DOCUMENT RESUME

ED 139 934 CE 010 952

TITLE	Child Care Services Guide. Performance Objectives. Criterion Measures. Home Economics.
INSTITUTION	Duval County School Board, Jacksonville, Fla.
PUB DATE	Aug 74
NOTE	268p.; For related documents see CE 010 985 and CE 010 991-992 ; Best copy available
EDRS PRICE	MF-$0.83 HC-$14.05 Plus Postage.
DESCRIPTORS	*Behavioral Objectives; *Career Exploration; *Child Care; Child Care Centers; Child Care Occupations; Child Care Workers; Child Development; *Criterion Referenced Tests; Curriculum Guides; Day Care Services; Early Childhood Education; Guidance; *High School Curriculum; Job Skills; *Occupational Home Economics; Secondary Education

ABSTRACT

Several intermediate performance objectives and corresponding criterion measures are listed for each of 14 terminal objectives for a high school child care services course. This course is designed to provide opportunities for exploring a broad range of child care, guidance, and service occupations. Major concepts include characteristics of children of different ages; methods of communicating with children; awareness of the operation of child care enterprises in a variety of situations; planning and providing services to children, including those with special needs; selecting and using equipment, materials, and activities in relation to the development tasks of children; and child-related agencies and legislation. Instruction includes observation and hands-on laboratory experiences which are basic to specialized proficiencies needed for employment. Concepts of management, consumer education, and safety are included as they relate. The titles of the 14 terminal objectives are The Child Care Worker--Skills of the Job, Working with Children, Understanding Growth and Development, Day Care--What Is It?, The Child Care Worker--Know Yourself, Need of All Children, Nutritional Needs of Children, Infant Care, Child's Play, Facilities for Child Care, The Living Curriculum for the Young Child, Setting Up and Operating a Child Care Center, and The Job--Getting, Holding, Changing. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

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CHILD CARE SERVICES

PERFORMANCE OBJECTIVES

CRITERION MEASURES

CE 010 952

2

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DUVAL COUNTY SCHOOL SYSTEM

JACKSONVILLE, FLORIDA

CHILD CARE SERVICES GUIDE

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August, 1974

CHILD CARE SERVICES

P R E F A C E

This material represents an effort to structure a Child Care Services course of study using the techniques of SAFE. It is based on objectives and learning experiences in the Child Care Services State Guide, 1974, as provided by Home Economics Section, Florida State Department of Education.

The prediction of success of the objectives and criterion measures represent minimum acceptable compliance based on the best judgment of the writers. The evaluation instruments have not been field tested. The criterion measures are considered to be reasonable examples of a way to measure success of the objectives stated. It is expected that Child Care Services teachers of the county will participate in the use of these materials.

D E F I N I T I O N S

1. Terminal Performance Objective - this objective refers to behavior, knowledge or skill that a student should demonstrate at the end of a particular unit or section. It is written in broad terms.

2. Intermediate Performance Objective - this objective refers to behavior, knowledge or skill that a student should demonstrate along the way toward mastery of the terminal performance objective. It is written in specific terms.

3. Criterion Measure - this is criterion - referenced test items which evaluate whether the student has met the objective.

4. Accreditation Number - Elementary and Secondary Standards, 1971, State Department of Education.

ACKNOWLEDGEMENTS

The development of this material would have been impossible without the help of many people.

Acknowledgements are extended to the following:

The Duval County School Board and Administration

Mr. James E. Roberts, Principal, Sandalwood Jr.-Sr. High School

Mrs. Margaret Walton, Chairman, Sandalwood Home Economics

Mrs. Jackie Prescott, Home Economics Section, Florida State Department of Education

Mrs. Lenore Lawrence, Leon County Home Economics Teacher

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CHILD CARE SERVICES

CURRICULUM OBJECTIVE

Design, Develop and implement a student-centered curriculum for the students of Duval County in Child Care Services which will provide for individual differences and establish clearly defined objectives relative to the occupations of Child Care Services. Success in meeting this objective will be evidenced by 76% of the students demonstrating proficiency for entry level skills by completion of all Terminal Performance Objectives according to their criteria measures and recommendation for employment as certified by Duval County School Administration.

COURSE DESCRIPTION

This course is designed to provide opportunities for exploring a broad range of child care, guidance and service occupations. Major concepts include characteristics of children of different ages; methods of communicating with children; awareness of the operation of child care enterprises in a variety of situations; planning and providing services to children, including those with special needs; selecting and using equipment, materials and activities in relation to the developmental tasks of children; and child-related agencies and legislation. Instruction includes observation and hands-on laboratory experiences which are basic to specialized proficiencies needed for employment. Concepts of management, consumer education and safety are included as they relate.

NEEDS ASSESSMENT - CHILD CARE SERVICES

WHAT IS

1. Lack of conformity in teaching of same courses throughout district.

2. Some students do not recognize the relevance of the course.

3. Students lack clearly defined objectives.

4. Lack of opportunity for students to participate in deciding what is relevant and necessary.

WHAT SHOULD BE

1. Conformity - curriculum design to establish uniformity throughout the district.

2. Curriculum developed which will provide experiences relevant and a need to know.

3. Clearly defined objectives for the student.

4. Provide opportunity for students input in curriculum planning.

VOCATIONAL CURRICULUM OUTLINE

F O R

CHILD CARE SERVICES

CHAPTER....		....PAGE
T.P.O. 1.0	THE CHILD CARE WORKER---SKILLS OF THE JOB	4
T.P.O. 2.0	WORKING WITH CHILDREN	19
T.P.O. 3.0	UNDERSTANDING GROWTH AND DEVELOPMENT	46
T.P.O. 4.0	DAY CARE-----WHAT IS IT?	65
T.P.O. 5.0	THE CHILD CARE WORKER--KNOW YOURSELF	79
T.P.O. 6.0	NEED OF ALL CHILDREN	103
T.P.O. 7.0	NUTRITIONAL NEEDS OF CHILDREN	126
T.P.O. 8.0	INFANT CARE	154
T.P.O. 9.0	CHILD'S PLAY	171
T.P.O. 10.0	FACILITIES FOR CHILD CARE	181
T.P.O. 11.0	THE LIVING CURRICULUM FOR THE YOUNG CHILD	193
T.P.O. 13.0	SETTING UP AND OPERATING A CHILD CARE CENTER	201
T.P.O. 14.0	THE JOB---GETTING, HOLDING, CHANGING	217
	CHILD CARE SERVICES HERO ACTIVITIES... ...T.P.O. 1.0 - 14.0	235

CHILD CARE SERVICES TPO'S AND IPO'S

(CORRECTIONS FOR SUMMER 1974 EDITION)

TPO	1.0	OK		
TPO	2.0	page 27	IPO 2.3	indicate ß 4 that are valid
		" 28	IPO 2.4	6 of 8
		" 29	IPO 2.5	5 of 6
		" 30	IPO 2.6	10 of 12
		" 31	IPO 2.7	7 of 9
		" 32	IPO 2.8	scratch #4
		" 36	IPO 2.11	criterion measure: suggest at least ß 6 ways
		" 37	IPO 2.12	criterion measure: list at least ß 4 general rules
		" 41	IPO 2.16	6 of 8
		" 42	IPO 2.17	5 of 7
		" 43	IPO 2.18	criterion measure: give ß 3 or more
		" 44	IPO 2.1	check #12
TPO	3.0	page 63	IPO 3.7	add: c,a,e,b,d
		"	IPO 3.9	add: F, D, E, I, A, J, H, C, B, G
		"	IPO 3.10	#7 - scratch c, replace with i
TPO	4.0	page 68	IPO 4.3	criterion measure: state ß 8 reasons and add #8 at the bottom
TPO	5.0	OK		
TPO	6.0	page 113	IPO 6.5	criterion measure: #2 - insert "nose" on line between coughing and crying
		" 124	IPO 6.11	#3 - add sight
		"		#4 - add feel
		"		#6 - add feel
		"		#7 - add feel
		"	IPO 6.12	add #6 with check
TPO	7.0	page 131	IPO 7.2	MENU A - add - e. milk
		"	IPO 7.10	1. Fresh chicken 5. OK 2. Raw carrots 6. OK 3. Frozen squash 7. Fresh oranges 4. Instant oatmeal

