This activity is designed to help you think critically about developmentally appropriate practice in creating a caring community of learners. Based on what you have learned about developmentally appropriate practice, read the following scenario and then answer, as best you can, the questions about Ms. J. and Ms. S.’s classroom.

Scenario
It is the third week of preschool for Ms. J and Ms. S’s class of three-year-olds. As the children begin to enter the classroom, Ms. J. sets out some puzzles and blocks for them to play with in the fine motor area. Ms. S. smiles at the children as she finishes up some paperwork. The parents and children seem unsure about what to do, and several children become upset when their parents start to leave. Children wander around the room and eventually begin to play with the toys and activities.

Once everyone has arrived, Ms. S. asks the children to sit on the rug for group circle time. During circle time, Ms. S. leads the children in an interactive song that allows each child to take a turn. The class also reads a story together, and then Ms. J. asks the children, “Who is absent today?” The children’s pictures are posted on the wall, and the class goes through each picture to see if any children are absent. When circle time is finished, Ms. J. and Ms. S. announce that it is time for art. Each child is given a fabric square to decorate, and Ms. J. explains that they will put all of the squares together to make a class quilt. When the quilt is finished, they will hang it on the classroom wall.

After art, free choice time begins. The children choose different activities and toys, and Ms. S. and Ms. J. walk around the room to supervise. They do not stay long in any one area or interact one-on-one with any of the children. As Ms. J. walks toward the reading corner, she notices that Paul is sitting alone without an activity or toy. Paul is a little shy and his language skills are somewhat delayed, so he often ends up playing alone during free choice time. Ms. J. wants to foster Paul’s social skills and include him in large and small group activities, but she is not sure how to do so.
EC-S1: Ability to deliver developmentally appropriate instructional interventions under the direction of a licensed professional for infants and young children ages 0-5 in these domains: cognitive, motor, self-help, sensory, social/play, and speech/language development.

EC-S3: Ability to prepare, adapt, and use developmentally appropriate materials under the direction of a licensed professional.

Questions
1. Identify examples of developmentally appropriate practice in the scenario, and describe them in the space below.

2. Identify examples of developmentally inappropriate practice in the scenario, and explain why you think they might be inappropriate.

3. How could you change each of the inappropriate practices you described in question #2 so they represent developmentally appropriate practices?
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4. What else could Ms. J and Ms. S. do to create a caring community of learners in their classroom? Think of at least two things they could do that are not included in the scenario and describe them here.

5. At the end of the scenario, Ms. J. has a problem that she needs to solve. She wants to help Paul join the other children’s play and feel more included in the classroom community. Brainstorm at least two different strategies she could use to solve this problem and help Paul feel more included in the classroom community.