curriculum covers many areas of science (life science/nature, physical science, and earth and space science)."

Social Studies

- "Broad topics always connect to children's lives."
- "Integrated with other learning domains."
- "Social studies units focus on basic aspects of history, political science, geography and connects with everyday situations/events."
- "Teachers work purposefully to help children understand democracy and its process."

Creative Arts

- "Children regularly experience dance, art, and music in the classroom and community."
- "Teachers display children's art in the classroom."
- "Teachers allow children to explore music and art. Children have opportunities work with different art media."
- "Teachers demonstrate new techniques and uses for materials to help children move beyond what they can already do."
- "Teachers do not provide a model that children are expected to copy."
- "Teachers have many songs to enjoy with children."
- "Songs have repetition and predictable melodies."
- "Musical instruments are provided for children to use. Instruments from other cultures are used as well."
- "Students are allowed to move with the music. "

III. Content areas: Primary

Primary

Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice n carly childhood programs.* Washington, DC: NAEYC.

Language and Literacy

- Listening, Speaking, and Understanding
    - "Teachers regularly engage in conversation with children individually and in small group."
    - "Teachers engage children in complex conversation."
    - "Teachers and children have conversations about experiences outside of school."
    - "Children are exposed to stories and poetry. Teachers give children opportunities to respond and listen to others during group discussions."
    - "Teachers find ways to engage all children in class discussions, by using various strategies (talk to a peer)."
- Motivation for Reading
    - "Teachers provide time every day for children to read books they are interested in."
    - "Teachers read aloud every day."
    - "Teachers take notes on comments and questions children have during literacy discussion and follow up later."
- Phonemic Awareness/Phonics
    - "Teachers encourage children to use what they know about phonics and phonemic awareness in authentic ways (e-mails, journals, and messages)."
    - "Teachers can make adaptations to phonics lessons based on individual needs of the children. "

- Writing
    - "Children have opportunities to write about topics that interest them and about topics they are learning about in school."
    - "Children go through the whole writing process (prewriting, drafting, revising, proofreading, and editing)."
    - "Many teaching strategies for writing (modeling, sharing, and examining children's writing samples in order to draw focus to various aspects of writing process)."
    - "Writing is seen as a social activity."
- Word and Print Knowledge
    - "Children are aided in identifying features of language."
    - "Children are encouraged to experiment with word knowledge."
    - "Word activities require children to ask themselves questions about new words and how they relate to words they already know."
- Building Knowledge and Comprehension
    - "Children read chapter and information books."
    - "Children and teachers discuss complex vocabulary."
    - "Children are encouraged to use new vocabulary in conversations."
    - "Teachers bring children's attention to organizational features of the text."
    - "Teachers use guided discussions and ask children to predict retell/dramatize stories to develop comprehension strategies."

Mathematics

- "Teachers recognize children's interests in making sense of math and its use in the world."
- "Teachers connect math to real life situations."
- "Teachers make sure children are building on previous knowledge before moving on to other math concepts."

- "Children work on math concepts in different group settings (large group, small group, and one on one)."
- "Math is incorporated in other curriculum areas."
- "Getting the right answer is not the main focus of math lessons." "Math lessons incorporate problem solving, communication, reasoning, and making connections."

Science

- "Children are given opportunities to observe, ask questions, and make predictions on scientific processes."
- "Science curriculum is not just about exploring. Children acquire foundation concepts and knowledge."
- "Science curriculum covers many areas of science (life science/nature, physical science, and earth and space science."

Social Studies

- "Teachers use projects and units that include social sciences of history, geography, economics, and civics/political science."
- "Connect social studies to everyday life or events."
- "Teachers explore the democratic process with children and use it authentically in classroom."

Creative Arts

- "Children regularly experience dance, art, and music in the classroom and community."
- "Teachers display children's art in the classroom."
- "Teachers allow children to explore music and art. Children have opportunities work with different art media."
- "Teachers demonstrate new techniques and uses for materials to help children move beyond what they can already do."
- "Teachers do not provide a model that children are expected to copy.
- "Teachers have many songs to enjoy with children."
- "Songs have repetition and predictable melodies."