CHILD CARE SERVICES TPO'S AND IPO'S
(CORRECTIONS FOR SUMMER 1974 EDITION)

(continued)

	page 145	IPO 7.14	IPO 7 of 9
	" 150	IPO 7.4	3 T
	" 152	IPO 7.15	Teacher judgment
TPO 8.0	page 156	IPO 8.2	criterion measure: scratch words after birth
	" 160	IPO 8.5	correct answer for 76% of criterion questions
	" 165	IPO 8.8	4 of 5 criterion items
TPO 9.0	OK		
TPO 10.0	page 186	criterion test 10.1	
TPO 11.0	page 198	followed by extra 182-198	
TPO 13.0	page 203	13.2 Criterion Measure: 1-10 did not copy	

CHAPTER 1

THE CHILD CARE WORKER
SKILLS OF THE JOB

COURSE: Child Care Services

TERMINAL PERFORMANCE

OBJECTIVE NO. 3.0 [illegible] The Skills of the Job

After instruction, demonstrate [illegible], 76% of the students will demonstrate the competencies necessary for the child care worker by production of a usable bulletin board or other audio-visual aid of job levels with titles, qualifications and job analyses. The criterion of success will be [illegible] determined by attached rating scale.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	EVALUATION MEASURES
		3.0	Prepare a usable bulletin board or other audio-visual aid on child care, including job levels with titles, qualifications and job analyses.

RATING SCALE FOR AUDIO-VISUALS:

	0	1	2	3	4
a. ATTRACTING					
a) Visibility					
b) Originality					
c) Colorful					
d) Artistic					
b. MEANING					
a) Clarity					
b) Practicality					
c) Completely					
d) Informative					
TOTALS:					

[illegible] Total: _____

[illegible] Letter Grade: _____

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 1.0 (cont'd) The Child Care Worker-Skills of the Job

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
1.1	After instruction in determining beginning competencies needed by child care workers, the student will demonstrate his understanding by correctly answering 6 of the 8 criterion situations.	1.1	Answer the following statements as TRUE or FALSE by writing the word in the blank to the left of each statement. A day care worker should be able to: _____ 1. Accept constructive evaluation by parents and staff. _____ 2. Show concern for the children only during the hours of work. _____ 3. Tolerate children's noise and activity. _____ 4. Demonstrate basic reading and writing skills. _____ 5. Provide children with limited opportunities for activity and experience. _____ 6. Show a knowledge of the community and its needs. _____ 7. Respect parents and recognize their strengths and differences in life styles. _____ 8. Praise and encourage a child only when you feel like it.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. .0 (cont'd) The Child Care Worker-Skills of the Job

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
1.2	After instruction and discussion, the student will identify desirable qualifications of child care workers as evidenced by successful completion of 10 of the 14 criterion items.	1.2	List 14 abilities and attitudes that are helpful and desirable qualities of a beginning child care worker. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 1.0 (cont'd) The Child Care Worker-Skills of the Job

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
1.3	After instruction and discussion on qualifications of child care workers that require more skillful participation than entry level, the student will correctly answer 10 of the 14 criterion items.	1.3	Describe 14 skills that a child care worker who desires work at a higher than entry level should be able to demonstrate. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 1.0 (cont'd) The Child Care Worker-Skills of the Job

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
1.4	After instruction and discussion on the skills required for the teacher of child care or kindergarten, the student will demonstrate his understanding by correctly answering 8 of the 12 criterion questions.	1.4	Identify the skills and abilities necessary for a certified child care or kindergarten teacher by placing a check before each true statement relating to the desirable qualifications. ___ 1. The ability to plan, execute and evaluate many kinds of learning experiences ___ 2. The ability to conduct an interview with parents ___ 3. The ability to adapt to the material available and explain their use to others ___ 4. A college degree in early childhood education ___ 5. Little knowledge of the community ___ 6. Concern only for the child, not the family ___ 7. The ability to plan, prepare, and conduct parent-center meetings ___ 8. The ability to meet the problems of any member of the child care team ___ 9. An ability to judge the strong and weak points of play equipment ___ 10. The knowledge of when to enter into and when to leave alone children's activities ___ 11. The recognition that children learn through the processes of action and discovery ___ 12. A working knowledge of all records by the center

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 1.0 (cont'd) The Child Care Worker-Skills of the Job

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
1.5	After instruction, the student will determine competencies for other positions in child day care centers as evidenced by successful completion of 7 of the 9 criterion items.	1.5	Name 9 specific job descriptions of workers in a child care center. In you descriptions tell the educational requirement necessary for the job. 1. 2. 3. 4. 5. 6. 7. 8. 9.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 1.0 (Cont'd) The Child Care Worker-Skills of the Job

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
1.6	After instruction and discussion concerning other careers involving young children, the student will demonstrate his understanding by correctly answering 4 of the 5 criterion items.	1.6	Training for child care services can be a background for other areas of work involving young children. a) Name 3 places a child care worker might find employment other than the child day care centers. 1) 2) 3) b) Name 2 jobs that would be available after continuing one's college education. 1) 2)

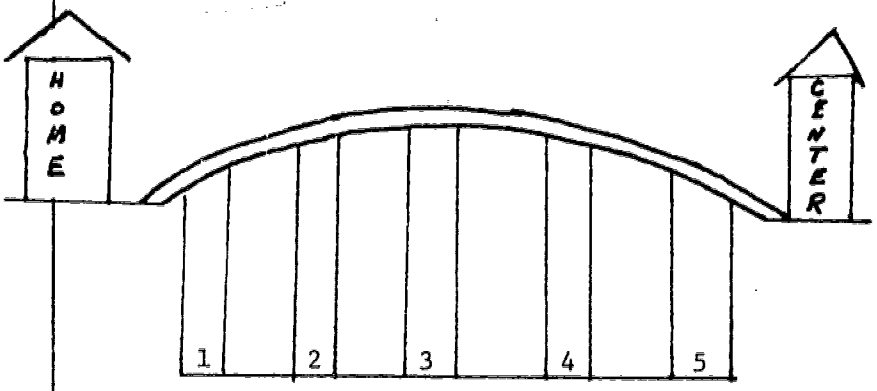
COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE
OBJECTIVE NO. 1.0 (cont'd) The Child Care Worker-Skills of the Job

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
1.7	After interviewing child care workers, the student will identify commonalities in the job skills by listing 7 of 10 areas in which tasks are related.	1.7	List 10 areas in which all persons working in a child care center will be doing related tasks. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 1.0 (cont'd) The Child Care Worker-Skills of the Job

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
1.8	After observation and/or role play of parents at a child care center, the student will stress the importance of parents as a necessary component of child care by indicating 4 of 5 reasons for cooperation.	1.8	List 5 reasons why parents are a necessary part of a child care program by filling in the bridge supports in spaces below drawing.  1. 2. 3. 4. 5.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 1.0 (cont'd) The Child Care Worker-Skills of the Job

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
1.9	Following learning experiences, the student will list 10 of 15 ways child care center can work with parents.	1.9	List 15 ways parents may work with the child care center.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 1.0 (cont'd) The Child Care Worker-Skills of the Job

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
1.10	After completion of learning steps, the student will identify values of a desirable parent-center relationship by describing at least 7 of 9 desirable outgrowths.	1.10	List 9 desirable outgrowths of a good parent-center relationship.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 1.0 (cont'd) The Child Care Worker-Skills of the Job

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
1.11	After observation in a child care center, the student will list 6 of 9 environmental conditions for children over which a worker could have partial control.	1.11	List 9 ways a child care worker may help to provide good environmental conditions in the center.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 1.0 (cont'd) The Child CAre Worker-Skills of the Job

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
1.12	Following learning experiences, the student will list suggested practices to follow in upkeep of center equipment and supplies by indicating proper procedures in 4 of the 5 instances given.	1.12	List suggested procedure to follow in each of below instances: 1. Operating new or strange equipment..... 2. Environmental dangers like loose nuts and bolts, sharp edges, etc. ..... 3. Equipment breakdown..... 4. Pets, plants, etc. ..... 5. Toys apart.....

