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Developmentally Appropriate Practice Guidelines

*Enabling young children to
achieve their full*

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developmental potential is a human right and an essential requisite for sustainable development. Given the critical importance of enabling children to make the best start in life, the health sector,

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among other sectors, has an important role and responsibility to support nurturing care for early childhood development. This guideline provides direction for strengthening policies and

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programmes to better address early childhood development. It is primarily the family who provides the nurturing care that children need to develop in the earliest years. Many parents and other caregivers

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need support to put this into practice. Therefore, the guideline contains four recommendations aimed at caregivers, health professionals and other workers who can assist them,

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as well as policy-makers and other stakeholders. The recommendations relate to i) providing responsive care and activities for early learning during the first 3 years of life; ii) including responsive care

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and early learning as part of interventions for optimal nutrition of infants and young children; and iii) integrating psychosocial interventions to support maternal mental health into early childhood

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***health and development
services.***

***The concept of "funds of
knowledge" is based on a
simple premise: people are
competent and have
knowledge, and their life***

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experiences have given them that knowledge. The claim in this book is that first-hand research experiences with families allow one to document this competence and knowledge, and that such

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engagement provides many possibilities for positive pedagogical actions. Drawing from both Vygotskian and neo-sociocultural perspectives in designing a methodology that views the everyday practices

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***of language and action as
constructing knowledge, the
funds of knowledge approach
facilitates a systematic and
powerful way to represent
communities in terms of the
resources they possess and***

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***how to harness them for
classroom teaching. This book
accomplishes three
objectives: It gives readers the
basic methodology and
techniques followed in the
contributors' funds of***

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knowledge research; it extends the boundaries of what these researchers have done; and it explores the applications to classroom practice that can result from teachers knowing the

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communities in which they work. In a time when national educational discourses focus on system reform and wholesale replicability across school sites, this book offers a counter-perspective stating

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that instruction must be linked to students' lives, and that details of effective pedagogy should be linked to local histories and community contexts. This approach should not be confused with

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parent participation programs, although that is often a fortuitous consequence of the work described. It is also not an attempt to teach parents "how to do school" although that could certainly be an

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outcome if the parents so desired. Instead, the funds of knowledge approach attempts to accomplish something that may be even more challenging: to alter the perceptions of working-class

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***or poor communities by
viewing their households
primarily in terms of their
strengths and resources, their
defining pedagogical
characteristics. Funds of
Knowledge: Theorizing***

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***Practices in Households,
Communities, and Classrooms
is a critically important volume
for all teachers and teachers-
to-be, and for researchers and
graduate students of
language, culture, and***

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education.

***BEGINNING ESSENTIALS IN
EARLY CHILDHOOD
EDUCATION, Third Edition, is
a streamlined foundations
textbook that introduces early
childhood students to the***

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field. This unique text is organized to answer four key questions: What is the field? Who is the child? Who is the teacher? and What is being taught? The four sections address the essentials of early

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***childhood education,
emphasizing multiculturalism
and developmentally
appropriate practice. New to
this edition, “Teacher Talk”
boxes are first-person
accounts from teachers who***

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reflect on their experiences in the classroom and provide valuable, applicable advice for those entering the profession. In addition, “Brain Research” boxes showcase some of the most important aspects of

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brain research and development today, connecting it to the classroom. Other features include special boxed material that highlights key issues related to standards, diversity,

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only and does not include access to the Enhanced Pearson eText. To order the Enhanced Pearson eText packaged with a bound book, use ISBN 0133830977. Helps students create the best

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***programs for young children
ages three through eight. The
authors' goal in writing
Developmentally Appropriate
Curriculum: Best Practices in
Early Childhood Education
was to bring together the best***

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***information currently available
for developing an integrated
approach to curriculum and
instruction in the early years.
The Sixth Edition addresses
all aspects of classroom life,
including the roles of children***

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and adults, the physical and social environments, and teaching and learning within multiple domains for children age three to eight. It provides a comprehensive, cohesive approach to curriculum

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development, which results in greater continuity for children and practitioners in group settings in childcare, preschool, and the early elementary grades.

