Developmental Cascades

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Texas Rising Star
Early Educator
Conference

* PROVOCATIONS – a Survey
* NAEYC (2020) DAP. 4th ed.
* THE TEACHER'S IMAGE OF THE CHILD
* DEVELOPMENTAL CASCADES

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OBJECTIVES

Provocations – a Survey

As a part of our ongoing process to continuously improve quality, we are developing a survey designed to assess your experience. We appreciate your willingness to help us pilot test the survey and provide us some feedback on your understanding and perception of the survey items. Your individual responses in the pilot test phase will not be reported to anyone except those who are designing the survey.

Click here for SURVEY

Encuesta

Inglés

Español

Daniela y Dr. JT

Daniela:

Estudiante de doctorado del programa de innovación educativa del Tecnológico de Monterrey, Mexico

De Caracas, Venezuela

Mamá de dos (2 y 5 años)
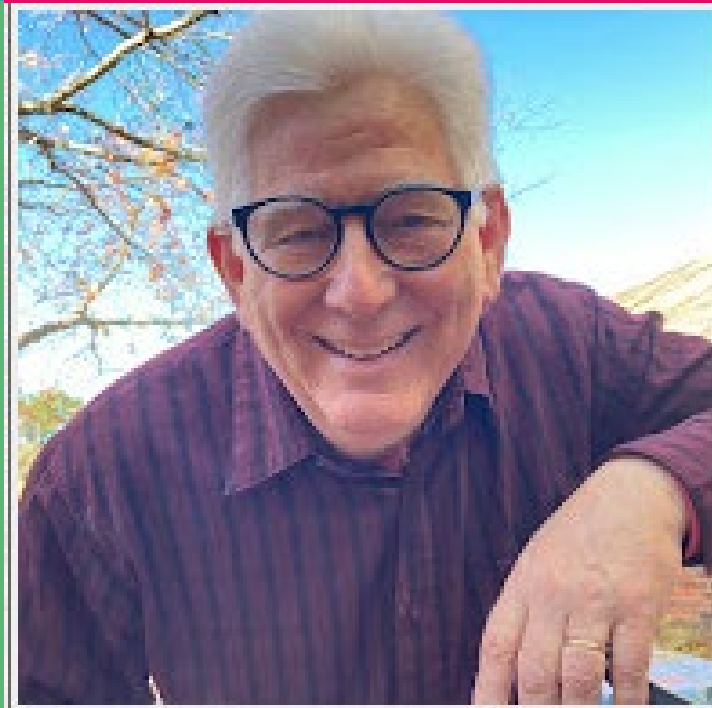
Sociólogo y Maestría en Administración Pública

Políticas educativas, sociales, evaluación de programas.

Josh Thompson

Profesor de educación en la primera infancia en Texas A&M Commerce.