KEY TO CRITERION MEASURES 1.1 thru 1.12

1.1:
1. True
2. False
3. True
4. True
5. True
6. True
7. True
8. False

1.2: See State Guide

1.3: See State Guide

1.4:
1. ✓
2. ✓
3. ✓
4. ✓
5. —
6. —
7. ✓
8. ✓
9. ✓
10. ✓
11. ✓
12. ✓

1.5: See State Guide

1.6: See State Guide

1.7: Listed in State Guide

1.8:
1. Knowledge of child to share
2. Goals for child mutually agreed upon
3. Behavior problems and adjustment
4. Anxiety or fear of new experiences
5. Motivation to grow from previous life experiences

1.9: Listed in State Guide

1.10: Listed in State Guide

1.11: Listed in State Guide

1.12: Listed in State Guide

CHAPTER 2

WORKING WITH CHILDREN

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE
OBJECTIVE NO. 2.0 Working With Children

Given opportunities to develop guidelines for working with children by study, observation and participation, 76% of the students will evidence success by preparing a usable child care aide handbook for working with children using IPO 2.1 - 2.18 as an outline. Check for usability will be a rating of 2 on attached rating scale.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		2.0	Prepare a usable child care aide handbook using IPO 2.1 - 2.18 as an outline.

RATING SCALE

1. ATTRACTIVE
   a) Cover
   b) Format
2. QUALITY
   a) Clear
   b) Simple
   c) Factual
   d) Use of grammer
3. Quant
   a) Ea. IPO used
   b) Sufficient support for each IPO

0	1	2	3	4

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 2.0 (cont'd). Working With Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
2.1	After completion of learning activities, the student will determine qualities which help provide a healthful atmosphere for child growth in a child day care center by recognizing at least 5 qualities that depend on both the child care center and the child care worker.	2.1	From the following list, put an "X" in space to the left of each item necessary for a combination of child care worker and the child care center itself: ___ 1. freedom to explore his world ___ 2. love of children ___ 3. patience and understanding ___ 4. knowledge of child development ___ 5. privacy ___ 6. nutritious food ___ 7. manipulative activity ___ 8. sharing tricycle ___ 9. isolation for illness ___ 10. time to experiment ___ 11. responsibility fits age ___ 12. protection from danger

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 2.0 (cont'd) — Working With Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
2.2	After completing learning activities, the student will be able to identify 5 of 8 rules for observing children and develop an observation form for a particular purpose.	2.2	1. Check 8 rules for observing children in a day care center. ___1. jot down notes frequently ___2. record exact words child uses ___3. ask child reason for his action ___4. state what happens in a situation ___5. help child to succeed ___6. note exact order of events ___7. make notes as soon as possible after event ___8. date all notes ___9. re-read notes and interpret (reasons) ___10 avoid qualifying words (if child were taller) 2. Select the observatio. form that best shows the emotional development of the child. (a) Check List for Observing a Child (b) Observation Sheet (c) Observing a Childs' Development Through His Behavior

A. CHECK LIST FOR OBSERVING A CHILD

Your name _____ Name of child _____

Date_____ Hours observed _____ Age of child _____

Directions: Check "X" in the appropriate column each behavior observed. Do not check a behavior you did not observe.

	USUALLY	SOMETIMES	NEVER
Accepts other children.			
Joins group activities.			
Smiles or laughs frequently.			
Is enthusiastic.			
Trys new activities.			
Speaks naturally.			
Rides tricycle with ease.			
Buttons own clothes.			
Plans own activities.			
Takes turns willingly.			
Shares his toys.			
Willing to compromise.			
Recognizes rights of others.			
Talks to adults.			
Accepts suggestions.			

(Submitted by: James Weldon Johnson Junior High School)

B. OBSERVATION SHEET

Directions: Observe children of different ages, record how they differ in each area of development, and give reasons why they differ.

Area of Development	BEHAVIOR AND REASONS WHY		
	Three Year Old	Four Year Old	Five Year Old
Physical			
Mental			
Social			
Emotional			

2.2

Age of child _____

Name of child _____ Name of observer _____

Date observed _____ Directions: Check for each behavior observed.

BEHAVIOR INDICATIONS

Feelings of Insecurity

____ Prefers to play alone

____ Seldom talks to other children or adults

____ Disrupts other children at play

____ Attacks anyone who interfers with his play

____ Constantly wants to be the center of attention

____ Unwilling to accept suggestions

____ Timid; will not try a new activity without adult help

____ Stutters or stammers

____ Sucks thumb or fingers, or has other nervous mannerisms

____ Displays no enthusiasm

____ Seldom smiles or laughs

Feelings of Security

_____ Joins group activities

_____ Talks to other children and adults

_____ Does not bother other children at play

_____ Accepts other children who want to play with him

_____ Does not demand constant attention

_____ Willing to accept suggestions

_____ Unafraid to try a new activity by himself

_____ Speaks easily and naturally

_____ Has no nervous mannerisms

_____ Claps hands when a new activity is suggested; hums or sings spontaneously

_____ Smiles or laughs frequently

Poor Emotional Control

____ When angry, resorts to destructive behavior, such as throwing or breaking things, hitting or biting people, tearing his clothes

Developing Emotional Control

_____ When angry, may stamp feet or cry a little, or call object of his anger names

OBSERVING A CHILD'S DEVELOPMENT THROUGH HIS BEHAVIOR (cont.) C.

2.2

____ Becomes very much upset when he fails to achieve something he tries to do; gives up after one effort

____ Cries, whines, or sulks when crossed

____ Tense; unable to relax at rest period or during play

____ Not easily discouraged; willing to make several trials to achieve something he wants to do

____ Does not become upset when he cannot have his own way

____ Able to relax during rest period; plays easily and naturally

Poor Motor Performance

____ Awkward about maneuvering tricycle or wagon; bumps into objects or persons

____ Cannot pour juice from pitcher into cup without spilling

____ Holds paintbrush or crayons awkwardly

____ Unable to drive a nail straight or saw on a line

Developing Motor Coordination

____ Able to ride around room on tricycle or wagon with ease, and to gauge distance

____ Can pour juice into cup with little or no spilling

____ Holds paintbrush or crayons as directed

____ Able to drive a nail straight and to saw on a line

POORLY DEVELOPED SELF-RELIANCE AND INDEPENDENCE

____ Has to be reminded when to go to the toilet and to wash hands

____ Depends on someone to help him select activities

____ Needs assistance in taking off and putting on wraps

____ Leaves equipment and materials where he last played with them

INCREASING SELF-RELIANCE AND INDEPENDENCE

____ Goes to the toilet and washes hands when necessary

____ Plans his own activities

____ Takes off and puts on own wraps

____ Helps put away equipment and materials without being urged

2.2

POORLY ESTABLISHED COOPERATION WITH OTHERS	IMPROVING COOPERATION WITH OTHERS
____ Does not share without being urged	____ Shares on his own accord
____ Resents taking turns	____ Takes turns freely
____ Tries to take anything he wants from another child	____ Recognizes the property rights of others
____ Has not learned to compromise	____ Willing to compromise

Questions: _____

_____

_____

_____

SUMMARY: (1) In which areas of development can this child improve? (physical, emotional, social, mental)

(2) Describe any kind of guidance (affection, help, respect, approval) you might give this child to assist this development.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 2.0 (cont'd) — Working With Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
2.3	Given a list of items, the student will be able to indicate 5 that are valid uses of observation of children.	2.3	Select 5 good uses of child observation. Check in the space to the left of the number. ___ 1. shows individual differences ___ 2. planning to meet needs of individual ___ 3. provide exact descriptions of personality ___ 4. provide information for doctor ___ 5. suitable proof of age ___ 6. indicate vocational success areas ___ 7. shows pattern of desirable and undesirable behavior ___ 8. indicates vitamin deficiencies

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE
OBJECTIVE NO. 2.0 (cont'd) Working With Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
2.4	The student will show an awareness of general principles of child growth and development by indicating at least 6 ways in which all children are similar in growth and development. X-5.200	2.4	Stated in objective

