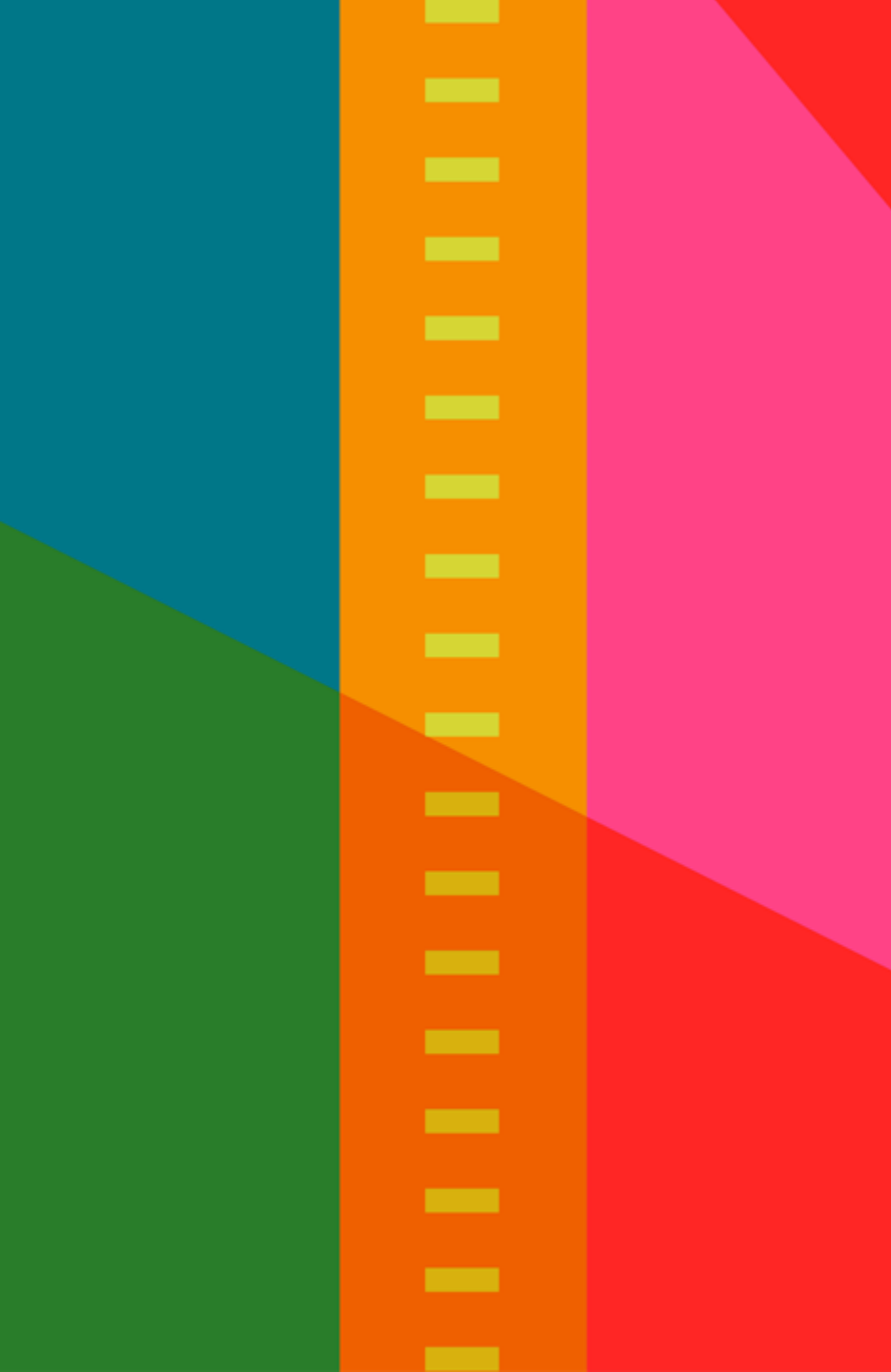




FY 24–25 Training Series

Focus Today: Developmentally
Appropriate Practice

*In partnership with
Pajaro Valley Prevention and
Student Assistance, Inc.*

Presented by:

Oscar Flores, M. Ed., ACC, CMT-P, IFEC-TMHP

www.respondmindfully.com

Disclaimer about Training & Meditation Practices

- I am a coach and educator, not a mental health therapist. I am trauma and healing-informed practitioner. This workshop is therapeutic in nature, but not therapy.
- Stop any practice if it's not helpful to you.
- Education can be an important complement to medical care; however, it is never a substitute for diagnosis, treatment, or care of disease by a medical provider.