Concentrating as much on the

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“how” of curriculum development as on the “what and why,” the authors provide practical, research-based guidelines for translating theory into best practice that accommodates age-

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appropriateness, individual differences, and social and cultural diversity. Students learn how to conceptualize, plan, implement, and evaluate curriculum through detailed application opportunities in

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each chapter. The Enhanced Pearson eText features embedded video, licensure examination preparation exercises, and assessments Improve mastery and retention with the Enhanced Pearson

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***eText* The Enhanced Pearson
eText provides a rich,
interactive learning
environment designed to
improve student mastery of
content. The Enhanced
Pearson eText is: Engaging.***

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***The new interactive,
multimedia learning features
were developed by the authors
and other subject-matter
experts to deepen and enrich
the learning experience.
Convenient. Enjoy instant***

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online access from your computer or download the Pearson eText App to read on or offline on your iPad® and Android® tablet.* Affordable. The Enhanced Pearson eText may be purchased stand-alone

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or with a loose-leaf version of the text for 40-65% less than a print bound book. *The Enhanced eText features are only available in the Pearson eText format. They are not available in third-party eTexts

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or downloads. *The Pearson eText App is available on Google Play and in the App Store. It requires Android OS 3.1-4, a 7" or 10" tablet, or iPad iOS 5.0 or later.

Focus on Children in First,

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***Second, and Third Grades
Basics of Developmentally
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Why, What, and How
Case Studies in Early
Childhood Education
Active for Life***

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***Developmentally Appropriate
Practice***

***Media Literacy for Young
Children: Teaching Beyond the
Screen Time Debates***

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and purchases made outside***

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or renting from companies
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Enhanced Pearson eText may
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incorrect, or may be*

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previously redeemed. Check with the seller before completing your purchase. This package includes the Enhanced Pearson eText and the bound book. Sue Bredekamp, one of the

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*foremost authorities in
the field of early
childhood education, is
author of Effective
Practices in Early
Childhood Education:
Building a Foundation, now*

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in its Second Edition. At its core, this intriguing text provides the building blocks for understanding effective practices in early childhood education. Building upon the

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*Developmentally
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framework that she
conceptualized, Sue
Bredekamp shows how
effective teaching
practices can make a*

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difference in the lives of young children. Written with a clear and engaging presentation, the author designed the book to prepare a new generation of early childhood

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professionals by remaining keenly focused on the three core themes threaded throughout: intentional teaching, challenging and interesting curriculum, and evidence-based,

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effective practices for a new generation of early childhood educators. The Enhanced Pearson eText features embedded video. Improve mastery and retention with the

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*Enhanced Pearson eText**

The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content. The Enhanced

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Pearson eText is:

*Engaging. The new
interactive, multimedia
learning features were
developed by the authors
and other subject-matter
experts to deepen and*

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*enrich the learning
experience. Convenient.
Enjoy instant online
access from your computer
or download the Pearson
eText App to read on or
offline on your iPad® and*

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purchased stand-alone or
with a loose-leaf version
of the text for 40-65%
less than a print bound*

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*available on Google Play
and in the App Store. It
requires Android OS 3.1-4,
a 7" or 10" tablet, or
iPad iOS 5.0 or later.
Strategies to promote
literacy competence*

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*This book represents the
early childhood
profession's consensus
definition of
developmentally
appropriate practice in
early childhood programs.*

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It is intended for use by teachers, administrators, parents and policy makers. Make your everyday interactions with children intentional and purposeful with these steps: Be

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*Present, Connect, and
Extend Learning.
Learners, Contexts, and
Cultures
Eager to Learn
Developmentally
Appropriate Curriculum*

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*Developmentally
Appropriate Practice in
Early Childhood Programs
Serving Children from
Birth Through Age 8
WHO guideline
Visible Learning in Early*

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Childhood

Grades PreK-3

The long-anticipated new version of the internationally recognized Early Childhood Environment Rating Scale® , ECERS-3, focuses on the full range of needs of preschool-

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and kindergarten-aged children. This widely used, comprehensive assessment tool measures both environmental provisions and teacher-child interactions that affect the broad developmental needs of