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 2.0 (cont'd) Working With Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
2.5	The student will point out importance of acquiring knowledge, skills and sensitivity in meeting needs of children by listing at least 5 reasons why children will benefit if care-givers are trained. X-5.200	2.5	Stated in the Objective

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 2.0 (cont'd) Working With Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
2.6	After reading assignments and observation of children, the student will be able to write at least 10 actions of children that identify behavior.	2.6	Stated in the Objective

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 2.0 (cont'd) Working With Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
2.7	After interviews with several day care center personnel, the student will determine at least 7 factors which can influence behavior of children in a day care center.	2.7	Stated in the Objective

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 2.0 (cont'd) Working With Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
2.8	After interviews and observations, the student will be able to identify the most important role of the day care center worker from a list of roles.	2.8	From the list of child care center worker roles, circle the one most important to the child in any situation. 1. keeping child clean 2. helping child go to bathroom 3. guiding the child's behavior 4. providing for child's [illegible] 5. assisting child in eating all his food

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 2.0 (cont'd) Working With Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
2.9	The student will identify 4 basic principles of effective guidance of children by selecting them from a group of suggestions.	2.9	Select 4 basic principles of effective child guidance. Put a check in the space to the left of number. ___ 1. Never give in to a child's wishes. ___ 2. Love a child no matter what he does. ___ 3. Accept him as he is and respect him as another human being. ___ 4. Teach him through fear of punishment. ___ 5. Help him only when he really needs it. ___ 6. Tell him he is bad when behavior is not acceptable. ___ 7. Spank him when he does something that is not acceptable. ___ 8. Tell a child you won't love him if he isn't good. ___ 9. Praise or reward accomplishments or attempts.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 2.0 (cont'd) Working With Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
2.10	After study activities, the student will determine approaches to discipline by matching type of discipline with example. Success will be evidenced by correctly identifying 3 of 4 situations	2.10	(Criterion Measure attached)

CRITERION TEST 2.10

In the space to the left of each number, write the letter of the type of discipline in each numbered example.

Types of discipline:

(a) authoritarian
(b) permissive
(c) over-permissive

____ 1. Mr. and Mrs. Jackson were always very strict with their son Johnny. Johnny was advised to keep the rules his parents set up, although he often didn't understand them. If Johnny didn't obey the rules, he was threatened with a spanking. Johnny was never promised any treats to repay his obediance; he was expected to obey since his parents were older and knew better than he did.

____ 2. The Harrison family set down few rules for their children. Their three children derived most of their rules from their peer group. When the children acted in a way that was socially acceptable, their peer group gave their approval. When the children did something wrong, they didn't learn until the act was completed that it wasn't acceptable.

____ 3. Mr. and Mrs. Wilson and their two children often did things together as a family. When the Wilsons wanted their children to behave in a certain way, they explained the reasons for this action until the children understood them. The children weren't punished unless they intentionally misbehaved. Punishment was usually related to the deed. However, when the children attempted to act correctly, they were lavishly praised by their parents.

____ 4. The Wrights prided themselves on maintaining a household where their two sons could have free self-expression. Consequently, the Wrights set few rules and gave little guidance to their children for fear of inhibiting them. When the boys behaved in a proper manner, they were expected to feel satisfied because of the approval of their behavior. The boys often felt confused about what action to take and usually could not judge whether their action was correct until after it was completed.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 2.0 (cont'd) Working With Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
2.11	Given a hypothetical situation, the student will suggest at least 5 ways in which control of the environment could help in guiding children. X-5.207	2.11	A child who has just entered the day care center has a difficult time playing with other children. He hits everyone he can. Suggest at least 5 ways that control of the environment could be used to help guide this child toward self-control.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 2.0 (cont'd) Working With Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
2.12	After study, the student will determine the role of punishment in the guidance of children by listing at least 3 general guidelines for administering punishment. X-5.206	2.12	List at least 3 general rules for using punishment in guidance of children.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 2.0 (cont'd) Working With Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
2.13	After study and observation, the student will demonstrate understanding of the role of isolation in the guidance of children by recalling at least 6 of 8 questions that need be answered when isolation is used.	2.13	Stated in the Objective

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 2.0 (cont'd) Working With Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
2.14	After class discussion, the student will show an understanding of the role of providing limits in discipline of children by stating the 3 requirements of limiting.	2.14	Stated in the Objective

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 2.0 (cont'd) Working With Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
2.15	Given a list of 28 suggestions for guidance which help promote desired discipline in young children and given the opportunity to observe workers in a center, the student will identify at least 20 situations, each illustrating a different suggestion.	2.15	Stated in the Objective (list available in Guide)

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 2.0 (cont'd) Working With Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
2.16	After observation of children, the student will recall at least 6 methods of communication used by children.	2.16	Stated in the Objective

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 2.0 (cont'd) Working With Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
2.17	After observation of workers communicating with individual children, the student will demonstrate his understanding of communicating by listing at least 5 guides for communicating with children.	2.17	Stated in the Objective

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 2.0 (cont'd) Working With Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
2.18	After review of instruction on observation of children, the student will be able to give at least 2 guidelines in each of 8 categories of child care.	2.18	Prepare a set of guides for child care workers, giving two or more general rules for each of the items below: 1. Child Care Center atmosphere 2. Observing children 3. Knowledge of child development 4. Needs of children 5. Behavior of children 6. Guidance of children 7. Discipline 8. Communication

KEY TO CRITERION MEASURES 2.1 thru 2.18

2.1

X 1.
__ 2.
__ 3.
__ 4.
X 5.
__ 6.
X 7.
X 8.
__ 9.
X 10.
X 11.
__ 12.

2.2

✓ 1.
✓ 2.
__ 3.
✓ 4.
__ 5.
✓ 6.
✓ 7.
✓ 8.
✓ 9.
✓ 10.

Observation Forms:
C

2.3

✓ 1.
✓ 2.
✓ 3.
✓ 4.
__ 5.
__ 6.
✓ 7.
__ 8.

2.4

Listed in State Guide

2.5

Listed in State Guide

2.6

Listed in State Guide

2.7

Listed in State Guide

2.8

1 2 (3) 4 5

2.9

__ 1.
✓ 2.
✓ 3.
__ 4.
✓ 5.
__ 6.
__ 7.
__ 8.
✓ 9.

2.10

a 1.
c 2.
b 3.
c 4.