PhD. en Humanidades y Linguística

Abuelo de 12 nietos

Vision Statement

All young children thrive and learn in a society dedicated to ensuring they reach their full potential.
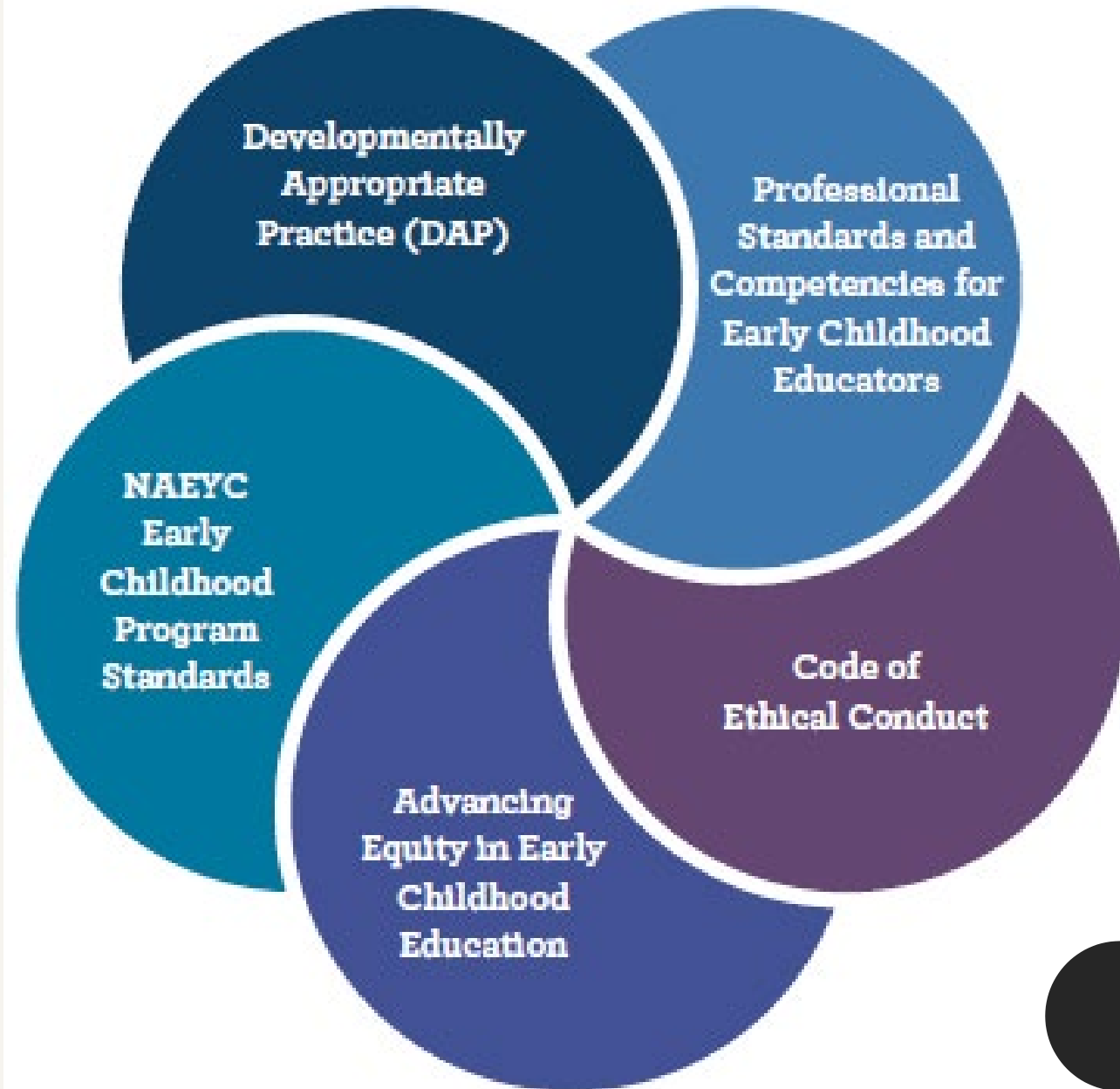
Mission Statement

NAEYC promotes high-quality early learning for all children, birth through age 8, by connecting practice, policy, and research. We advance a diverse, dynamic early childhood profession and support all who care for, educate, and work on behalf of young children.

National Association for the Education of Young Children (NAEYC)

Five Documents to Consider

DAP is the framework for creating quality care and education.

NAEYC's Foundational Documents

- Developmentally Appropriate Practice (DAP)
- Professional Standards and Competencies for Early Childhood Educators
- NAEYC Early Childhood Program Standards
- Advancing Equity in Early Childhood Education
- Code of Ethical Conduct

FIRST 3 editions

1987: To resist "push down" curriculum from elementary to preschool level, and included 2 core considerations

1997: Revised to include the third core consideration to address **diversity** to include the socio-cultural context for each, Child, Educator, Program