Thanks for signing the electronic waiver.

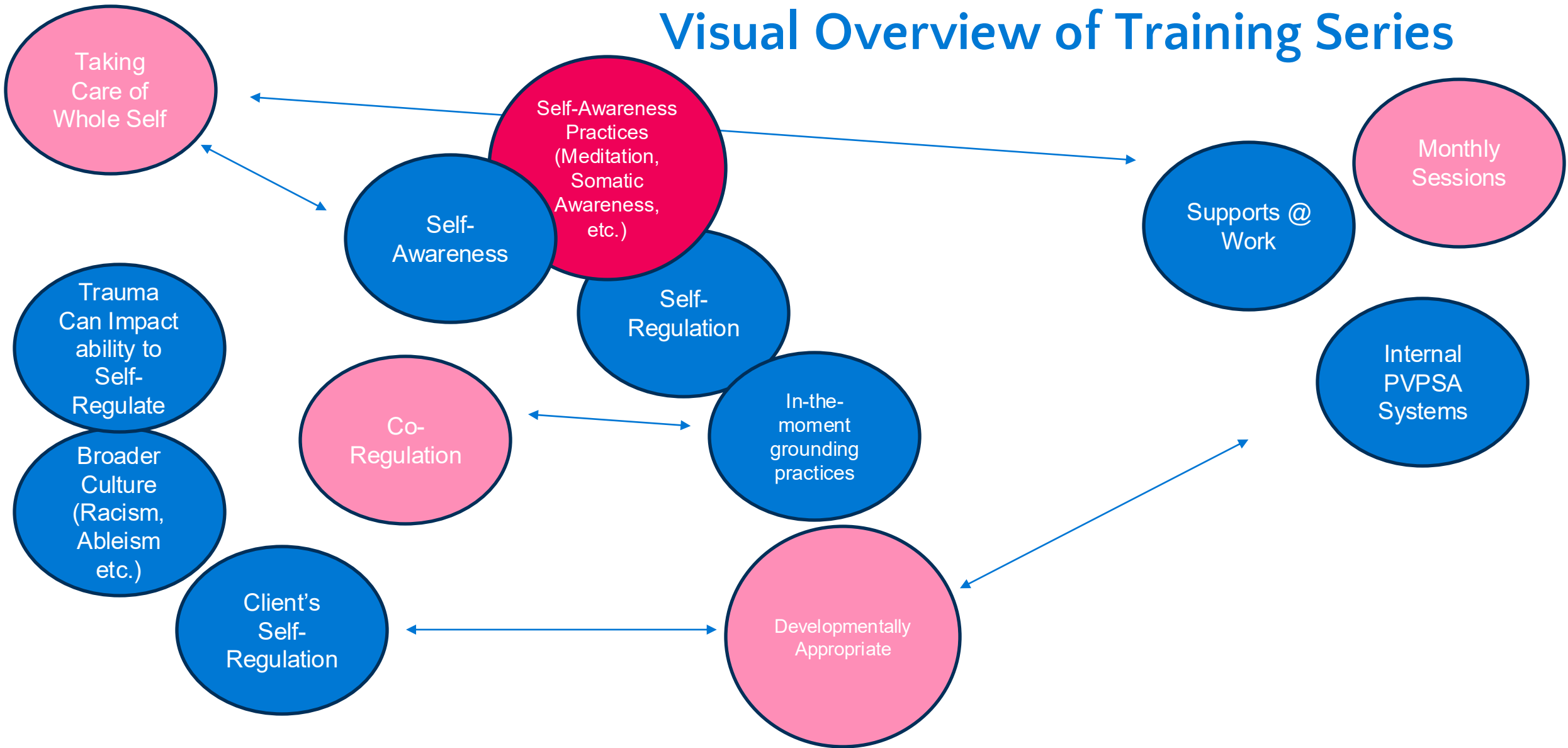


Community Vibe and Learning Space

Any new folks?

