

### DEVELOPMENTALLY APPROPRIATE PRACTICE

- Source** National Association for the Education of Young Children (NAEYC), Sue Bredekamp, Editor  
*Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8*  
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- Excerpts** The following are excerpts from the *NAEYC Position Statement on Developmentally Appropriate Practice in the Primary Grades Serving 5- Through 8-Year-Olds*.

The National Association for the Education of Young Children (NAEYC) defines early childhood as the years from birth through age 8. The purpose of this position statement is to describe both developmentally appropriate and inappropriate practices in the primary grades. This position statement reflects the most current knowledge of teaching and learning as derived from theory, research, and practice.

#### DEVELOPMENT AND LEARNING IN PRIMARY-AGE CHILDREN

One of the most important premises of human development is that all domains of development--physical, social, emotional, and cognitive--are integrated. The relevant principle of instruction is that teachers of young children must always be cognizant of "the whole child" and the curriculum should be integrated. The curriculum may be planned around themes that are selected by the children, or by the teacher based on the children's interest.

During the primary years, children's physical growth tends to slow down as compared to the extremely rapid physical growth that occurred during the first 5 years of life. Children gain greater control over their bodies and are able to sit and attend for longer periods of time. However, primary-age children are far from mature physically and need to be active. Primary-grade children are more fatigued by long periods of sitting than by running, jumping, or bicycling. Therefore, an important principle of practice for primary-age children is that they should be engaged in active, rather than passive, activities.

Between 6 and 9 years of age, children begin to acquire the mental ability to think about and solve problems in their heads because they can then manipulate objects symbolically--no longer always having to touch or move them. This is a major cognitive achievement for children that extends their ability to solve problems. Therefore, a principle of practice for primary-age children is that the curriculum provide many developmentally appropriate materials for children to

explore and think about and opportunities for interaction and communication with other children and adults. Similarly, the content of the curriculum must be relevant, engaging, and meaningful to the children themselves.

Primary-age children can engage in interactive conversations with adults as well as with other children and can use the power of verbal communication, including joking and teasing. Research demonstrates that engaging in conversation strengthens children's abilities to communicate, express themselves, and reason. Therefore, relevant principles of practice are that primary-age children be provided opportunities to work in small groups on projects that "provide rich content for conversation" and that teachers facilitate discussion among children by making comments and soliciting children's opinions and ideas.

Children of primary-grade age are becoming intensely interested in peers. Establishing productive, positive social and working relationships with other children close to their age provides the foundation for developing a sense of social competence. The relevant principle of practice is that teachers recognize the importance of developing positive peer group relationships and provide opportunities and support for cooperative small group projects that not only develop cognitive ability but promote peer interaction.

At about age 6, most children begin to internalize moral rules of behavior and thus acquire a conscience. Children's behavior often shows that they find it difficult to live with and by their new self-monitoring and that they need adult's assistance. Teachers and parents need to help children accept their conscience and achieve self-control. In appropriate classrooms, teachers use positive guidance techniques, such as modeling and logical consequences, to help children learn appropriate behavior, rather than punishing, criticizing, or comparing children.

Although universal and predictable sequences of human development appear to exist, a major premise of developmentally appropriate practice is that each child is unique and has an individual pattern and timing of growth, as well as individual personality, learning style, and family background. Enormous variance exists in the timing of individual development that is within the normal range. The principle of practice is that the younger the children and the more diverse their backgrounds, the wider the variety of teaching methods and materials required.

The primary grades hold the potential for starting children on a course of lifelong learning. Whether schools achieve this potential for children is largely dependent on the degree to which teachers adopt principles of developmentally appropriate practice.

### **WORKING WITH PUPPETS**

If you have not had a lot of experience using puppets to teach young children, consider these suggestions:

1. Take time to practice and play with the puppet before using it in your presentation. Become comfortable with how it feels and how you can make it move. Practice showing feelings or emotions with the puppet (i.e., fear, surprise, curiosity, sadness, happiness, feeling cold, feeling hot, etc.)
2. Give the puppet personality and a distinct voice different than your own. You can choose an accent or voice adapted from another character with which you are familiar.
3. Remember to move the puppet when it is speaking. Use lots of body language and a variety of head, mouth, arm, and body movements. Practice in the mirror.
4. The puppet should always “focus” on whoever is speaking. The puppet can look at the speaker, nod, scratch, etc.
5. Have the puppet “whisper” to you instead of speaking out loud. You can speak for the puppet if it is “too shy” by repeating what the puppet whispers in your ear.

Use this page for your own notes

### LETTER TO PARENTS

Dear Parents,

Your child will soon have the fortunate experience to participate in *Be Ready 1-2-3*, a disaster preparedness program developed by the American Red Cross.

Three puppets--Cool Cat, Ready Rabbit, and Disaster Dog--will help lead your child through three fun lessons related to Fire, Winter Storms, and Earthquake preparedness. The lessons include important information and activities which will help your child respond appropriately during a disaster.

Your child will work with a copy of *The Be Ready Book*, and at the conclusion of the program, will bring it home along with a certificate of completion. The last page of the book is designed to help the whole family prepare. I am sure that you will find it useful.

If you would like additional information on disaster preparedness, contact your local American Red Cross.