- "Musical instruments are provided for children to use. Instruments from other cultures are used as well."
- "Students are allowed to move with the music."

IV. Coherence and Integration

1. "Teachers understand the order of steps and pace of development and learning."
    - What are the perquisite knowledge and skills for learning objective ?
    - Are children developmentally ready?
2. Teachers know how to "integrate content from other domains".
    - Children benefit from learning that connects topics from other disciplines. Children gain deeper understanding, repeated exposure to learned topics, and generalize ideas to apply in many situations.
    - Teachers use projects and learning centers to integrate curriculum.
    - Strategies used by teachers to create effective integrated curriculum: include creating choice times for children, planning productive group meetings, and planning productive discussions.

Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice n carly childhood programs.* Washington, DC: NAEYC.

V. Effective Implementation

1. Curriculum has a "flexible framework".
    - Teachers can make adaptations to prescribed curriculum.
    - Teachers use flexibility to address needs and interests of children.
2. Teachers refer to the curriculum framework for planning.
    - To ensure that classroom experiences are coherent and include learning goals.
3. "Learning experiences reflect awareness of children's interests, culture, and social contexts."
    - "Incorporation of children's individual interests, needs, or current events are incorporated".
    - Teachers know what is "interesting to the age group of children" in the classroom.
    - Teachers "value children's input and use it in curriculum when appropriate".
    - Teachers plan lessons and learning experiences that are "respectful to children's culture and encourage positive self-identity".
4. "Regular assessment is made on each child's progress"
    - Assess each child's progress towards school and state standards.
        - Assessment informs curriculum decisions.
        - Assessments happen daily.
    - Teacher assesses own teaching effectiveness and makes changes if needed.
        - How did the lesson go?
        - What went well?
        - What changes should be made going forward?

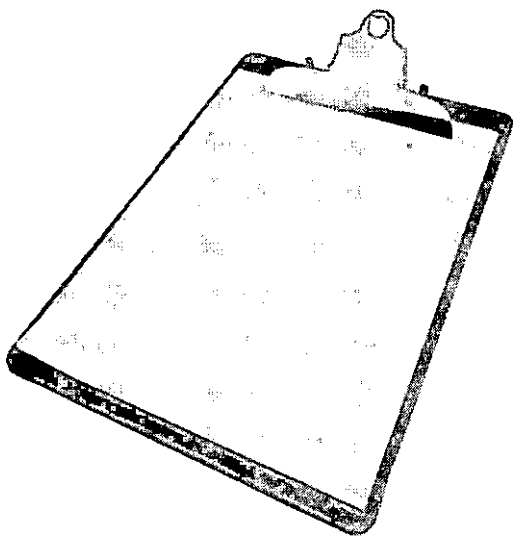
Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice n carly childhood programs.* Washington, DC: NAEYC.

Session Seven Reflection Activity:

1. "You are a first grade teacher. During a conference, parents of one of your first grade parents asked, "The children really seem to like talking to other children as they work. But doesn't talking get in the way of academics?" How should you respond?"

2. "Mr. Hernandez had set up a floor activity in the "discovery area." He placed a ramp on the tile floor and sets several small cars next to the ramp. Working with their teacher, Luis and Trina eagerly sent one car at a time down the ramp, first speculating on how far each car would go. They marked the spot where each car stopped and later recorded their findings on a graph. Then, they repeated the experiment in exactly the same way and got the same results. Explain how the "car and ramp" activity shows an integrated curriculum?"

Marion, M. (2010). *Introduction to early childhood education: A developmental perspective.* New Jersey: Pearson.



APPENDIX J

MOTIVATING STUDENTS AND POSITIVE APPROACHES TO LEARNING

Overview/Outline: Motivating Students and Positive Approaches to Learning

Purpose:

Teachers will learn teaching methods that are effective in motivating and helping children achieve.

Objectives:

- Teachers will learn developmentally-appropriate practice methods for motivating students.

I. Teaching Methods (J-1)

   A. Teaching methods for kindergarten

   B. Teaching methods for primary grades

II. Session Eight Reflection Activity (J-2)

Teaching Methods for Kindergarten

I. Teachers use children's natural curiosity and eagerness to learn about the world to make lessons interesting and children motivated to learn.