2009: Identify "Best practice" and what is not

Typically developing children

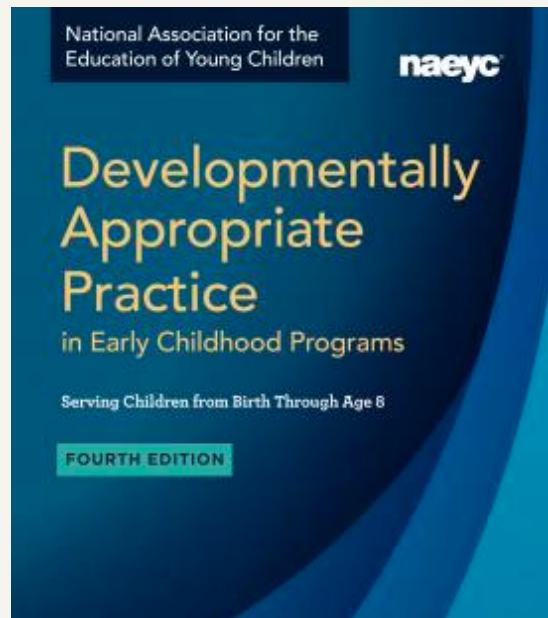Tool to assess normative instruction

De-emphasized cultural contexts

Leaned in toward "best practice" for all

Turn and Talk

When did you first hear about DAP?

How do you see DAP in Texas classrooms and learning centers?

National Association for the Education of Young Children

naeyc

Developmentally Appropriate Practice

in Early Childhood Programs

Serving Children from Birth Through Age 8

FOURTH EDITION

- Major shift in emphasis, away from standards-based and towards a transformative view of the young child

- Instead of Ages and Stages, Waves and Cycles

- Reemphasizing the diversity and uniqueness of individual

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8, Fourth Edition

Advancing Equity
in Early Childhood Education

National Association for the Education of Young Children

All children have the right to equitable learning opportunities that help them achieve their full potential as engaged learners and valued members of society. Thus, all early childhood educators have

DAP IS EQUITY

Igualdad

Equidad

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EVERY CHILD IS UNIQUE

"It's a mistake to try to fit children into preexisting templates, insisting that every child achieve specific milestones at specific ages."

Thompson & Stanković-Ramirez, 2021, p. 21

WAVES

"The notion of 'stages' of development has limited utility; a more helpful concept may be to think of waves of development that allow for considerable overlap without rigid boundaries."

(NAEYC 2020, 10)

"The concept of stages does not accurately reflect the way development takes place … These waves consist of spurts of development interwoven with periods of little apparent growth."

(NAEYC 2022, 36)

"The waves of development, the ebb and flow of growth and processing, acquisition and reconsideration, all together map a process of typical child development, and attending to these waves empowers educators of children of all ages to go with the flow."

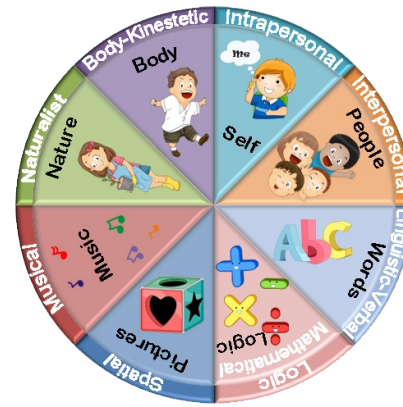Thompson & Stanković-Ramirez, 2022, p. 5
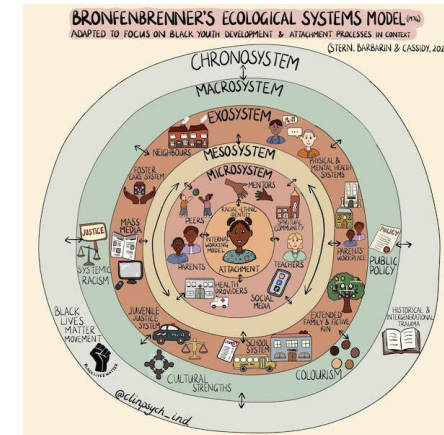
Waves

Theories of Development
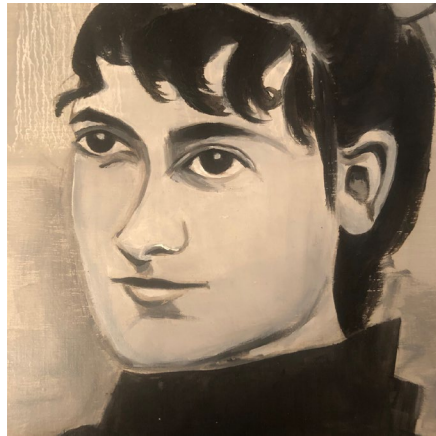
Planes of Development