2.11

Listed in State Guide

2.12

Listed in State Guide

2.13

Listed in State Guide

2.14

Listed in State Guide

2.15

Listed in State Guide

2.16

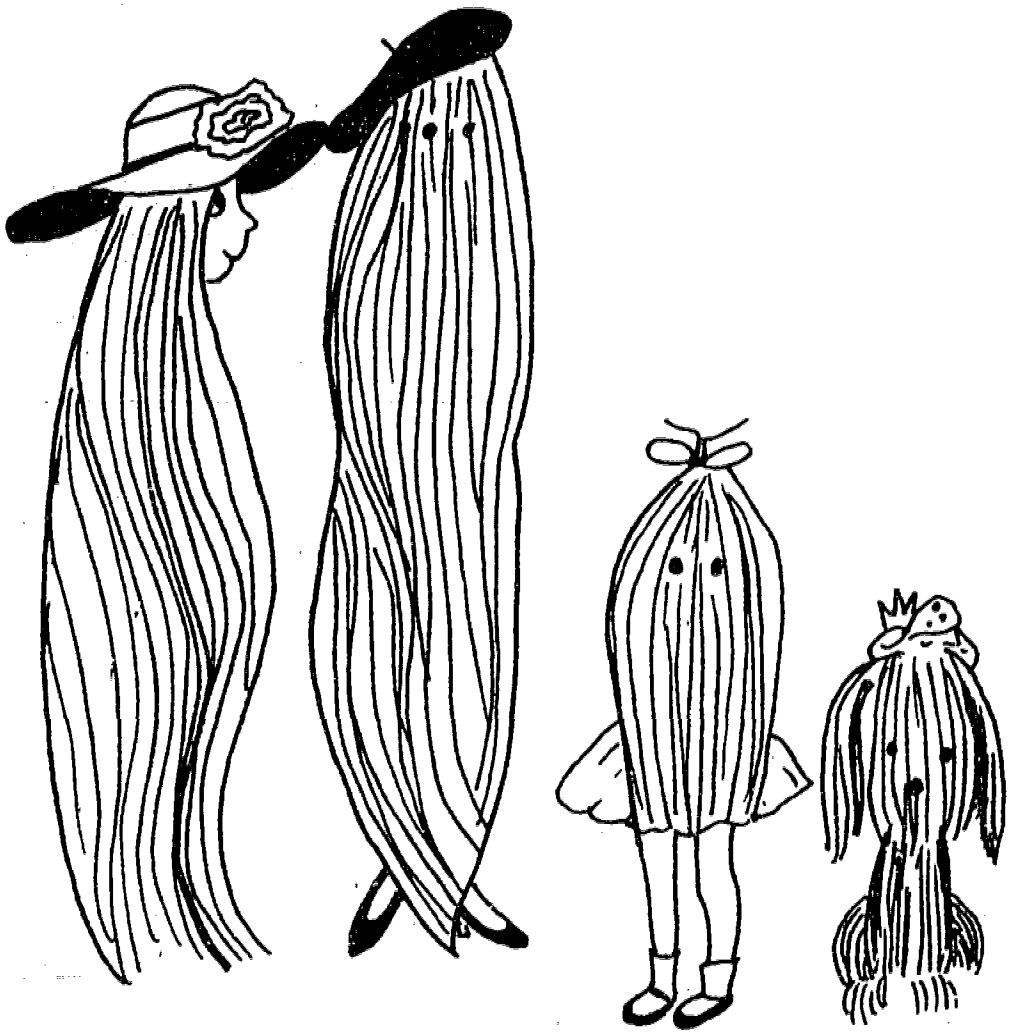
1. crying
2. biting
3. hitting
4. smiling
5. touching
6. hugging
7. spitting
8. talking
9. others

2.17

Listed in State Guide

2.18

Guidelines available in State Guide



CHAPTER 3

UNDERSTANDING GROWTH AND DEVELOPMENT

COURSE CHILD CAR CES

Accreditation Standards: X-5.196 X-5.200

TERMINAL PERFORMANCE OBJECTIVE NO. 3.0

Understanding Growth and Development

After completion of learning activities, 76% of the students will apply knowledge by making usable charts of developmental ages and stages - indicating basic needs and activities at each stage. Evidence of success will be usable charts as evaluated by a rating scale point value of no less than 15 points.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		3.0	Prepare charts of developmental stages of physical, emotional, social and intellectual growth indicating average age and basic needs for each type growth, and activities or provisions for each need. Rating scale for charts:

	0	1	2	3	4
1. Overall neatness and clarity.					
2. Average chronological ages.					
3. Number and type of items of development.					
4. Number of appropriate needs for age and stage.					
5. Quality and quantity of suitable activities or provisions for each need.					
Totals:					

Grand Totals: ____

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 3.0 (cont'd) Understanding Stages of Growth and Development

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
3.1	After exploring the world of childhood, the student will determine at least 5 of the 7 reasons why it is advantageous to know how children grow. X-5.196	3.1	List 7 reasons why it would be helpful to learn how children grow.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 3.0 (cont'd) Understanding Stages of Growth and Development

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
3.2	Using a needs assessment checklist, the student will demonstrate his understanding of basic need identification. The student will be able to describe needs not met in at least 3 instances. X-5.200	3.2	Attached - "Needs Assessment Analysis".

3.2 INDIVIDUAL NEEDS ASSESSMENT ANALYSIS

Directions: Select one person you know. After considering the list of people-needs, check those which you think are satisfied for him. If not met, write a brief description of special needs you think he might have.

	PEOPLE NEEDS MET	SPECIAL NEEDS DESCRIBED
PHYSICAL		
1. housing		
2. food		
3. clothing		
4. furnishings		
PSYCHOLOGICAL		
5. love		
6. consideration		
7. family heritage		
SOCIAL		
8. acceptance		
9. belonging		
MENTAL		
10. interests expanding		
11. performing services		
12. problem solving		
SPIRITUAL		
13. have spiritual goals		
14. strong moral code of ethics		
EMOTIONAL		
15. control our actions		
16. make mature decisions		
17. achieve emotional independence		

References: HOMEMAKING FOR TEEN AGERS, Book I, Fifth Edition, Chapter 1.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE
OBJECTIVE NO. 3.0 (cont'd) Understanding Stages of Growth and Development

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
3.3	Given a situation, the student will be able to identify the importance of heredity and environment as partners in influencing growth and development by listing 3 factors that are continuously interacting. X-5.196	3.3	Give 3 reasons why one brother may fight and the other may cry from the same cause.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 3.0 (cont'd) Understanding Stages of Growth and Development

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
3.4	Given a situation, the student will identify factors which affect growth and development by indicating at least 3 of 4 factors.	3.4	Give 4 reasons why identical twins, separated at birth, may grow up completely different, by checking in space to left of numbers. ____ 1. culture and society ____ 2. age ____ 3. different genes ____ 4. interaction with environment ____ 5. repeating conditions ____ 6. everyone in state of changing ____ 7. heredity

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 3.0 (cont'd) Understanding Stages of Growth and Development

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
3.5	After investigation of factors of the environment which exert influence on growth and development, the student will recall at least 7 family influences. X-5.196	3.5	Write a list of 10 or more ways in which the family environment may influence growth and development of a particular child.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 3.0 (cont'd) Understanding Stages of Growth and Development

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
3.6	After investigation of the factors of heredity, the student will be able to determine at least 5 of 7 characteristics that are inherited. X-5.196	3.6	Name at least 7 characteristics that can be inherited.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 3.0 (cont'd) Understanding Stages of Growth and Development

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
3.7	After instruction, the student will demonstrate an understanding of principles which affect growth and development by matching 4 examples with principles. X-5.200	3.7	In the space to the left of each principle, write the letter of the example that fits best. ____ 1. All normal children follow a sequence of growth. ____ 2. Growth is continuous, but not always steady. ____ 3. Behavior is influenced by needs. ____ 4. Child goes from dependency to independency. ____ 5. Growth characteristics vary widely. EXAMPLES: a. doubles birth weight at 6 months - triples at one year b. insists on keeping shoes on wrong feet c. sits before stands d. girls mature faster than boys e. temper tantrum

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 3.0 (cont'd) Understanding Stages for Growth and Development

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
3.8	The student will identify behavior of the child as an indicator of growth and development by finishing 4 of 5 statements.	3.8	Finish these statements with the reason the child is unable to accomplish because of his physical growth and development. 1. John says "mudder", but is very indignant if you do not say "mother" correctly because____ 2. Jane says "no" to everything you ask her or tell her because _____ 3. When Joanne comes down stairs, she steps down with one foot, then brings the other foot down to the same step instead of alternating feet because _____ 4. Alvin's testimony to the court about the bruises on his back was accepted by the judge instead of his father's testimony because____ 5. Kim, from India, and Joe, from Texas, both draw a big square with a little square inside and call it a "house" because _____

3.9 PHYSICAL GROWTH AND DEVELOPMENT

Directions: Match the letter of the word in Column II that best completes the ideas in Column I.

COLUMN I		COLUMN II
____ 1.	Babies go through the same developmental processes, but each does so at his own ____.	A. bones
____ 2.	In childhood, the rate of growth in ____ is greater than the growth in weight with the results that the child begins to have a scrawny look.	B. similar
____ 3.	Children vary in ____ more than in height.	C. simple
____ 4.	There are changes in ____ in all parts of the body during the early years of childhood, but these changes come at different rates.	D. height
____ 5.	Muscles, fat, and ____ grow at different rates during childhood.	E. weight
____ 6.	Permanent teeth begin to erupt at about the time the child is ready to enter ____ grade, but they cause few of the physical discomforts associated with the eruption of baby teeth.	F. rate
____ 7.	The development of each child progresses at a ____ rate from the other children but follows the same general pattern.	G. general
____ 8.	As a person grows, the developmental stages leading to these final results move regularly from the ____ to the complex.	H. different
____ 9. & 10.	From ____ tasks, to very different tasks, and from ____ tasks to specific ones.	I. proportions
		J. first

3.9 PHYSICAL GROWTH AND DEVELOPMENT

Directions: Match the letter of the word in Column II that best completes the ideas in Column I.