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**young children, including:
Cognitive Social-emotional
Physical Health and safety
ECERS-3 also includes
additional Items assessing
developmentally appropriate
literacy and math activities.
Designed for preschool,**

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kindergarten, and child care classrooms serving children 3 through 5 years of age, ECERS-3: Provides a smooth transition for those already using ECERS-R. Emphasizes the role of the teacher in creating an environment

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conducive to developmental gains. Is designed to predict child outcomes more accurately and with greater precision. Provides a stronger method of distinguishing between good and truly excellent programs. Offers a

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**complete training program
with ongoing support
available at the Environment
Rating Scales Institute (ERSI)
website (www.ersi.info).
ECERS-3 is appropriate for
state and district-wide QRIS
and continuous improvement;**

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**program evaluation by
directors and supervisors;
teacher self-evaluation;
monitoring by agency staff;
and teacher education. The
established reliability and
long term evidence of validity
of the ERS family of**

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**instruments make this new
version of ECERS particularly
useful for RTTT-ELC
accountability and research.
Suitable for use in inclusive
and culturally diverse
programs, ECERS-3 subscales
evaluate: Space and**

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**Furnishings Personal Care
Routines Language and
Literacy Learning Activities
Interaction Program Structure
Advances in medical,
biomedical and health
services research have
reduced the level of**

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uncertainty in clinical practice. Clinical practice guidelines (CPGs) complement this progress by establishing standards of care backed by strong scientific evidence. CPGs are statements that include

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**recommendations intended to optimize patient care. These statements are informed by a systematic review of evidence and an assessment of the benefits and costs of alternative care options.
Clinical Practice Guidelines**

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We Can Trust examines the current state of clinical practice guidelines and how they can be improved to enhance healthcare quality and patient outcomes. Clinical practice guidelines now are ubiquitous in our healthcare

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system. The Guidelines International Network (GIN) database currently lists more than 3,700 guidelines from 39 countries. Developing guidelines presents a number of challenges including lack of transparent methodological

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**practices, difficulty
reconciling conflicting
guidelines, and conflicts of
interest. Clinical Practice
Guidelines We Can Trust
explores questions
surrounding the quality of
CPG development processes**

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and the establishment of standards. It proposes eight standards for developing trustworthy clinical practice guidelines emphasizing transparency; management of conflict of interest ; systematic review--guideline

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**development intersection;
establishing evidence
foundations for and rating
strength of guideline
recommendations;
articulation of
recommendations; external
review; and updating. Clinical**

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Practice Guidelines We Can Trust shows how clinical practice guidelines can enhance clinician and patient decision-making by translating complex scientific research findings into recommendations for clinical

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practice that are relevant to the individual patient encounter, instead of implementing a one size fits all approach to patient care. This book contains information directly related to the work of the Agency for

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Healthcare Research and Quality (AHRQ), as well as various Congressional staff and policymakers. It is a vital resource for medical specialty societies, disease advocacy groups, health professionals, private and international

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organizations that develop or use clinical practice guidelines, consumers, clinicians, and payers. DEC Recommended Practices guides the development and implementation of an effective early

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**intervention/early childhood
special education program by
fully integrating research
evidence with the everyday
truths faced by people who
live and work with children
with disabilities.**

There are many reasons to be

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curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000, How People

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**Learn: Brain, Mind,
Experience, and School:
Expanded Edition was
published and its influence
has been wide and deep. The
report summarized insights
on the nature of learning in
school-aged children;**

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described principles for the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then, researchers have continued to investigate the nature of

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learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related to learning, and educational technologies. In addition to expanding

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scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have been important discoveries about influences on learning, particularly sociocultural factors and the

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structure of learning environments. How People Learn II: Learners, Contexts, and Cultures provides a much-needed update incorporating insights gained from this research over the past decade. The book expands on

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the foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning. How People Learn II will become an indispensable resource to understand

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**learning throughout the
lifespan for educators of
students and adults.**

**Birth to Age Eight
Integrated Curriculum and
Developmentally Appropriate
Practice
Equitable and Joyful Learning**

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in Preschool

**Building a Foundation
Developmentally Appropriate
Practice in Early Childhood
Programs Serving Children
from Birth Through Age 8,
Fourth Edition (Fully Revised
and Updated)**

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**Beginning Essentials in Early
Childhood Education
Transforming the Workforce
for Children Birth Through
Age 8**

*Focusing on research-based,
developmentally appropriate practices,
this book shows teachers how to help*

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young children reach standards through creative play activities that ignite their enthusiasm to learn.