Montessori
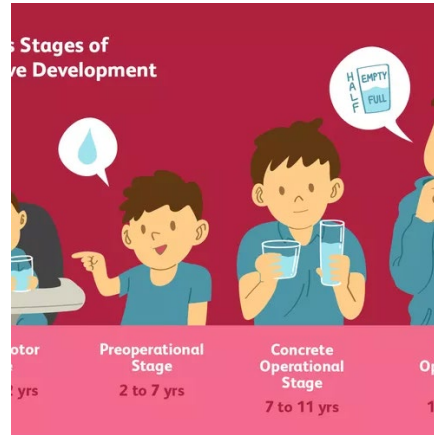
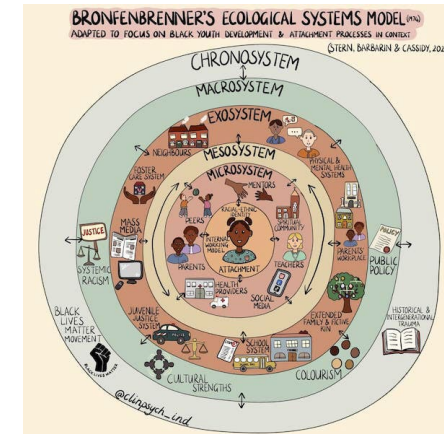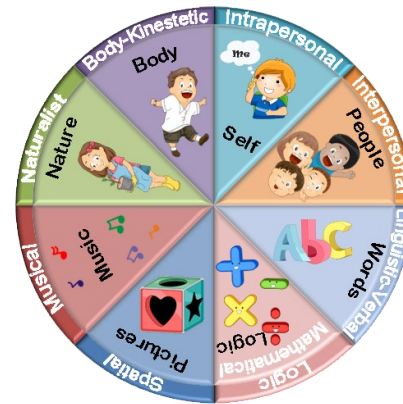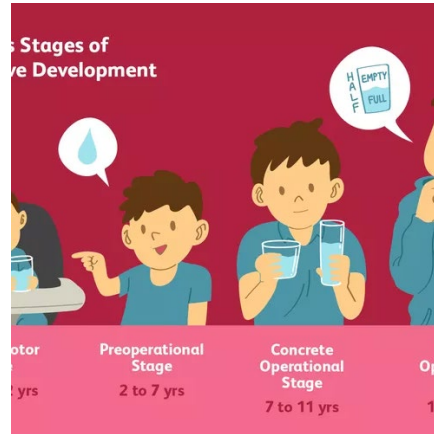**Ages and Stages**

Piaget, Vygotsky, Erikson

Multiple Intelligences

Gardner

Ecological Systems

Bronfenbrenner

Turn and Talk

How do Theories of Development affect teachers' Image of the Child?

How does learning about Theories of Development help teachers change and grow?

"A simple liberating thought came to our aid, namely that things about children and for children are only learned from children."

Follow the child.