II. Teachers are aware of how their verbal encouragement can motivate or "hinder" children.

- "Teachers should provide children with an array of hands-on materials and learning experiences such as books, writing materials, math-related games and manipulatives, natural objects, and tools for science investigations, CDs, and musical instrument, art materials, props for dramatic play, and blocks."
- "Teachers use an array of contexts (whole-group, small group, learning centers, and daily routines)."
- "Teachers should use an array of instructional strategies such as encouraging; offering specific feedback; modeling skills or positive behaviors; creating or adding challenge; giving cues, hints or assistance; telling information directly."
- "Time allotted for child-guided experiences and play."
- "Teachers repeatedly engage children in planning, reflecting on past experience, and working to represent it (charts, drawing, writing and dictating)."
- "Teachers document children's responses to evaluate learning throughout the year."
- "Children work collaboratively to answer questions, and solve problems in subject areas such as math and science."

Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice n carly childhood programs.* Washington, DC: NAEYC.

A. Teaching Methods for Primary Grades

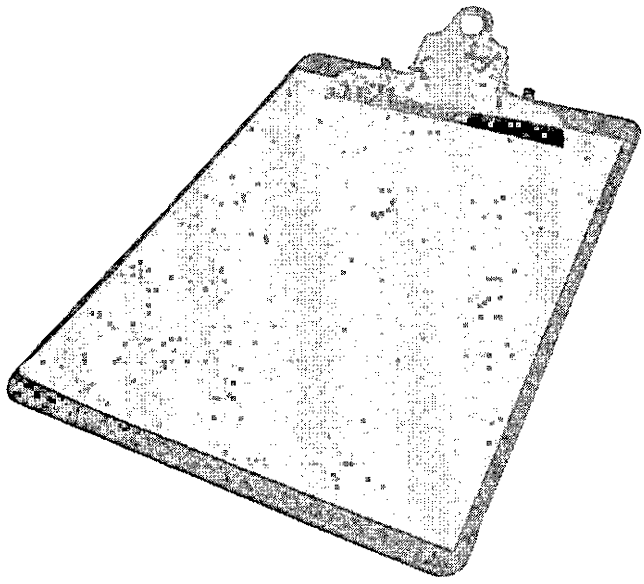
- "Teachers encourage children to set high but achievable goals and to face challenging activities and tasks."
- "Teachers use children's natural curiosity and eagerness to learn about the world to make lessons interesting and children motivated to learn."
- "Teachers are aware of how their verbal encouragement can motivate or hinder children."
- "Teachers should provide children with an array of materials and activities that are relevant to children's lives. Materials are games, books, writing tools, computers, art media, and scientific equipment."
- "Teachers use an array of contexts (whole-group, small group, learning centers, and daily routines). Some groupings are heterogeneous or homogeneous. Children are sometimes allowed to choose their groupings. Groupings are flexible and temporary."
- "Teachers use intellectually engaging strategies by posing questions and problems, pointing out discrepancies, provide complex tasks, and have reciprocal discussions with children."
- "Teachers observe and interact with individual children and small groups during the learning experiences to evaluate current capabilities and skills of each child."
- "Teachers should use an array of instructional strategies such as encouraging; offering specific feedback; modeling skills or positive behaviors; creating or adding challenge; giving cues, hints or assistance; telling information directly."
- "Time allotted for child-guided experiences and play".
- "Teachers guide children in evaluating their own work. Errors or improvements are seen as opportunities for learning."
- "Teachers repeatedly engage children in planning, reflecting on past experience, and working to represent it (charts, drawing, writing and dictating). Teachers also use children's own hypothesis about the world and how it works to engage in problem solving and experiments."
- "Teachers and children work together to select and develop sustained projects. The projects are tackled by children in small groups and they share their information and findings with the larger group. These projects incorporate curriculum goals and interest of children."

Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice n carly childhood programs.* Washington, DC: NAEYC.

Session Eight Reflection Activity:

1. You are a second grade teacher. You want to teach your students about the life cycle of different animals and plants. Create a lesson on the life cycle that integrates different academic disciplines.

2. List different ways you motivate your students in the classroom. Are your strategies developmentally-appropriate? Explain.



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