*The Creative Curriculum comes alive!
This videotape-winner of the 1989 Silver Apple Award at the National Educational Film and Video Festival-demonstrates how teachers set the stage for learning by*

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creating a dynamic well-organized environment. It shows children involved in seven of the interest areas in the The Creative Curriculum and explains how they learn in each area. Everyone conducts in-service training workshops for staff and parents or who teaches early childhood education courses will find the

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video an indispensable tool for explaining appropriate practice.

The assessment of young children's development and learning has recently taken on new importance. Private and government organizations are developing programs to enhance the school readiness of all young children, especially children

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from economically disadvantaged homes and communities and children with special needs. Well-planned and effective assessment can inform teaching and program improvement, and contribute to better outcomes for children. This book affirms that assessments can make crucial contributions to the improvement of

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children's well-being, but only if they are well designed, implemented effectively, developed in the context of systematic planning, and are interpreted and used appropriately. Otherwise, assessment of children and programs can have negative consequences for both. The value of assessments therefore requires

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fundamental attention to their purpose and the design of the larger systems in which they are used. Early Childhood Assessment addresses these issues by identifying the important outcomes for children from birth to age 5 and the quality and purposes of different techniques and instruments for

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developmental assessments.

Make learning visible in the early years

Early childhood is a uniquely sensitive

time, when young learners are rapidly

developing across multiple domains,

including language and literacy,

mathematics, and motor skills. Knowing

which teaching strategies work best and

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when can have a significant impact on a child's development and future success.

Visible Learning in Early Childhood investigates the critical years between ages 3 and 6 and, backed by evidence from the Visible Learning® research, explores seven core strategies for learning success: working together as evaluators,

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setting high expectations, measuring learning with explicit success criteria, establishing developmentally appropriate levels of learning, viewing mistakes as opportunities, continually seeking feedback, and balancing surface, deep, and transfer learning. The authors unpack the symbiotic relationship between these

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*seven tenets through Authentic examples
of diverse learners and settings Voices of
master teachers from the US, UK, and
Australia Multiple assessment and
differentiation strategies Multidisciplinary
approaches depicting mathematics,
literacy, art and music, social-emotional
learning, and more Using the Visible*

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Learning research, teachers partner with children to encourage high expectations, developmentally appropriate practices, the right level of challenge, and a focus on explicit success criteria. Get started today and watch your young learners thrive!

Developmentally Appropriate Movement Programs for Young Children

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Educating Our Preschoolers

Improving early childhood development

The new kindergarten

Implementing Developmentally

Appropriate Practices

*Wisconsin Model Early Learning
Standards 5th Edition*

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The long-awaited new edition of NAEYC's book Developmentally Appropriate Practice in Early Childhood Programs is here, fully revised and updated! Since the first

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edition in 1987, it has been an essential resource for the early childhood education field. Early childhood educators have a professional responsibility to plan and implement

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***intentional,
developmentally
appropriate learning
experiences that promote
the social and emotional
development, physical
development and health,***

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***cognitive development, and
general learning
competencies of each child
served. But what is
developmentally
appropriate practice (DAP)?
DAP is a framework***

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designed to promote young children's optimal learning and development through a strengths-based approach to joyful, engaged learning. As educators make decisions to support each

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child's learning and development, they consider what they know about (1) commonality in children's development and learning, (2) each child as an individual (within the

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context of their family and community), and (3) everything discernible about the social and cultural contexts for each child, each educator, and the program as a whole.

