

10 Effective DAP^{*} Teaching Strategies

An effective teacher chooses a strategy to fit a particular situation. Consider what the children already know, what they can do, and the learning goals for the specific situation. By remaining flexible and observant, we can determine the most effective strategy. Often, if one strategy doesn't work, another will.

02

"You're thinking of lots of words to describe the dog in the story. Let's keep going!"

ENCOURAGE persistence and effort rather than just praising and evaluating what the child has done.

04

"Hmm, that didn't work and I need to think about why."

"I'm sorry, Ben, I missed part of what you said. Please tell me again."

MODEL attitudes, ways of approaching problems, and behavior toward others, show children rather than just tell them.

06

CREATE OR ADD CHALLENGE so that a task goes a bit beyond what the children can already do. For example, lay out a collection of chips, count them together and then ask a few children how many are left after they see you removing some of the chips. The children count the remaining chips to help come up with the answer. To add a challenge, you could hide the chips after you remove some, and the children will have to use a strategy other than counting the remaining chips to come up with the answer. To **REDUCE CHALLENGE**, you could simplify the task by guiding the children to touch each chip once as they count the remaining chips.

09

"This one that looks like a big mouse with a short tail is called a vole."

PROVIDE INFORMATION, directly giving children facts, verbal labels, and other information.

01

"Thanks for your help, Kavi."

"You found another way to show 5."

ACKNOWLEDGE what children do or say. Let children know what we have noticed, through comments or by sitting nearby and observing.

03

"The beanbag didn't get all the way to the hoop, so you might try throwing it harder."

GIVE SPECIFIC FEEDBACK rather than general comments.

05



Such as using a wire whisk or writing the letter P

DEMONSTRATE the correct way to do something. This usually involves a procedure that needs to be done in a certain way.

07

"If you couldn't talk to your partner, how else could you let him know what to do?"

ASK QUESTIONS that provoke children's thinking.

08

"Can you think of a word that rhymes with your name, Matt? How about bat ... Matt/bat?"

GIVE ASSISTANCE (such as a cue or hint) to help children work on the edge of their current competence.

10

"Touch each block only once as you count them."

GIVE DIRECTIONS for children's action or behavior.

To learn more about DAP visit <http://www.naeyc.org/DAP>

^{*} DAP = Developmentally Appropriate Practice