

Developmentally Appropriate Practice and Play

Developmentally
Appropriate
Practice

Big Ideas



Section 1: Introduction

What is play?

Characteristics of play

- Children enjoy play
- There is flexibility in purpose
- Children seek out opportunities to play
- There is a non-realistic aspect to play

Play and learning and development go together

There are benefits to play in all domains

Section 2: Types of Play

Four types of play:

- Sensory/manipulative/object play and physical play
- Constructive play
- Dramatic or symbolic play
- Games with rules

Dramatic or symbolic play: Good for self-regulation

Teachers facilitate dramatic play and know when to step out of the play

Section 3: High-Quality Play

In high-quality play, children are truly engaged

- Infants are young explorers
- Toddlers explore the world from their vantage point
- Preschoolers and older children—complex play benefits them in developing executive functions

High-level play leads to self-regulation

Mature sociodramatic play has important benefits for development

Section 4: The Teachers Role in Supporting Play

Teachers help children engage in quality play experiences:

- Keeping children as prime architects of play
- Helping children reach full potential as players

Teachers create the environment for play and observe and respond to children's interests and needs as they play

Teachers are intentional in enhancing children's play

Teachers can involve themselves in play but should mentor or coach rather than interfere