Malaguzzi (1998, 51)
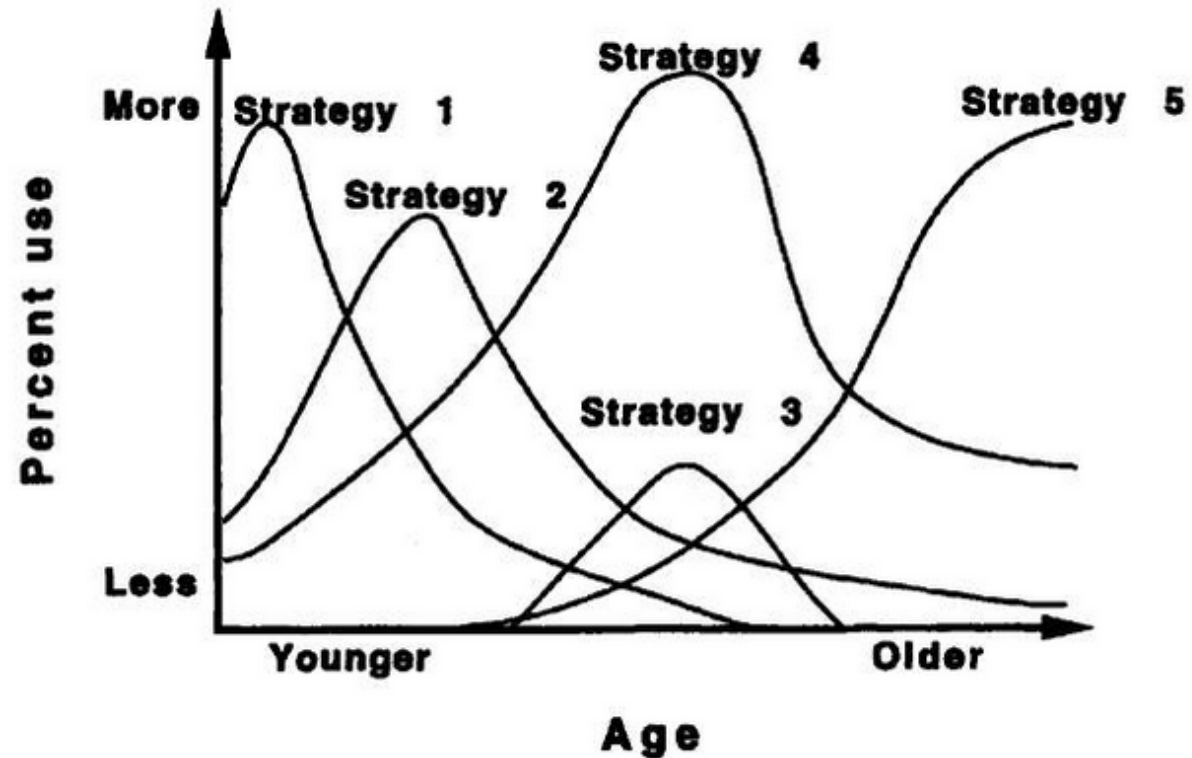
Developmental Cascades

Insights from Developmental Psychology

- Society for Research in Child Development SRCD

- Masten & Cicchetti (2010)

- Oakes & Rakison (2020)

- Tamis-LeMonda & Lockman (2023)

Overlapping Waves

Figure 4.4. Overlapping waves depiction of cognitive development.

Siegler (1996)

Developmental Cascades

"A cascade, which can be used as a metaphor for thinking about development. Abilities begin at the top of the cascade and move down along different trajectories depending on which rocks and obstacles are encountered along the way. All drops of water, or developing abilities, end up in the pool below, but the particular position in the pool depends on the path traveled, which reflects the events and objects encountered along the way".

Oakes & Rakison, 2020, p. 103

Developmental Cascades

"Children develop along any number of paths depending on factors such as how much freedom they are given to move, their relative size, the kind of caregiving they receive, and how language is spoken to them, and much more. It's important to not consider differences as a way to identify deficits… understand how experience influences the shape of the cascade."