- No advice giving from others (*we are here to primary learn about ourselves*). *If you want advice, please ask. If you want to comment, pause.*
- Speak up or take a step back.
- What is said here, stays here. Learning can move beyond this space.
- Expect non-closure. Good news: we have monthly sessions!
- Keep in mind that there is a difference “knowing” something and following through with a new habit or practice. Approach this training from a curiosity stance, and with humility.
- As it relates to self-awareness and mindfulness, it’s learned best by practicing and modeling – we’ll get more into that later. Notice if you are trying to over-intellectualize.
- This is your training. Your experience is more important than slides; *I will move us forward, if needed.*

Visual Overview of Training Series



Transition Practice

(Self-Awareness & Self-Regulation)

Leaving what is not serving us, calling it what is supportive.

How was that practice? What did you notice?

Any "ahas" or insights since last session?



Developmentally Appropriate (DA)

"...methods that promote each child's optimal development and learning through a **strengths-based, play-based approach to joyful, engaged learning...**"

"...recognizing the multiple assets all young children bring to the early learning program... Building on each child's strengths—and taking care to not harm any aspect of each child's physical, cognitive, social, or emotional well-being—educators design and implement learning environments to help all children achieve their full potential across all domains of development and across all content areas."

Source: National Association for the Education of Young Children



My Take on DA

- It can be applied lifelong, especially for the periods of early childhood, middle childhood and adolescents due to unique ways brains, bodies, relationships and culture impact at these stages.
- To be DA, we must understand some basic human universals about the following learning domains:
 - Cognition
 - Social-Emotional
 - Physical / Brain Development
- Behavior has meaning and it's purposeful
- Culture/s impact behavior and all domains of learning
- The professional's work is to understand that learning is inter-connected (domains impact each other), modeling is how children and teens learn
 - Scaffolds learning, development and growth
 - Involves parents
- Relationship-based approaches at all times. When children feel seen and understood, they are more likely to listen and trust.
- Professional's who aware of the Hidden Curriculum often help children in deeper ways



In reflecting, what is a memory of when child-serving professional was not developmentally appropriate?



In Focus: Early Childhood (Preschool Years)

- Thinking
- Social-Emotional
- Physical (Motor)
- Social-Cultural Theory & Hidden Curriculum





