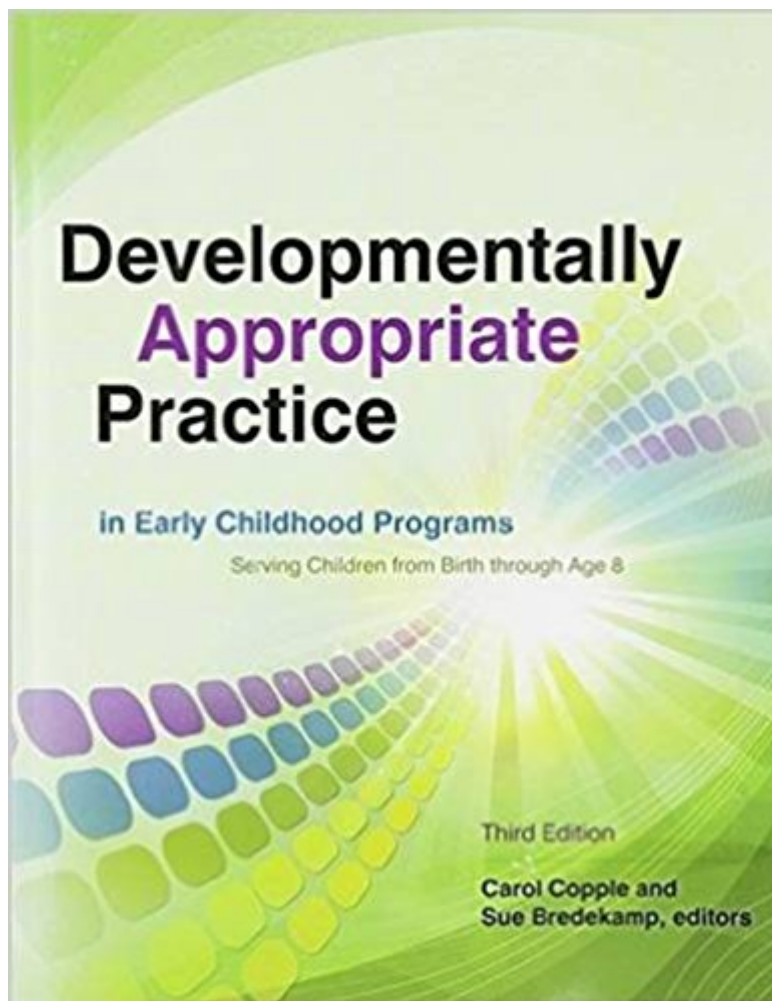


The book was found

Developmentally Appropriate Practice In Early Childhood Programs Serving Children From Birth Through Age 8



Synopsis

Since the first edition in 1987, NAEYC's book *Developmentally Appropriate Practice in Early Childhood Programs* has been an essential resource for the early child care field. Fully revised and expanded, the 2009 version comes with a supplementary CD containing readings on key topics, plus video examples showing developmentally appropriate practice in action. Based on what the research says about development, learning, and effective practices, as well as what experience tells us about teaching intentionally, DAP articulates the principles that should guide our decision making. Chapters describe children from birth through age 8 in detail, with extensive examples of appropriate practice for infant/toddler, preschool, kindergarten, and primary levels.

Book Information

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Customer Reviews

With each new edition, this landmark title has served as the compass within the early childhood education professional discipline by deftly adjusting the lens and paradigm of knowledge, skills, and theory to accurately reflect how the succeeding generation of young children must be holistically nurtured. The first edition in 1987 introduced the concept (known implicitly if not explicitly within early childhood circles) of developmentally appropriate practice (DAP) to the greater education society and took a somewhat controversial, but evidence-supported, position squarely within the child development/constructivist/outcome-based theoretical camp rather than in the camp of behaviorism, information processing, and standard-based education. With DAP squarely engrained within professional educational knowledge and ideology worldwide, the second edition (printed in

1997) took a pluralistic, global, and multicultural perspective by molding the concept of developmentally appropriate practice into a three-dimensional approach to early childhood education highly dependent on the context where it is implemented, the culture of the educational workplace/staff, and the background of the children being taught. A decade later, teaching young children has changed significantly. The results of decades-old, large-scale longitudinal studies grounded in the same constructivist theory as DAP (Abecedarian, Perry Preschool, Chicago Longitudinal, etc.) and the results/personal anecdotes of smaller scale uses of certain curricula models (High/Scope, Creative Curriculum, Montessori, Reggio Emilia-inspired curriculum, etc.) have forced experts to take a more informed and critical eye examination of developmentally appropriate practice. Consequently, the timing of this third edition may be near-perfect.

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