I #: 93-291-0774

CHILD 230

5-1-2017

DAP Principles

Define DAP in your own words

DAP (Developmentally Appropriate Practice) includes twelve principles that guide teachers in educating children from birth to age eight in developmentally appropriate ways (Copple, 2009, p. 1). Additionally, teachers are inspired by DAP in their responsibility to be effective by a set of five guidelines. They also must embrace three important considerations that deal with age, cultural, and individual appropriateness (Pottle, 2017).

Discuss how to incorporate the domains of development into curriculum

Through careful planning, teachers should create activities that involve several domains of development, as this is more effective in the learning process. For example, painting pictures helps develop both fine motor skills and creativity. Other lessons may include mathematics and scientific inquiry as focuses for development. The more domains that can be included in a single lesson the better (Pottle, 2017).

What a DAP classroom looks like

Teachers that have adapted DAP set up their classrooms with different areas in which kids play, explore, and learn. They provide plenty of engaging toys and activities that stimulate children. For example, one area of the classroom could have musical instruments, another wooden blocks, another picture books, and another art materials. Children are free to imagine and create their own games with the abundant supplies provided rather than being expected to follow rules to create a specific outcome (Pottle 2017).

Difference between process and product

When talking about product in curriculum, it means that teachers have a set outcome in mind when it comes to games or activities. Teachers who focus on process rather than product don't care about the outcome of an activity; they care about *how* the children get to the end, whatever that is. For example, process happens when teachers give children a large variety of supplies and let them create their own art. It also happens in play when children open a box of building blocks and are free to construct what they want (Pottle, 2017).

References

Copple, C., & S. Bredekamp, eds. 2009. *Developmentally Appropriate Practice in Early*

Childhood Programs Serving Children from Birth through Age 8. 3d ed. Washington,

DC: National Association for the Education of Young Children.

Pottle, H. (2017, April 19). Developmentally Appropriate Curriculum. Lecture presented at

CHILD230

Pottle, H. (2017, April 24). Teaching and Learning in DAP Programs. Lecture presented at

CHILD230