Thinking During Early Childhood

Three essential abilities of executive function

Short-term or working memory

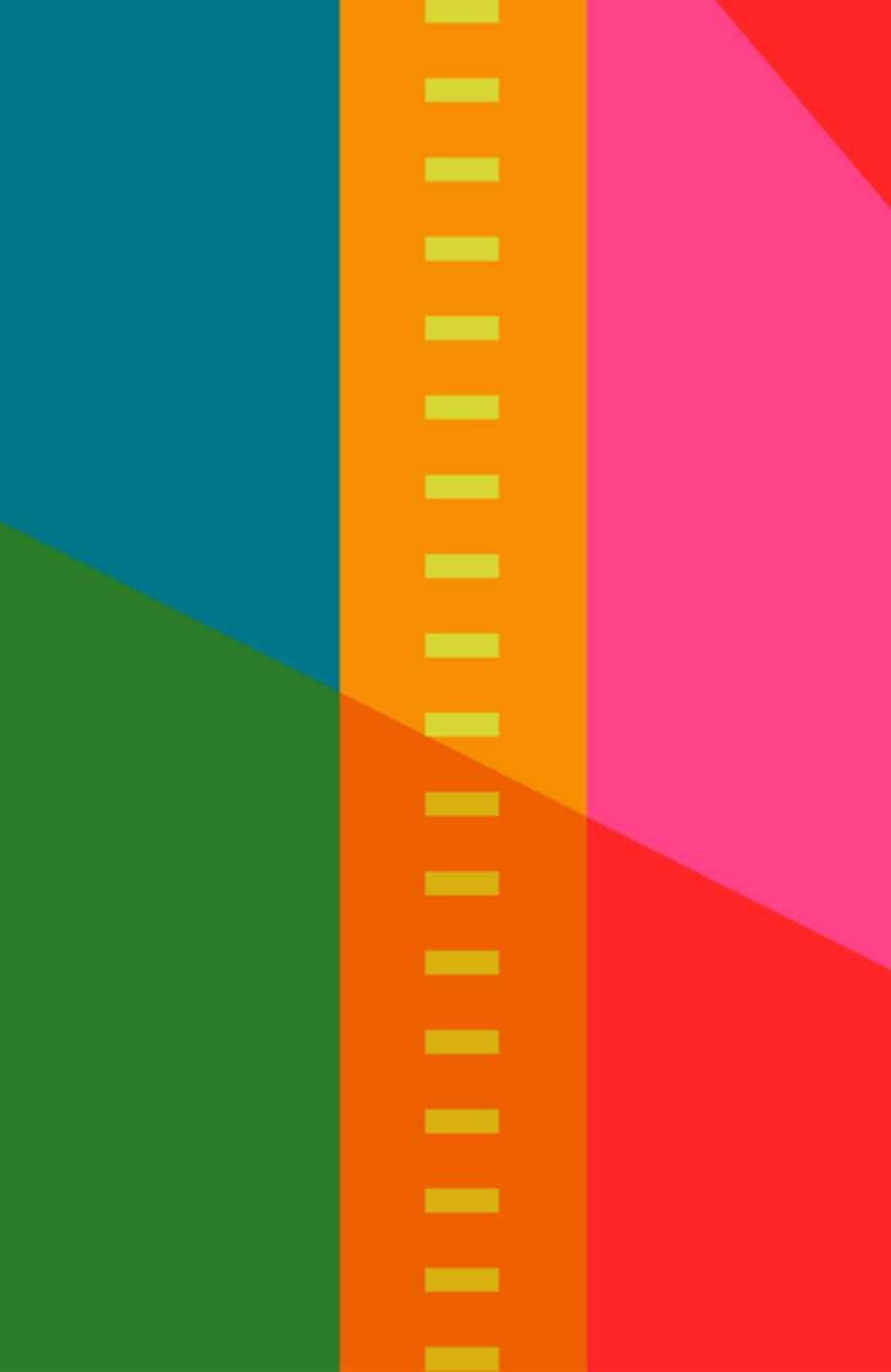
Recently seen and easily brought to mind

Inhibition

Ability to control responses

Flexibility (shifting)