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This latest edition of the book is fully revised to underscore the critical role social and cultural contexts play in child development and learning, including new research about implicit bias

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***and teachers' own context
and consideration of
advances in neuroscience.
Educators implement
developmentally
appropriate practice by
recognizing the many***

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assets all young children bring to the early learning program as individuals and as members of families and communities. They also develop an awareness of their own context. Building

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***on each child's strengths,
educators design and
implement learning
settings to help each child
achieve their full potential
across all domains of
development and across all***

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content areas.

***A comprehensive overview
of all the components
necessary to run an
effective early childhood
program as a teacher, this
bright new text remains***

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***keenly focused on
application and skill-
building, utilizing several
areas of child
development-aesthetic,
affective, cognitive,
language, physical, and***

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***social-as the basis for
curriculum planning.
Includes curriculum areas
such as aesthetics,
affective, language,
physical, social, cognitive
(math) and cognitive***

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(science); chapters on child guidance; how to observe and assess children's learning; detailed approaches to planning lessons, days and weeks; circle time activities;

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***creating learning centers
both indoors and outside;
and projects and themes
with sample projects and
lesson plan samples
throughout. The book
promotes several areas of***

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child

***development—aesthetic,
affective, cognitive,
language, physical, and
social—and incorporates
subject matter areas (art,
math, literacy, and science)***

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into the developmental domains rather than focusing on the subjects themselves. There are six activity types (exploratory play, guided discovery, problem-solving,

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***discussions,
demonstrations, and direct
instruction) in every
domain presented to the
reader, as well. The
contents of the book are all
closely aligned to the***

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current developmentally appropriate practice (DAP) guidelines. Strongly methods-based in its approach, the book also imparts the “how to” of teaching, with many

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***developmentally
appropriate examples of
ways to teach children ages
three to six years of age.
Combines research and
practice on integrated
developmentally***

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appropriate curriculum that helps theorists, researchers, parents, and teachers understand how to match early childhood teaching practices to the integrated manner that

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***young children naturally
think and learn.***

***Using Developmentally
Appropriate Practices to
Teach the Common Core:
Grades PreK-3 provides
current and prospective***

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***primary grade teachers with
an understanding of the
CCSS-ELA and CCSS-M that
highlights their
compatibility with
developmentally
appropriate practices***

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(DAP), the instructional approach generally preferred by teachers of young children. The book begins by framing the CCSS as a distinct improvement over lengthy lists of

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academic content standards and as a carefully conceptualized and DAP-friendly set of curriculum guidelines. Next, the CCSS-ELA and CCSS-M for Grades K-3 are unpacked,

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analyzed, synthesized, and cross-referenced to key features of DAP. Finally, several "hot topic" issues—differentiating instruction to meet the needs of all learners,

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***ensuring equitable access
to the curriculum for
English Language Learners,
addressing assessment and
accountability expectations,
and educating parents and
families about the CCSS***

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***and DAP—are prioritized
and examined in depth.
Using Developmentally
Appropriate Practices to
Teach the Common Core:
Grades PreK-3 is a highly
useful guide for both pre-***

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***service and in-service early
childhood education
teachers.***

***DEC Recommended
Practices***

Funds of Knowledge

Best Practices in Early

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***Childhood Education
Birth Through 5 Years
Learning to Read and Write
The Learning-Centered
Kindergarten
Clinical Practice Guidelines
We Can Trust***

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*Thoughtful and comprehensive,
DEVELOPMENTALLY
APPROPRIATE PRACTICE:
CURRICULUM AND
DEVELOPMENT IN EARLY
EDUCATION, 6th Edition, is
designed to meet the needs of*

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new early childhood students as well as experienced teachers, professionals, and parents. It provides an overview of the concepts and theoretical foundations of developmental practices and discusses the

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*practical implications for
teachers and caregivers. The
text reflects the NAEYC position
statement on Developmentally
Appropriate Practice and
includes content on aligning
early childhood teaching*

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practices with national and state education standards, in addition to many student-oriented features and applications. Among other changes, this edition includes new integration of professional standards, model

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letters for communicating with families, real-world scenarios for practicing intentional decision-making, and the latest on brain research relevant to early education. Important Notice: Media content referenced within