COLUMN I		COLUMN II
____ 1.	Babies go through the same developmental processes, but each does so at his own ____.	A. bones
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____ 4.	There are changes in ____ in all parts of the body during the early years of childhood, but these changes come at different rates.	D. height
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____ 6.	Permanent teeth begin to erupt at about the time the child is ready to enter ____ grade, but they cause few of the physical discomforts associated with the eruption of baby teeth.	F. rate
____ 7.	The development of each child progresses at a ____ rate from the other children but follows the same general pattern.	G. general
____ 8.	As a person grows, the developmental stages leading to these final results move regularly from the ____ to the complex.	H. different
____ 9. & 10.	From ____ tasks, to very different tasks, and from ____ task to specific ones.	I. proportions
		J. first

COURSE CHILD CARE SERVICES

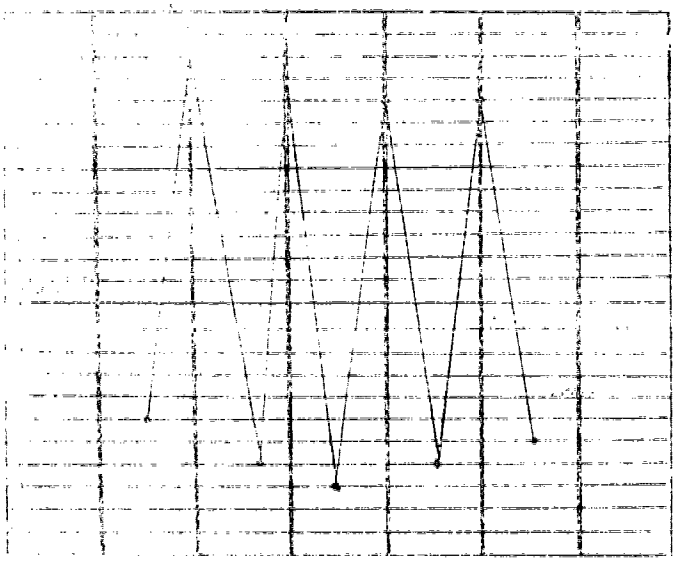
TERMINAL PERFORMANCE OBJECTIVE NO. 3.0 (cont'd) Understanding Stages of Growth and Development

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
3.10	The student will explore the development of the child's sense-of-self in his place in the group by tracing development of sense-of-self in a day care center at specified ages as evidenced by correctly identifying 7 of 10 examples.	3.10	Match examples of sense-of-self in a day care center for a child at each of the following ages by writing proper letter in space to left of age.

___1.	1 month	a. stares at self in mirror
___2.	4 months	b. calls self by name
___3.	6 months	c. plays with imaginary companion
___4.	1 year	d. pats reflection in mirror
___5.	1½ years	e. very cooperative
___6.	2 years	f. has no sense-of-self
___7.	3 years	g. bold and demanding
___8.	4 years	h. throw toy and it will be returned
___9.	5 years	i. tell tales, spits and kicks
___10.	6 years	j. opposes others, such as "no!"

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE
OBJECTIVE NO. 3.0 (cont'd) Understanding Stages of Growth and Development

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
3.11	The student will demonstrate the exploration of development of feelings in children by interpreting emotional behavior with a line graph, by answering correctly 2 of the 3 questions, and identifying at least 5 out of 7 principles of child learning and at least 4 out of 5 principles of child values.	3.11	EMOTIONAL BEHAVIOR 1.  [illegible] of child [illegible] interpretation of the above graph, answer these questions: [illegible] can you expect co-operative emotional behavior? [illegible] the child object to [illegible]? [illegible] describe the [illegible] of emotional behavior from 1 to age 6? [illegible] of child learning. [illegible] principles about child values.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 3.0 (cont'd) Understanding Stages of Growth and Development

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
3.12	After class discussion, the student will be able to write a definition of developmental tasks for a child as evidenced by indicating 2 forces that set the stage for tasks. X=5.200	3.12	Write a definition of developmental tasks for children indicating the 2 forces that determine what the tasks will be.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 3.0 (cont'd) Understanding Stages of Growth and Development

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
3.13	Given the developmental tasks of early childhood, the student will identify task accomplishment by showing how a child care worker can help the child succeed as evidenced by matching 7 of 9 developmental tasks satisfactorily.	3.13	Test attached

3.13 CRITERION MEASURE

Directions: Explain how a child care worker can help a child succeed in each of the following developmental tasks by putting the letter of the statement in Column II in front of the number in Column I.

COLUMN I	COLUMN II
____ 1. Psysiological equlibrium (balance of rest and activity)	(a) provide order in child's world by teaching to put toys away.
____ 2. Manage one's body effectively (coordination of body parts)	(b) teach good from bad by reward of good actions until self-disciplined.
____ 3. Learn to take solid foods satisfactorily.	(c) provide trust and ways to express emotions and control feelings.
____ 4. Learning control of elimination	(d) do not use baby talk to child.
____ 5. Learning sex differences	(e) have good attitude about new tastes for child.
____ 6. Learning to talk	(f) read child a quiet story.
____ 7. Learning to adjust to others	(g) don't shame child if he plays with sex organs.
____ 8. Formation of concepts (ideas)	(h) encourage, don't force use of potty.
____ 9. Development of conscience	(i) provide suitable puzzles to put together.

KEY TO CRITERION MEASURES 3.1 thru 3.13

3.1: Listed in State Guide

3.2: Attached - "Needs Assessment Analysis"

3.3: Available in State Guide

3.4:

1. ✓	4. ✓	7. ____
2. ____	5. ✓	
3. ____	6. ✓	

3.5: From State Guide

3.6: Listed in State Guide

3.7: Principles listed in State Guide

3.8: Teacher evaluation

3.9: Teacher evaluation

3.10:

1. f	6. b
2. a	7. c
3. d	8. g
4. h	9. e
5. j	10. i

3.11:

#1. a. - 2, 3, 4, 5
b. - 1½, 2½, 3½, 4½, 5½
c. - fluctuates, has ups and downs, is predictable - is similar from one child to another

#2. State Guide

#3. State Guide

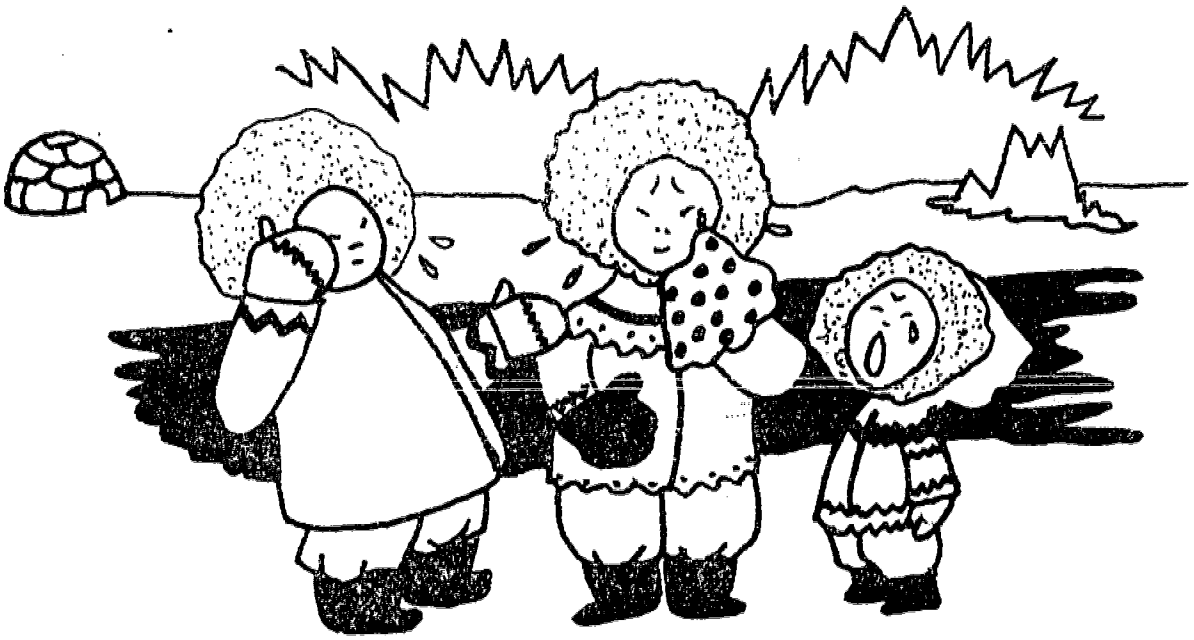
3.12: Definition

1.