Tamis-LeMonda & Lockman, 2023
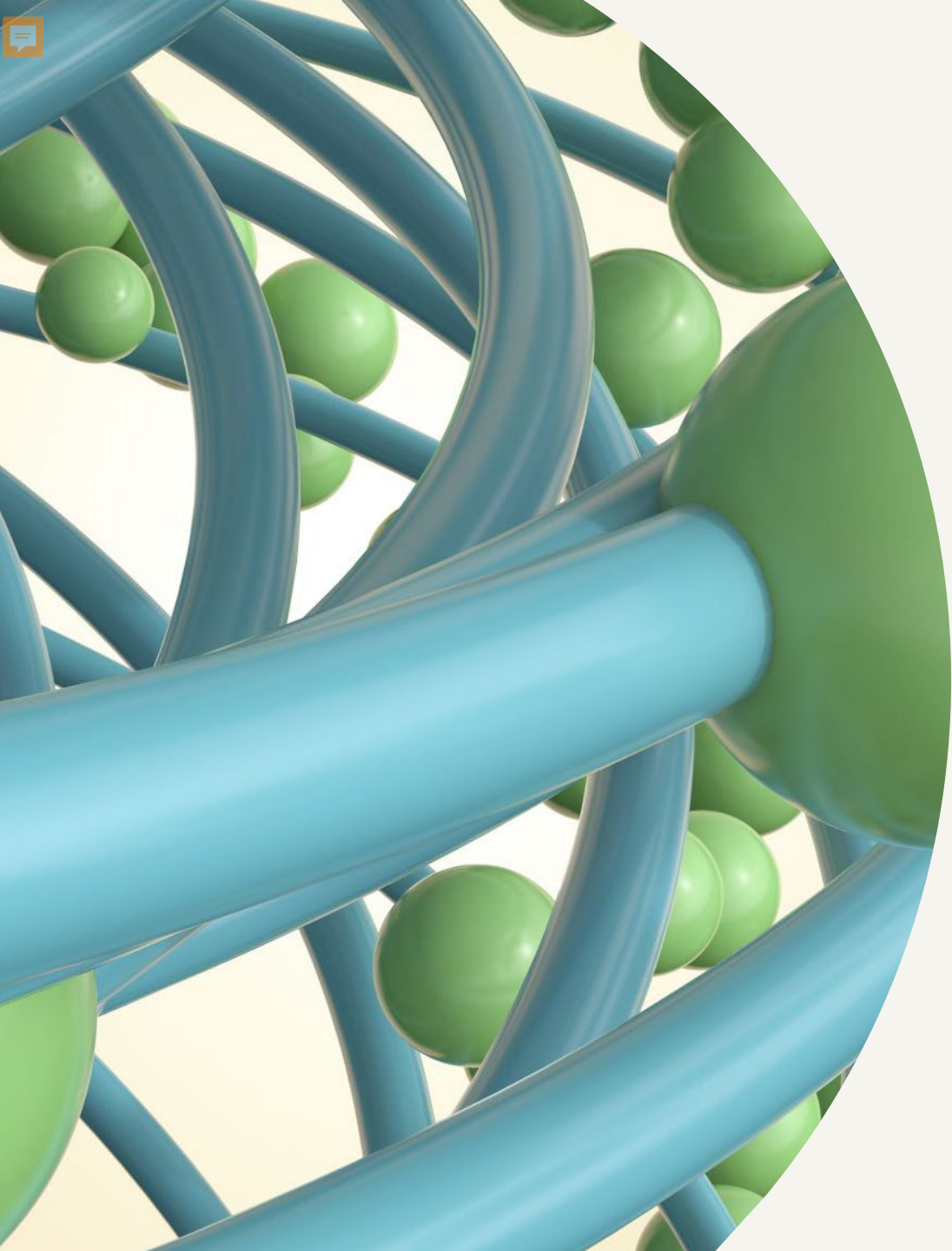
Key Tenants of Cascade Approach

✓ All developmental change reflects the use of multiple mechanisms

✓ The mechanisms of any specific developmental change operate at many levels involving sensation, perception, and cognition

✓ The emergence of any behavior or milestone represents one point in an ongoing developmental cascade

Key Points of Developmental Cascades

Bidirectional Effect: Milestones influence development; development reinforce or reshape earlier skills.

Impact Across Domains: Cascades can occur within a single domain (ex: motor skills improve athleticism), or across different domains (social skills = better academic performance).

Cumulative Effect: Small successes or struggles early on can have a snowball affect over time, leading to advantages or disadvantages.

Not Predetermined: While cascades suggest a path of influence, it's not a fixed destiny. Children are adaptable, and environmental factors, interventions, and individual differences can modify the course of development.

PROVOCATIONS – a Survey

NAEYC (2020) DAP. 4th ed.