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the product description or the product text may not be available in the ebook version. Clearly babies come into the world remarkably receptive to its wonders. Their alertness to sights, sounds, and even

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abstract concepts makes them inquisitive explorers" and learners" every waking minute. Well before formal schooling begins, children's early experiences lay the foundations for their later social

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behavior, emotional regulation, and literacy. Yet, for a variety of reasons, far too little attention is given to the quality of these crucial years. Outmoded theories, outdated facts, and undersized budgets all play a

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part in the uneven quality of early childhood programs throughout our country. What will it take to provide better early education and care for our children between the ages of two and five? Eager to Learn

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explores this crucial question, synthesizing the newest research findings on how young children learn and the impact of early learning. Key discoveries in how young children learn are reviewed in language accessible

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*to parents as well as educators:
findings about the interplay of
biology and environment,
variations in learning among
individuals and children from
different social and economic
groups, and the importance of*

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health, safety, nutrition and interpersonal warmth to early learning. Perhaps most significant, the book documents how very early in life learning really begins. Valuable conclusions and

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recommendations are presented in the areas of the teacher-child relationship, the organization and content of curriculum, meeting the needs of those children most at risk of school failure, teacher preparation,

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assessment of teaching and learning, and more. The book discusses: Evidence for competing theories, models, and approaches in the field and a hard look at some day-to-day practices and activities

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generally used in preschool. The role of the teacher, the importance of peer interactions, and other relationships in the child's life. Learning needs of minority children, children with disabilities, and other special

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*groups. Approaches to
assessing young children's
learning for the purposes of
policy decisions, diagnosis of
educational difficulties, and
instructional planning.*

Preparation and continuing

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development of teachers. Eager to Learn presents a comprehensive, coherent picture of early childhood learning, along with a clear path toward improving this important stage of life for all children.

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Examines systemic issues contributing to inequities in early childhood, with ways faculty, teachers, administrators, and policymakers can work to disrupt them.

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This volume spells out more fully the principles undergirding developmentally appropriate practice and guidelines for making decisions in the classroom for young children.

Occupational Therapy Practice

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*Guidelines for Early Childhood
Early Childhood Assessment
How to Connect With Children to
Extend Their Learning
An Introduction for Teachers of
Kindergartners
Advancing Equity and*

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*Embracing Diversity in Early
Childhood Education: Elevating
Voices and Actions
Focus on Developmentally
Appropriate Practice
Using Developmentally
Appropriate Practices to Teach*

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the Common Core

***Filled with information
and inspiration for
applying DAP in your
work with infants and
toddlers.***

Developmentally

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***Appropriate Practice in
Early Childhood Programs
Serving Children from
Birth Through Age 8,
Fourth Edition (Fully
Revised and Updated)
Most preschoolers love***

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vigorous play, but research shows that they may not continue to be active if they lack a foundation of skills. Early childhood educators need to ensure that children

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***learn the movement skills
necessary to keep them
active and healthy
throughout childhood and
beyond. >Active For Life:
Developmentally
Appropriate Movement***

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Programs for Young Children > provides guidance on what high-quality movement programs should include: designing of effective movement environments,

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***components of
curriculum, assessment,
and more. Unlocking
children's potential in
this vital area will inspire
a love of physical activity
for years to come.***

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Provides examples of actual encounters students or practitioners might have if they were to observe classes in many different developmentally

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***appropriate settings and
listen in on some of the
teachers' thought
processes.***

***Developmentally
Appropriate Play
A Comprehensive Guide***

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***for Practical Application
in Early
Intervention/early
Childhood Special
Education
Developmentally
Appropriate Practices for***

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***Young Children
Developmentally
Appropriate Practice:
Curriculum and
Development in Early
Education
Nurturing Children's***

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***Sense of Wonder and Joy
in Learning
Reaching Standards and
Beyond in Kindergarten
A Unifying Foundation***

This international handbook gives a
comprehensive overview of findings

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from longstanding and contemporary research, theory, and practices in early childhood education in the Northern and Southern hemispheres. The first volume of the handbook addresses theory, methodology, and the research activities and research needs of particular regions. The second volume

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examines in detail innovations and longstanding programs, curriculum and assessment, and conceptions and research into child, family and communities. The two volumes of this handbook address the current theory, methodologies and research needs of specific countries and provide insight

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into existing global similarities in early childhood practices. By paying special attention to what is happening in the larger world contexts, the volumes provide a representative overview of early childhood education practices and research, and redress the current North-South imbalance of published work on

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the subject.

