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.

Teaching to Enhance Development and Learning: A Closer Look (Lesson 3a)

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 Mrs. B. and Ms. J.’s toddler classroom.

Scenario
Mr. J. is a paraprofessional in the toddler classroom, and today he is working closely with a little girl named Lauren. Lauren is two and a half years old and very active. During free choice time, Lauren often has trouble choosing an activity and starts to run and jump around the room instead. Mr. J. asks her to sit down on the rug and offers her the choice to play with blocks, look at books together, or play in the kitchen area. Lauren chooses to play with blocks, and approaches a boy who is already playing with them. She grabs the blocks away from the boy, and he immediately starts to cry. Mr. J. becomes frustrated and says loudly, “Lauren, don’t do that.” He gives the blocks back to the other child, and Lauren starts to yell and cry. Mr. J. becomes more frustrated as she continues to cry, and threatens to send her to time out if she does not stop.

After she stops crying, Lauren walks over to the shelf and chooses several dolls to play with. Mr. J. sits next to her and shows her how to feed the doll and dress it. They play with the dolls for several minutes, until another child approaches them. Mr. J. offers a doll to the child, and watches as she and Lauren play with their dolls together. He slowly withdraws from their play as they become more comfortable interacting with each other. At the end of free choice time, he guides the girls to put the dolls back on the shelf before joining the rest of the children for group circle time. The toddler room teacher, Mrs. B., reads a story to the children about forest animals. However, she ignores the children’s comments and questions during the story and does not invite them to participate. The children get restless as Mrs. B. finishes the story, and several children start to wander around the room.
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**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 that they represent developmentally appropriate practices?
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4. What else could Mr. J. do to enhance Lauren’s development and learning? Think of at least two things he could do that was not included in the scenario.

5. After learning about developmentally appropriate practice in early childhood programs, Mr. J. decides he wants to more actively promote Lauren’s communication and language development. Brainstorm at least two different strategies he could use to promote her communication and language development in the classroom.