THE TEACHER'S IMAGE OF THE CHILD

DEVELOPMENTAL CASCADES

PROVOCATIONS – a post Survey

Encuesta

Inglés

Español

CO-LAB
Collaboration of 9 interdisciplinary research scholars, international, multi-disciplinary

Catalina Murcia, Casa de Paz Montessori, Dallas

Daniela Uribe Montserrat, Tecnológico de Monterrey

Danielle McLellan-Bujnak, Respectful Care® for Nannies & NCS
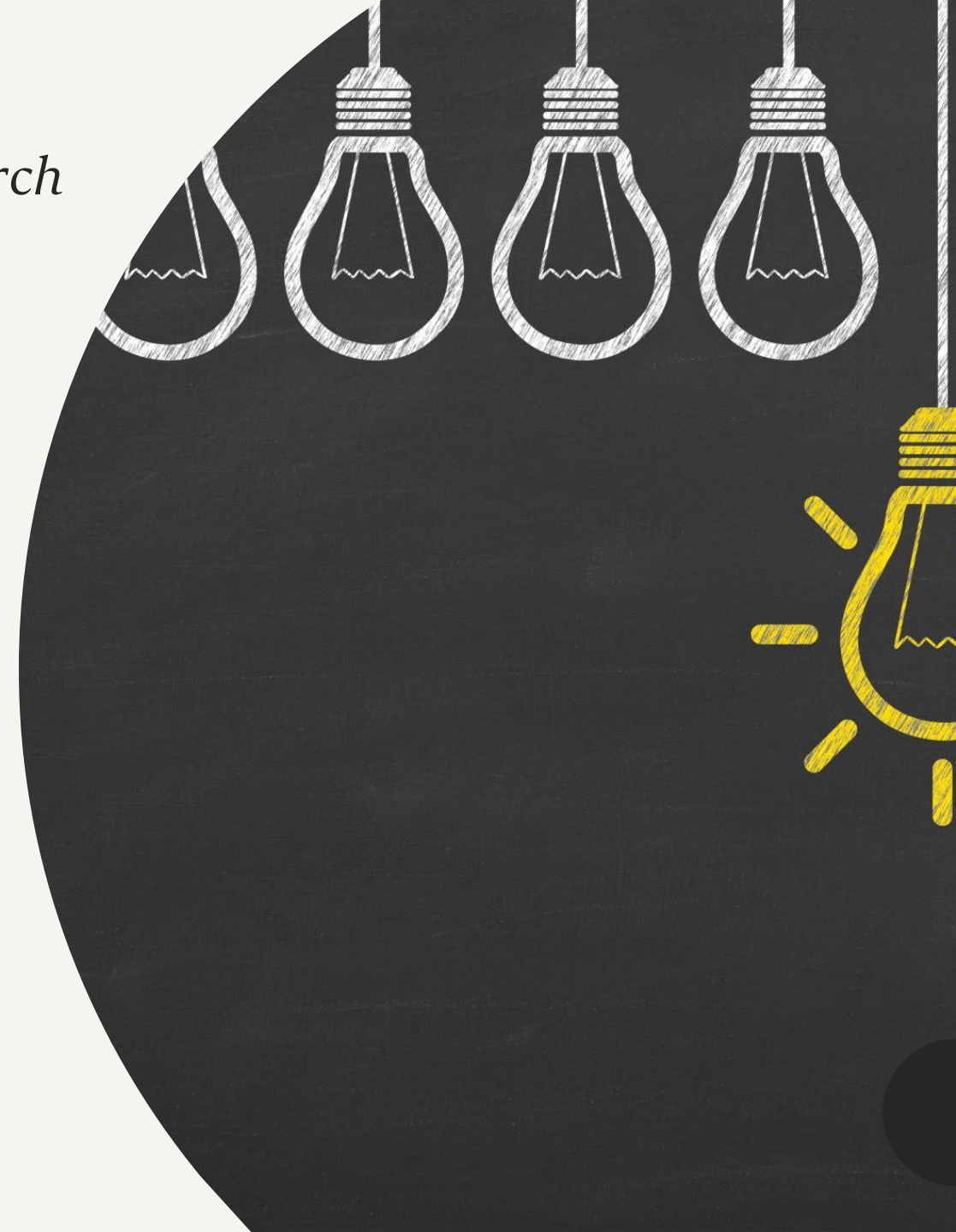
Josh Thompson, Texas A&M University-Commerce