Filled with information and inspiration for applying DAP in your work with children in grades 1-3.

Currently in the United States, 20% of children ages 6 years or younger live in poverty. Poor children have fewer opportunities than their peers to

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resources that are important for child development. At the same time, the prevalence of developmental disabilities has increased to 1 in every 6 children. Early identification of developmental delays is critical, and more than half of all American parents do not know the warning signs.

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Occupational therapy professionals in early intervention and preschool practice can provide the necessary services to support children's health in early childhood. This Practice Guideline explains the occupational therapy process for young children--and their families, caregivers, and

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teachers--which includes evaluation, intervention, and outcomes planning to enhance a child's occupational performance, adaptation, health and wellness, community participation, role competence, and self-advocacy. Topics include social-emotional development; feeding, eating, and swallowing;

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cognitive and motor development; service delivery; autism; obesity, cerebral palsy; and parent training. This work can help occupational therapy practitioners, as well as those who manage, reimburse, or set policy regarding occupational therapy services, understand the contribution of

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occupational therapy in evaluating and serving young children. This guideline can also serve as a resource for parents, school administrators, educators, and other early childhood staff.

Kindergarten has changed drastically since it was introduced to the United

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States in the 1850s. Recent changes in curriculum and government involvement in educational policy such as the No Child Left Behind Act lead to increased rigor in Kindergarten classrooms. Among other curricular expectation, Kindergarteners are expected to be strong readers at the end

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of the year. In order to determine how teachers perceive these changes and how they affect their classrooms, 91 teachers were surveyed from across the state of Minnesota. Teachers were asked about the basic demographics and structure of their classroom as well as their familiarity with developmentally

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appropriate practice guidelines as defined by the National Association for the Education of Young Children. Results showed that teachers who were more familiar with developmentally appropriate practice guidelines as defined by the National Association for the Education of Young Children.

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Results showed that teachers who were more familiar with developmentally appropriate practice guidelines gave their children more free play, did not feel that the amount of curriculum was too much and their students were perceived to have better academic progress.

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Early Childhood Environment Rating
Scale (ECERS-3)

Infant/toddler early learning guidelines

International Handbook of Early
Childhood Education

How People Learn II

Developmentally Appropriate
Curriculum in Action

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developmentally appropriate practice
and academic rigor

10 Keys to Success for Standards-
Based Classrooms

This innovative book
helps kindergarten
teachers align learning-

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centered practices with state standards and offers classroom vignettes, practical strategies, lesson plans, and other essential resources.

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Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong

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progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and

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learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who

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contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and

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competencies needed to
do their jobs well.

Transforming the
Workforce for Children
Birth Through Age 8
explores the science of
child development,

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particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the

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workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the

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government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of

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professional practice
and the practice
environment for care and
education professionals.
These detailed
recommendations create a
blueprint for action

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that builds on a
unifying foundation of
child development and
early learning, shared
knowledge and
competencies for care
and education

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professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with

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adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. Transforming

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the Workforce for
Children Birth Through
Age 8 offers guidance on
system changes to
improve the quality of
professional practice,
specific actions to

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improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and

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inform future actions.

The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and

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ultimately improve
outcomes for children.

Help children
participate in
purposeful play to
promote the development
of a number of important

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Outlines the core ideas of DAP as practiced in kindergarten so teachers can deepen their everyday practice.

Powerful Interactions

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Focus on Infants and
Toddlers

Theorizing Practices in
Households, Communities,
and Classrooms

Guiding Young Children
to a Higher Level

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Developmentally
Appropriate Practice in
Early Childhood Programs
Creative Curriculum
Guidelines for Early
Learning in Child Care
Home Settings