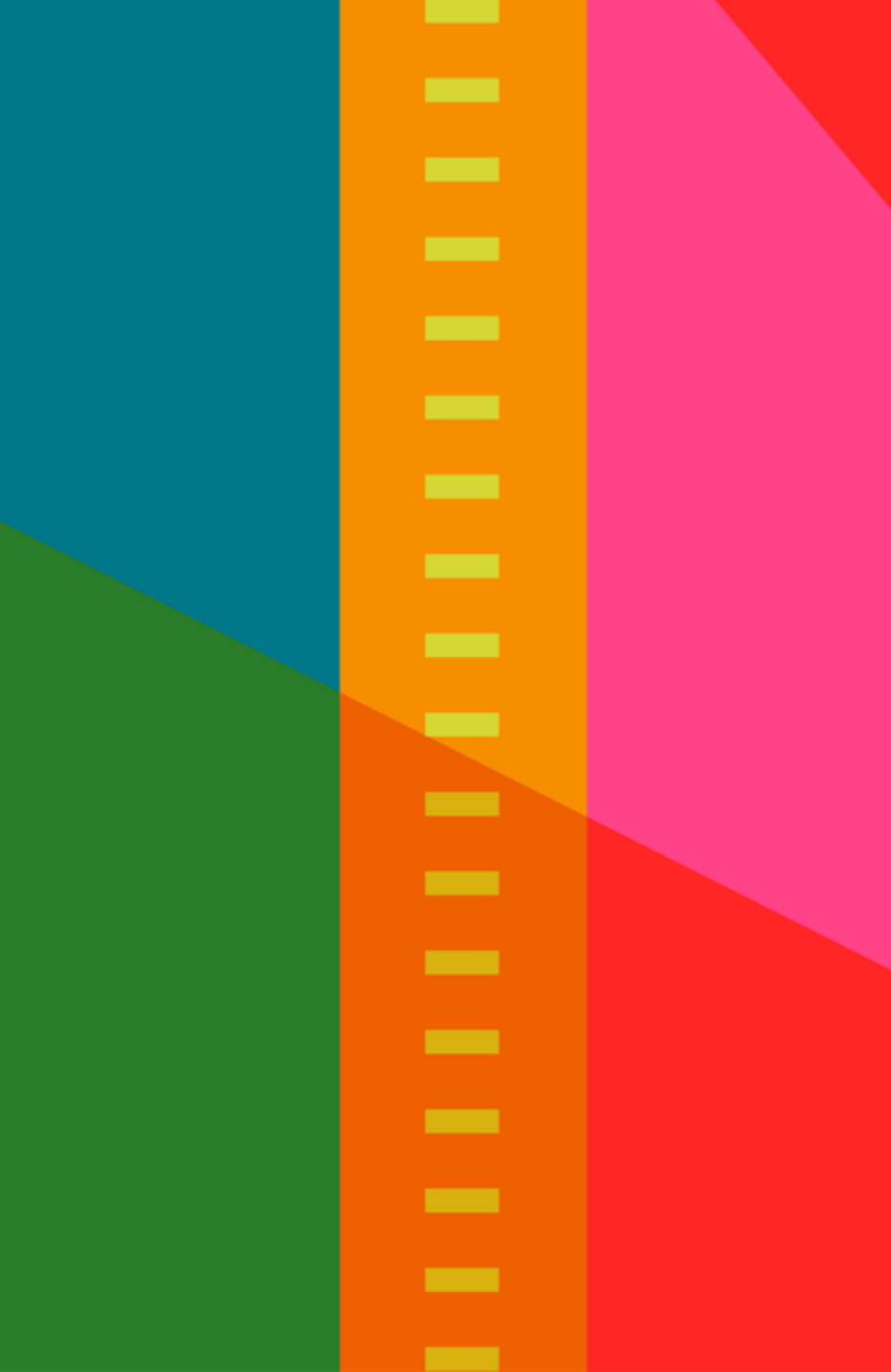
Ability to see things from other's perspective



Children's Theories

Theory-theory

- Children attempt to explain everything they see and hear.
- Theories do not appear randomly.
- Children develop theories about intentions before they employ their impressive ability to imitate.