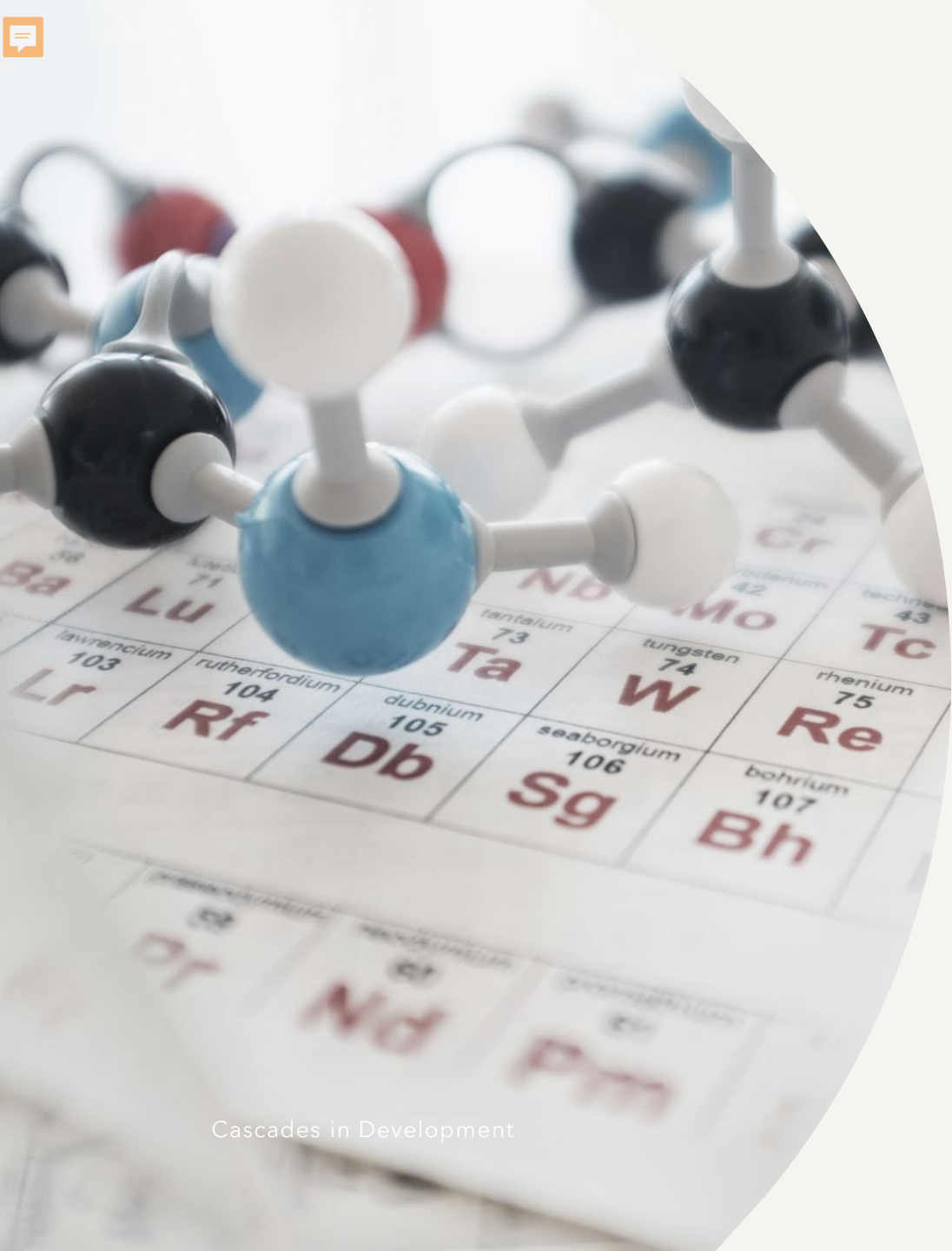Karen Walker, Texas A&M University-Commerce

Marta Mercado-Sierra, Texas A&M University-Commerce

Melissa Heinrich, The University of Texas at Dallas

Rachael Rose, Seattle, WA, USA

Zlata Stankovic-Ramirez, The University of Texas at Dallas

THANK YOU!
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Cascades in Development