2.

3.13:

f 1.	d 6.
i 2.	c 7.
e 3.	a 8.
h 4.	b 9.
g 5.	



CHAPTER 4

DAY CARE-- WHAT IS IT?

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE
OBJECTIVE NO. 4.0 Day Care - What Is It?

After instruction, demonstration and practice relating to child care programs, 76% of the students will demonstrate knowledge of good child day care services and the types of programs available on the local, state and national levels. The criterion of success will be preparation of a public relations release suitable for P.T.A., TV, radio, newspaper, magazine, etc., as judged by a rating of 15 on attached scale.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		4.0	Prepare a public relations release suitable for P.T.A., TV, radio, newspaper, magazine, etc. Suitability will be judged by a 15 rating on the scale below.

	0	1	2	3	4
1. Originality					
2. Suitable length					
3. Quality of message					
4. Clarity of message					
5. Simplicity of message					
TOTALS:					

Grand Total: _____

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 4.0 (cont'd.)

ACCREDITATION STANDARD: Day Care - What Is It?

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
4.1	After instruction on the history of the development of child care services, the student will demonstrate his understanding by correctly answering 2 of the 3 criterion questions.	4.1	Indicate the significance of the following in the development of child day care centers. 1. Works Progress Administration 2. Lanham Act 3. Project Head Start

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 4.0 (cont'd.)

ACCREDITATION STANDARD: Day Care - What Is It?

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
4.2	After exploring the concept of day care, the student will correctly identify 3 of the 4 factors that illustrate the need for such programs. X-5.205	4.2	Name 4 factors that indicate the need for programs in child day care centers. 1. 2. 3. 4.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 4.0 (cont'd)

Day Care - What Is It?

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
4.3	After an investigation of reasons for day care, the student will correctly identify 6 out of 8 factors that have significantly increased the need for day care in the local, state and national level.	4.3	State 7 reasons why the need for day care has increased rapidly in recent years. 1. 2. 3. 4. 5. 6. 7.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 4.0 (cont'd)

Day Care - What Is It?

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
4.4	After instruction, the student will determine the changes in the community structure, attitude, and social forces which affect child care as evidenced by successfully completing 3 of the 4 criterion items. X-5.206	4.4	Answer the following statements as TRUE or FALSE by writing the correct response in the blank before each statement. _____ 1. Many mothers with young children are the sole bread-winner for the family in today's society. _____ 2. Community attitudes in Duva County reflect the feeling that mothers who work away from home are abandoning their parental responsibilities. _____ 3. Day care of young children should not be a concern of industry and government. _____ 4. The striving for a higher standard of living is a factor to consider in assessing the needs of day care.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 4.0 (cont'd)

Day Care - What Is It?

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
4.5	After instruction and class discussion, the student will be able to recognize the national change of attitude toward child care by successfully identifying 4 of the 5 criterion items.	4.5	Indicate the factors that are contributing to the nation's change of attitude concerning child day care by circling the TRUE statements. 1. Parents need guidance in family living. 2. Recognition of the need for trained skilled workers with small children. 3. Increased concern for the custodial approach in care of children. 4. Slow, gradual changes in the needs of children are being recognized. 5. Wide-spread emphasis in the importance of development in young children. 6. Recognition of the young child as an important family member. 7. Awareness of the importance of a close relationship among parents, children, and child day care center.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 4.0 (cont'd)

Day Care - What Is It?

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
4.6	After instruction and observation, the student will determine some essential components of day care as evidenced by successful completion of 8 of the 11 criterion items. The validity of the answers will be determined by the instructor. X-5.208	4.6	See attached sheet.

4.6 CRITERION MEASURE

Directions: Select questions from each of the three divisions below to consider in selecting a child care center. Briefly describe a child care center in relation to the characteristics you select.

BUILDING (select at least four questions)

Is the building constructed so there are few accident hazards?

Does the size of the room permit vigorous activity (at least 35 square feet per child)?

Is there sufficient ventilation in the rooms?

Are the playrooms colorful and cheerful?

Do low windows and gates have locks?

Do the bathroom facilities meet the group needs?

Are all facilties clean and sanitary?

What space is provided for the child in case of illness?

How do the rooms lend themselves to supervision of play at all times?

Are the fire exits in the building adequate?

PLAYGROUNDS (select at least four questions)

Does the size of the playground permit vigorous play (80-100 square feet per child)?

Have all rocks, ditches, and other accident hazards been removed from the playground?

Is the play area fenced for security?

Is the arrangement of equipment conducive to safe play?

Is the equipment in good repair?

Is there sufficient shade and shelter?

4.6 CRITERION MEASURE (continued)

STAFF (select at least three questions)

Do the workers have warm, friendly personalities?

Are the workers in the center trained in early childhood education?

Are interviews between teachers and parents encouraged?

Do parents have permission to visit the center?

Are regular physical examinations given to workers?

Is there a state and/or local licensing requirement?

Is the center licensed and approved?

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 4.0 (cont'd)

Day Care - What Is It?

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
4.7	After an investigation into the job opportunities available in child care services, the student will correctly answer 5 of the 7 criterion items. X-5.204	4.7	Name 5 types of child care centers where most employment opportunities for child care aides may be found. 1. 2. 3. 4. 5. Select the letter of the phrase which correctly completes the statement. Choose only one answer for each item. 6.__ Which of these types of child care centers is supported entirely by fees from families who have children enrolled in the center: a. Day Care Centers b. Private Nursery Schools c. Head Start programs 7.__ Employment opportunities for trained personnel in child care services are: a. limited b. increasing c. decreasing

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 4.0 (cont'd)

Day Care - What Is It?

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
4.8	After instruction, the student will be able to identify the values of the child care worker to himself, his family and the community as evidenced by successful completion of 9 of the 12 criterion questions.	4.8	State 5 ways the CHILD benefits from child care services. 1. 2. 3. 4. 5. State 5 ways the STUDENT benefits from child care services. 1. 2. 3. 4. 5. State 2 ways SOCIETY benefits from effective day care of children. 1. 2.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE
OBJECTIVE NO. 4.0 (cont'd) Day Care - What Is It?

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
4.9	After instruction relating to the importance of professional organizations, the student will answer correctly 7 of the 10 criterion items.	4.9	Identify 4 local, state or national professional organizations pertaining to the welfare and/or education of young children. 1. 2. 3. 4. 5. Indicate 6 persons who are eligible for membership in those organizations. a. b. c. d. e. f.

KEY TO CRITERION MEASURES 4.1 thru 4.9

4.1: See State Guide

4.2: 1. historical
2. child developmental
3. family needs
4. social and cultural

4.3: See State Guide

4.4: 1. True
2. False
3. False
4. True

4.5: Circle the following statements:
1.
2.
5.
6.
7.