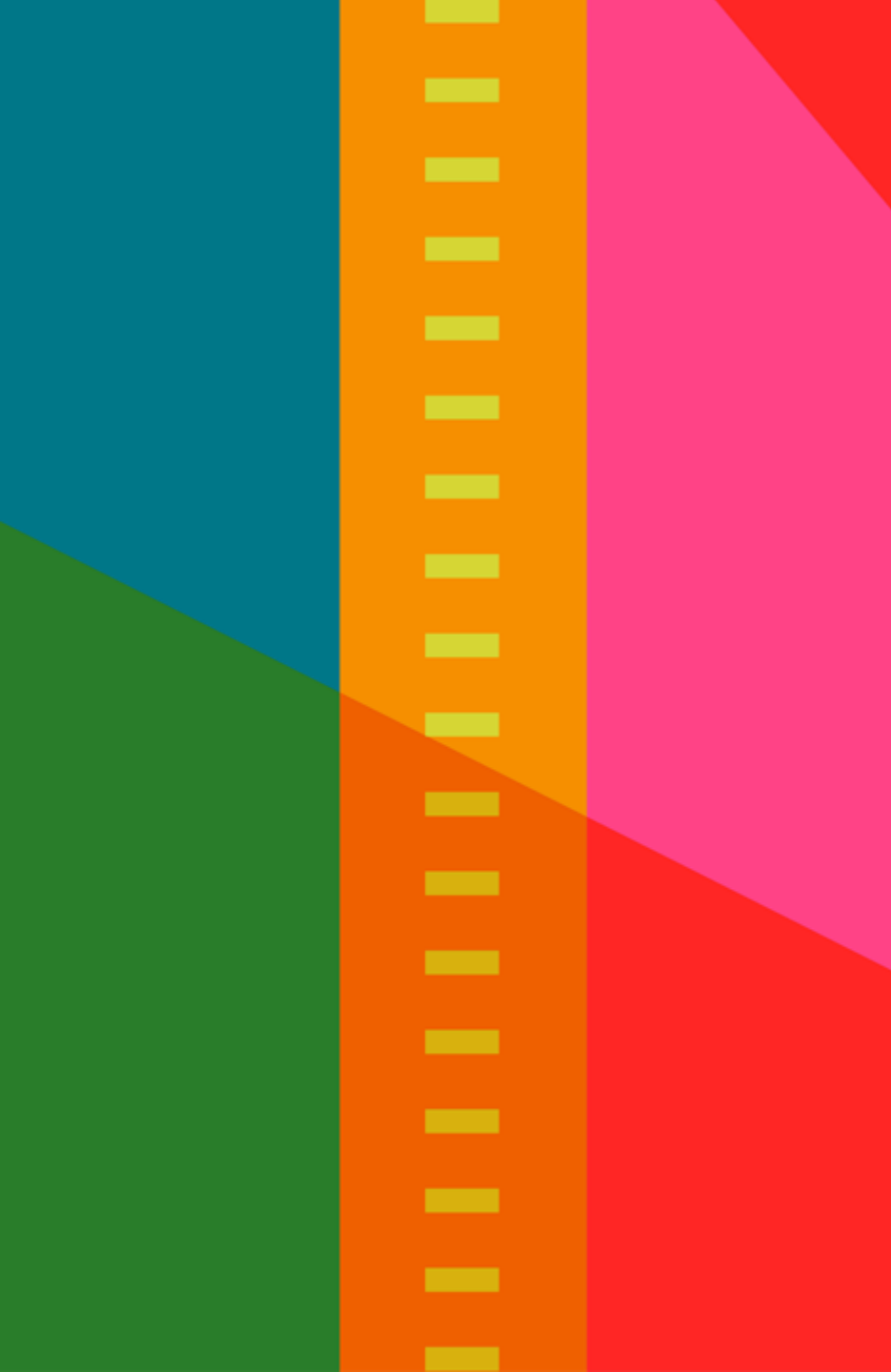
Cognitive Limitations

Centration – child focuses (centers) on one idea

Focus on appearance – child ignores all attributes that are not apparent

Static reasoning young child thinks that nothing changes—whatever is now has always been and always will be

Irreversibility – young child thinks that nothing can be undone



Brain Growth & Motor Skills

Advancing motor skills

- Maturation and myelination allow children to move with greater speed, agility, and grace.
- Brain growth, motivation, and guided practice undergird all motor skills.
- Size of the child and skeletal maturation affect the development of motor skills, more so in girls than in boys.

Children need space, support and materials to help them develop gross and fine motor skills.

PLAY

Many developmentalists believe that play is children's most productive activity; not everyone agrees.