Sincerely,

Use this page for your own notes



DEPARTMENT  
OF GEOLOGY  
AND MINERAL  
INDUSTRIES

Administrative Office

(Included with permission  
from the Oregon Department  
of Geology and Mineral  
Industries)

### EARTHQUAKE HAZARDS IN WESTERN OREGON

#### Answers to the 8 most common questions

##### 1. Is there an earthquake hazard in Oregon?

YES! There have been no big earthquakes in Oregon's brief history and there is no question that damaging earthquakes have been far less frequent in Oregon than in California or Washington. However, geologic research tells scientists that Oregon will someday experience big earthquakes, and because we are poorly prepared, the damage could be great. We are faced with a small chance of a great disaster.

##### 2. What about "The Big One"?

Geologic research in the last few years has shown that Oregon and Washington have probably been shaken by numerous subduction zone earthquakes during the last several thousand years. Subduction zone earthquakes occur when two great crustal plates slide past each other beneath the coast of Oregon and Washington. These earthquakes occur, on average, every 500-600 years, and the most recent was about 300 years ago. The subduction zone earthquakes were probably centered along the coast of Oregon and Washington and may have been as large as Magnitude 8 to Magnitude 9. Such earthquakes would cause significant shaking and damage in much of western Oregon. Scientists cannot predict whether the next such event might occur in 2 years or 200 years.

##### 3. What parts of western Oregon are most dangerous?

Local earthquakes are most common in the Portland metropolitan area, and may threaten the coast from Coos Bay south to Brookings. We simply do not know about the risk of local earthquakes in most other parts of Western Oregon. All of Oregon west of the Cascades is at risk from subduction zone earthquakes. The amount of earthquake damage at any place will depend on its distance from the epicenter, local soil conditions and types of construction.

##### 4. What about faults?

To date, no fault in western Oregon has been proven to be likely to move in an earthquake. Although many faults have been identified, we simply cannot say whether being near a fault is any more hazardous than being far from one. The Oregon Department of Geology and Mineral Industries (DOGAMI) Open File Report 90-2 (Earthquake-Hazard geology of the Portland metro area) shows the known and suspected faults in the Portland area. A map of faults in the Willamette Valley will be published by the U.S. Geological Survey in the early 1990's. Detailed information is not yet available for other parts of the state.

##### 5. What about "Tidal Waves"?

Subduction zone earthquakes usually produce great ocean waves called tsunamis (incorrectly called tidal waves). A subduction zone earthquake in Oregon would probably produce a significant tsunami that could arrive at the coast within minutes of the earthquake. Coastal residents should consider strong (hard to remain standing) ground shaking to be a natural tsunami warning and should move to high ground immediately.

##### 6. Are our buildings safe?

Since 1974, all buildings in Oregon have been required to conform with the Uniform Building Code (UBC). The UBC designates different earthquake hazard zones (Zones 0-4), and within each zone different building design and construction features are required to ensure earthquake resistance. No building is earthquake proof, the codes

intend to ensure that a building will remain standing long enough in an earthquake to allow its occupants to escape. In Oregon the current UBC seismic zone (2b) corresponds to earthquakes of Magnitude 5 to 6. Buildings that have been constructed to the current UBC standards should perform well in such moderate earthquakes. Many buildings designed before 1974 may perform poorly in earthquakes of Magnitude 5 to 6. Buildings of any age may perform poorly during one of the subduction zone earthquakes now believed possible in Western Oregon. Unreinforced masonry buildings typically do quite poorly in earthquakes, but the earthquake resistance of any specific structure can only be determined by a qualified structural analysis.

Buildings of all types that are located on steep soil slopes may be at risk due to landslides triggered by an earthquake. Buildings constructed on liquefiable soil (water-saturated loose sand or silt typically found in floodplain, beach and sandspit areas) may also be damaged when the soil loses its strength during an earthquake. The Oregon Department of Geology and Mineral Industries (DOGAMI) has published a map for part of the Portland area (Earthquake-Hazard geology of the Portland Metro area, Open File Report 90-2) which shows the distribution of soils that may be hazardous. Such maps are not yet available for any other part of the state.

#### **7. How can I tell if my home is safe?**

Most residences in Oregon are low rise wood-framed buildings which generally survive quite well in larger earthquakes as long as they are securely bolted to their foundations. Homes that are on steep slopes or liquefiable soil may be severely damaged by foundation failure regardless of how well they are secured to their foundations. Masonry chimneys, water heaters and heavy furnishings or appliances are most likely to be damaged or cause damage in the typical family home. Securing these items will greatly reduce your home earthquake risk.

#### **8. What can I do to protect my home and family?**

The American Red Cross and the State of Oregon Emergency Management Division can provide you with pamphlets describing simple measures you can take to safeguard your home and family. Their addresses are:

American Red Cross  
3131 N. Vancouver Avenue  
Portland, Oregon 97208  
(503) 284-1234

Oregon Emergency Management Division  
603 Chemeketa Street N.E.  
Salem, Oregon 97310  
(503) 378-4124

For further information about earthquake geology in Western Oregon, contact the Oregon Department of Geology and Mineral Industries (DOGAMI) at:

Room 910, State Office Building  
1400 S.W. 5th Avenue  
Portland, Oregon 97201  
Telephone (503) 229-5580  
Fax (503) 229-5639

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