

**Course Rationale:**

To improve the quality of life for Missouri’s children, performance competencies in the Child Development, Care and Guidance (Advanced) course taught in Family and Consumer Sciences Education programs enable students to:

- a) construct meaning pertinent to child care, guidance and supervision;
- b) interact effectively with children;
- c) solve problems based upon children’s health concerns at various developmental stages;
- d) assess the impact of quality child care on the child; family and society; and
- e) make decisions that support ethics and professionalism in child development careers.

**Directions:**

Evaluate the student by checking the appropriate number or letter to indicate the degree of competency. The rating for each task should reflect **employability readiness** rather than the grades given in class.

**Rating Scale:**

- 3 Mastered** – can work independently with no supervision
- 2 Requires Supervision** – can perform job completely with limited supervision
- 1 Not Mastered** – requires instruction and close supervision
- N No Exposure** – no experience or knowledge in this area

3	2	1	N	<b>A. Exploring Ethics and Professionalism in Child Development Careers</b>	<b>Notes:</b>
				1. Explain ethical responsibilities of working with children (e.g., law-abiding, appropriate language, trustworthiness, abuse reporting)	
				2. Discuss rights of families (e.g., confidentiality, personal values and practices)	
				3. Discuss ethical responsibilities to families (e.g., respect, mutual trust, communication, access)	
				4. Describe ethical practices in a multicultural world	
				5. Provide a positive role model for the child	
				6. Project a positive image to colleagues and parent(s)	
				7. Demonstrate professional behavior (e.g., appearance and hygiene, work habits, enthusiasm, stamina, initiative, accepting constructive criticism)	
				8. Identify strategies for cooperating with social and community agencies	
				9. Discuss professional and legal issues in child care and education (e.g., crisis, ADA requirements)	
				10. Identify professional growth options and affiliations (e.g., inservices, AEYC)	
				11. Utilize child development career information in career planning	
				Other:	

3	2	1	N	<b>B. Analyzing Developmental Stages (Physical, Social, Emotional, and Cognitive)</b>	<b>Notes:</b>
				1. Explore different theories of child development (e.g., Piaget, Erikson, etc.)	
				2. Apply knowledge of developmental stages to observation and/or interaction with individual children	

				3. Compare and contrast normal and atypical child development (birth to age 12)	
				4. Interpret individual differences of young children and apply to predictable developmental sequences	
				Other:	

<b>3</b>	<b>2</b>	<b>1</b>	<b>N</b>	<b>C. Appraising Health Concerns at Developmental Stages</b>	<b>Notes:</b>
				1. Maintain a safe, healthy and developmentally appropriate environment for children	
				2. Compare and contrast age-appropriate toys and equipment	
				3. Identify symptoms of various common childhood illnesses and diseases	
				4. Identify immunization trends	
				5. Develop policies for maintaining safety procedures when working with various age groups	
				6. Review emergency procedures necessary for the child's environment (e.g., first aid, CPR)	
				7. Compile informational resources necessary to produce healthy, age-appropriate meals and snacks	
				Other:	

<b>3</b>	<b>2</b>	<b>1</b>	<b>N</b>	<b>D. Providing Children's Activities</b>	<b>Notes:</b>
				1. Analyze play and its influence on the development of children	
				2. Plan age- and developmentally-appropriate activities	
				3. Implement age- and developmentally-appropriate activities	
				4. Evaluate age- and developmentally- appropriate activities	
				5. Adapt activities for children with special needs	
				6. Adapt activities to the environment	
				Other:	

<b>3</b>	<b>2</b>	<b>1</b>	<b>N</b>	<b>E. Balancing Work and Family</b>	<b>Notes:</b>
				1. Describe community resources available to families	
				2. Distinguish between various types of child care facilities	
				3. Identify an employer's policies toward family-friendly benefits (e.g., family leave, on-site child care)	
				4. Identify selection criteria for a child care facility (e.g., quality, affordability, access)	
				5. Propose a management plan for balancing personal and family life	
				Other:	

3	2	1	N	<b>F. Establishing a Quality Child Care Program</b>	<b>Notes:</b>
				1. Identify components of quality child care programs	
				2. Identify barriers to quality (e.g., salaries, space, social attitudes, training)	
				3. Describe societal benefits of quality child care programs	
				4. Explain the impact of shared responsibility for quality care and education (e.g., parents, teachers, administrators, children, community, government)	
				Other:	

3	2	1	N	<b>G. Interacting with Children</b>	<b>Notes:</b>
				1. Use appropriate behavior of an observer	
				2. Identify reasons for observing young children (e.g., child interactions, child strengths and weaknesses, curriculum planning, child behaviors within a class and shared with a parent)	
				3. Explain methods for observing young children (e.g., checklist, anecdotal)	
				4. Demonstrate discipline and guidance techniques	
				5. Use appropriate verbal and nonverbal communications skills when disciplining or guiding children	
				6. Describe age-appropriate behavioral expectations	
				7. Build positive self-concept attitudes and behaviors	
				8. Promote individual differences while building self-concept	
				9. Explain environmental effects on self-esteem	
				10. Identify temperament's impact on behavior and self-esteem	
				11. Identify roles of interaction (e.g., maternal, instruction, therapeutic)	
				Other:	

3	2	1	N	<b>H. Assuming Leadership Roles as Responsible Family Members and Citizens</b>	<b>Notes:</b>
				1. Utilize FCCLA program(s) to address child development, care and guidance issues	
				2. Utilize leadership qualities and skills for problem solving	
				3. Apply leadership skills to affect public policy related to child development, care and guidance	
				Other:	