Parten's stages of play

- Solitary, onlooker, parallel, associative, cooperative

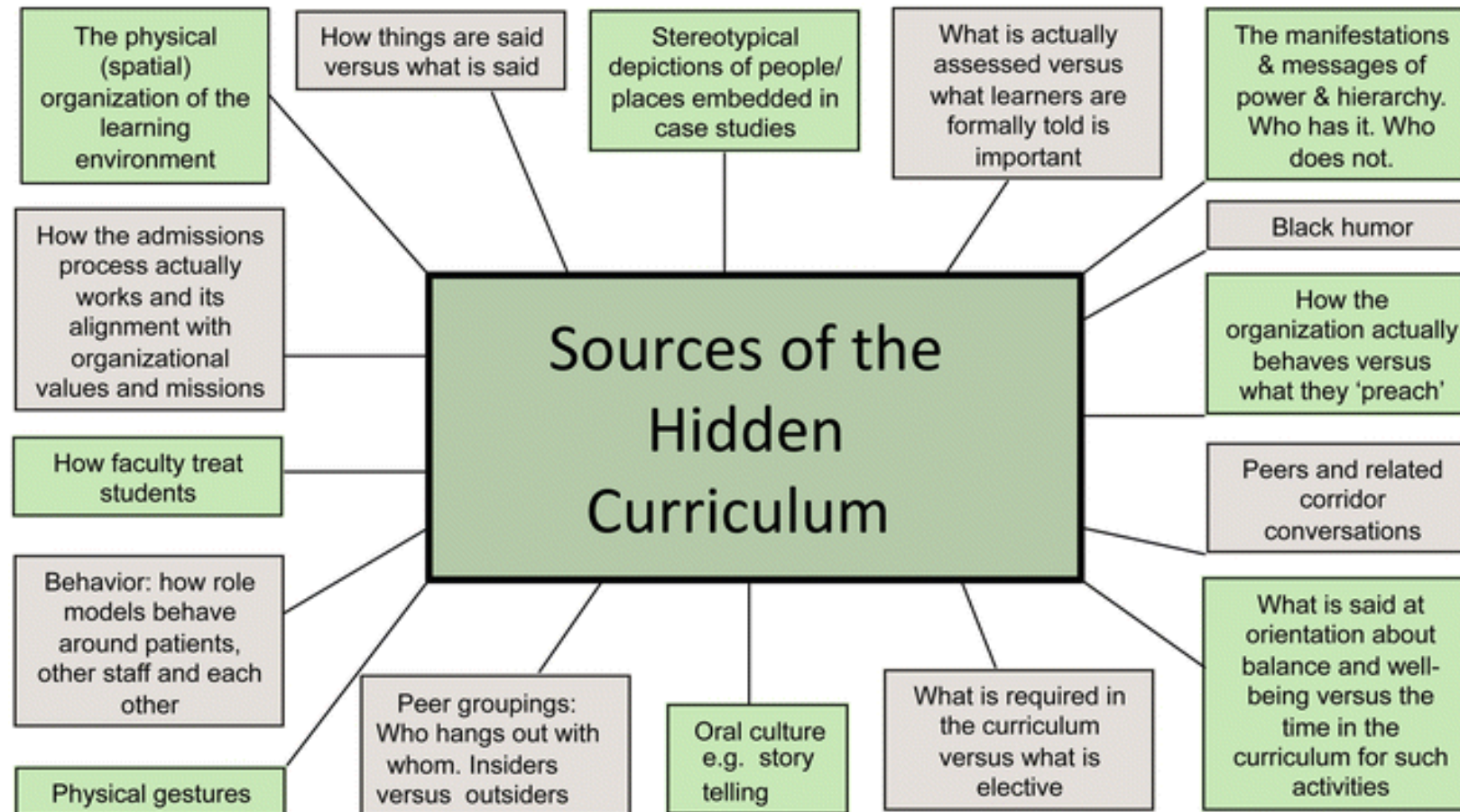
Sociodramatic Play

Sociodramatic play enables children to:

- Explore and rehearse the social roles
- Explain ideas and persuade playmates
- Practice emotional regulation
- Develop self-concept in nonthreatening context



HIDDEN CURRICULUM



Source:
Hafferty and Finn, 2014, The Hidden Curriculum Anatomy Education

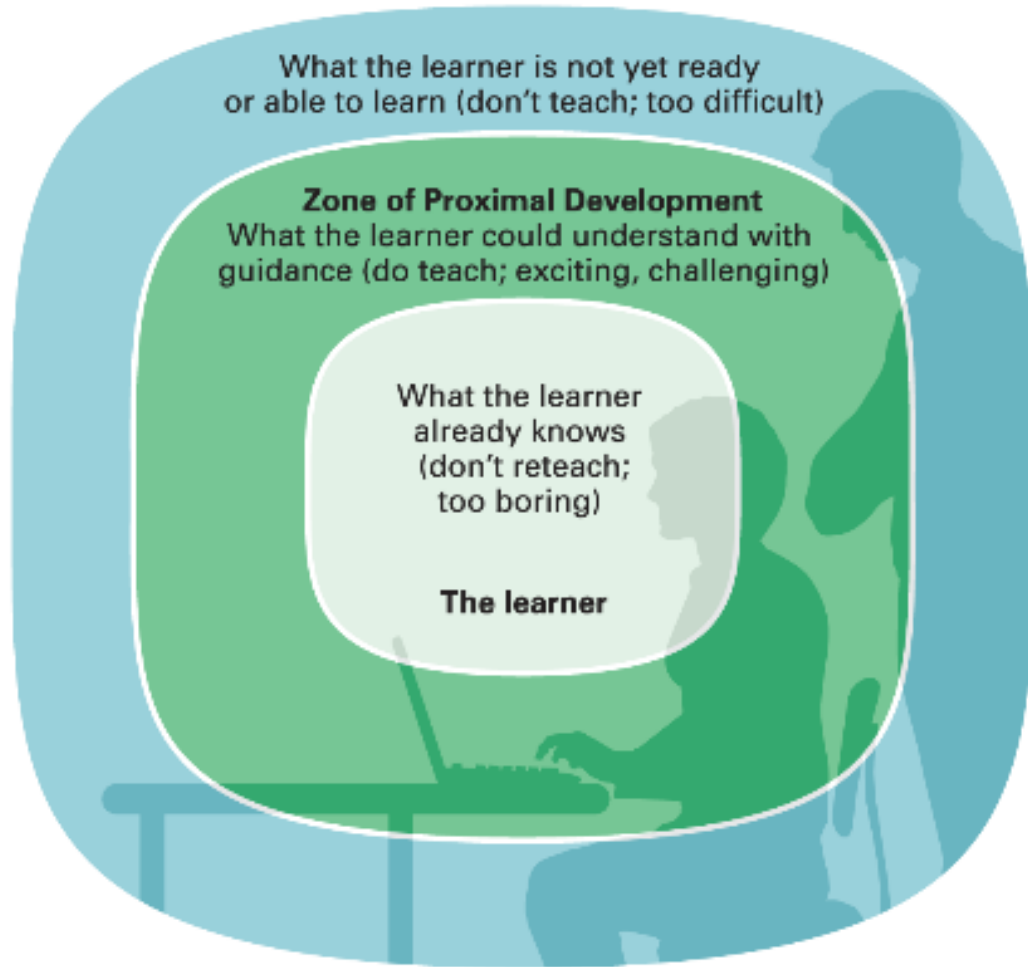
SOCIAL-EMOTIONAL DEVELOPMENT

Erikson's Psychosocial Stages	Emphasized family and culture
Approximate Age	Erikson (psychosocial)
Birth to 1 year	<i>Trust vs. Mistrust</i> Babies either trust that others will satisfy their basic needs, including nourishment, warmth, cleanliness, and physical contact, or develop mistrust about the care of others.
1–3 years	<i>Autonomy vs. Shame and Doubt</i> Children either become self- sufficient in many activities, including toileting, feeding, walking, exploring, and talking, or feel shame, or doubt their own abilities.
3–6 years	<i>Initiative vs. Guilt</i> Children either try to undertake many adult-like activities or internalize the limits and prohibitions set by parents. They feel either adventurous or guilty.

COGNITIVE DEVELOPMENT

Piaget's Periods of Cognitive Development			
	Name of Period	Characteristics of Period	Major Gains During Period
Birth to 2 years	Sensorimotor	Infants use senses and motor abilities to understand the world. Learning is active, without reflection.	Infants learn that objects still exist when out of sight (<i>object permanence</i>) and begin to think through mental actions.
2–6 years	Preoperational	Children think symbolically, with language, yet children are <i>egocentric</i> , perceiving from their own perspective.	The imagination flourishes, and language becomes a significant means of self-expression and social influence.

Sociocultural Theory



Zone of proximal development Skills, knowledge, and concepts that learner is close to acquiring but cannot master without help

Process of joint construction New knowledge attained through mentoring

Apprenticeship in thinking: Vygotsky's term for how cognition is stimulated and developed in people by more skilled members of society.

Guided participation: The process by which people learn from others who guide their experiences and explorations.

Transition & Goodbye

What else would be helpful to cover tomorrow or other session related to early childhood?

What is sticking with you?

What will you try to practice?

Questions: Oscar@RespondMindfully.com

Resources: www.respondmindfully.com/pvpsa



Upcoming Sessions

- ✓ • Mindfulness Meditation 202
- ✓ • Lifestyle Medicine Science
- ✓ • Somatic Awareness
 - Co-Regulation
 - Developmentally Appropriate Practice:
 - Early Childhood/Preschool-Focused
 - Developmentally Appropriate Practice:
 - Middle Childhood
 - Developmentally Appropriate: Adolescence
 - Social-Cultural Awareness
 - Equity, Ableism and Neurodivergence
 - Mindful Communication
 - Conflict and Difficult Conversations