4.6: Checksheet

4.7: See State Guide for 1 - 5
6. B
7. B

4.8: See State Guide

4.9: 1. Association on Children Under Six

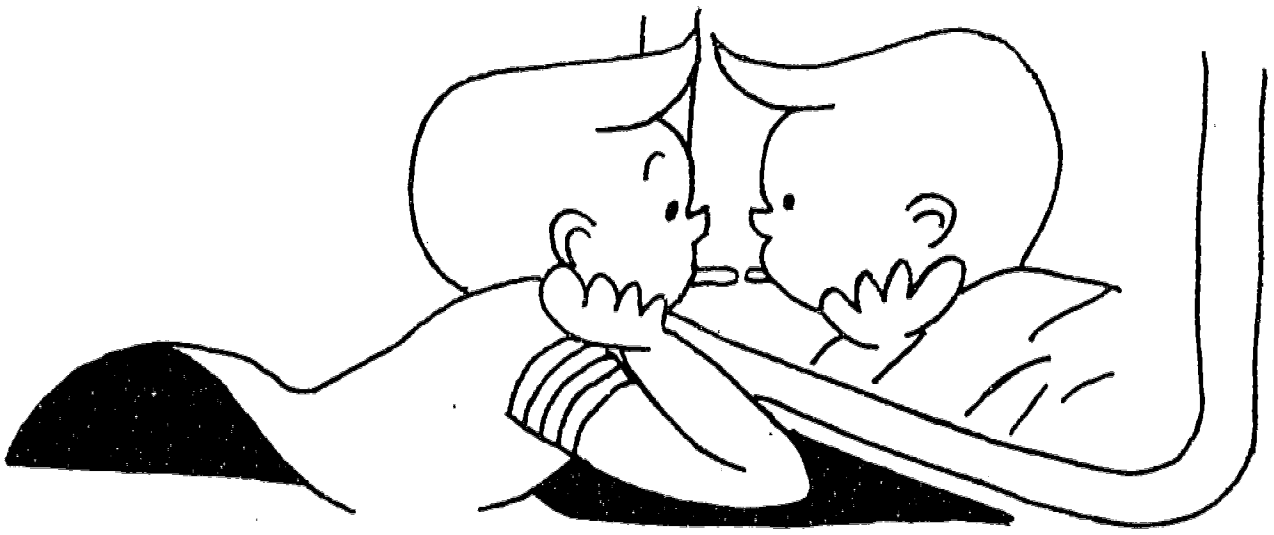
2. Association of Childhood Education, International

3. Mental Health Organization

4. National Association on the Education of Young Children

Association for Retarded Children

5. Membership: nursery, kindergarten and elementary teachers, parents, community workers and others interested in child care and training.



CHAPTER 5

THE CHILD CARE WORKER
KNOW YOURSELF

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE
OBJECTIVE NO. 5.0 The Child Care Worker - Know Yourself

After instruction, demonstration and practice concerning the child care worker, 76% of the students will demonstrate knowledge of the factors that contribute to the success of the child care worker as related to the understanding of one's self. The criterion of success will be preparation of a booklet of the physical, emotional and social requirements of a child care worker. Usability of the booklet will be evaluated by teacher judgement with rating of 24 points on the included scale.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		5.0	A) Complete criterion measures in each I.P.O. B) Prepare a booklet for students of the physical, emotional and social requirements of a child care worker. A rating of 24 points is required for usability of the booklet. 1. ATTRACTIVE a) Cover b) Format 2. QUALITY a) Clear b) Simple c) Relevant d) Well-written 3. UANTITY) Coverage b) Bulk TOTALS: Grand Total: ____

0	1	2	3	4

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 5.0 (cont'd) The Child Care Worker - Know Yourself

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
5.1	After instruction relating to the relationship between knowing oneself and job success, the student will demonstrate his understanding by completing the self-analysis checksheet and evaluating his personal needs. Judgement of the instructor as to the validity is the criterion of success.	5.1	Checksheet attached.

COURSE Child Care Services

TERMINAL PERFORMANCE OBJECTIVE NO. 5.0 (cont'd) The Child Care Worker - Know Yourself

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
5.2	After instruction, the student will identify some feelings adults and children share as evidenced by successful completion of 5 of the 7 criterion items.	5.2	Name 3 ways children and adults are alike in the feelings they experience. 1. 2. 3. Give 2 examples of outlets children and adults often use to express negative feeling. Children: 1. 2. Adults: 1. 2.

5.1 As a prospective worker with children, how would you answer the following questions?

Do I:	MY ANALYSIS			PLANS FOR IMPROVEMENT
	YES	NO	SOMETIMES	
1. See the child as an individual?				
2. See the child as a "little adult"?				
3. See the child as a "doll" or plaything?				
4. Show a genuine desire to learn and understand more about the behavior patterns of children?				
5. Accept the child, even though he often may not act according to my ideas?				
6. Regard the child's behavior as suitable to his ability?				
7. Respect the rights and feelings of the child?				
8. Let him be free to express ideas without fear of ridicule?				
9. Give him freedom plus responsibility? Realize that a child has limitations?				
10. Understand that a child should be free to grow and develop at his own rate with encouragement?				
11. Work with confidence?				
12. See myself as a healthy, enthusiastic person?				
13. View my education as important?				
14. View working with children as something I really want to do?				
15. Demonstrate the ability to face the work-day crises calmly and with confidence?				
16. Feel happy in life?				
17. Have the ability to recognize when I need help?				

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE
OBJECTIVE NO. 5.0 (cont'd) The Child Care Worker - Know Yourself

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
5.2	After instruction, the student will identify some feelings adults and children share as evidenced by successful completion of 5 of the 7 criterion items.	5.2	Name 3 ways children and adults are alike in the feelings they experience. 1. 2. 3. Give 2 examples of acceptable outlets children and adults often use to express negative feeling. Children: 1. 2. Adults: 1. 2.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 5.0 (cont'd) The Child Care Worker - Know Yourself

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
5.3	After a series of planned learning experiences concerning the relationship of job success to the physical appearance, the student will indicate his personal grooming traits on the worksheet. The criterion of success will be the judgement of the instructor as to the improvement made by the student. X-5.206	5.3	Checksheet attached.

5.3 GOOD GROOMING CHEKSHEET

Directions: Fill in the correct answers

1. Is my hair clean? _____
2. Does my hair look neat, shiny, healthy? _____
3. Is my complexion clear and healthy looking? _____
4. Are my teeth clean and shiny? _____ Are they in good condition? _____
5. Are my fingernails clean, well-shaped, free from bright polish that is chipped, and from hangnails? _____
6. Are my hands clean? _____
7. Is my neck clean? _____
8. Are my ears clean? _____
9. Is my clothing appropriate? _____ Is it becoming? _____
10. Am I positive that my clothes are absolutely odorless? _____
11. Did I have a bath or shower this morning or at bedtime? _____
12. Do I hang my clothes up every night? _____
13. Are my shoes polished and the heels in good repair? _____
14. Are my shoes appropriate for a child care aide? _____
15. Are my shoulders free from dandruff and from stray hair? _____
16. Are the clothes I am now wearing in good repair? _____
17. Do my clothes fit well? _____
18. Do I look fresh and wide awake? _____
19. Do I exercise to stay trim in size and in good physical condition? _____
20. Would I be considered well groomed? _____

GALS - Check-up:	GUYS - Check-up:
Wearing hose? _____	Shave this morning? _____
Free of runners? _____	Shirt-tail inside? _____
Fashionable skirt length? _____	Shirt buttoned up? _____
Hair trim and smart looking? _____	Trousers pressed? _____
Using light make-up? _____	

21. How can I improve my personal appearance?

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 5.0 (cont'd) The Child Care Worker - Know Yourself

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
5.4	After instruction and discussion on the personality traits necessary for successful employment, the student will determine the areas of personality development that he can improve on by completing the "Job Personality Checklist". The judgement of the instructor as to the improvements made by the student will be the criterion of success. X-5.207	5.4	Checksheet attached

5.4 JOB PERSONALITY CHECKLIST

Just what personality traits are necessary for success on a job? Here is a list of the important qualities developed by several students. Place a check in the column which best describes the degree to which you possess the trait listed.

I AM:	USUALLY	SOMETIMES	SELDOM
1. Friendly			
2. Cheerful			
3. Pleasant			
4. Reliable			
5. Thorough			
6. Neat			
7. Appropriately dressed			
8. Confident			
9. Optimistic			
10. Helpful			
11. Sympathetic			
12. Ambitious			
13. Self-reliant			
14. Trustworthy			
15. Honest			
16. Courteous			
17. Careful to avoid bad language			
18. Loyal			
19. Cooperative			
20. Poised			
21. Self-controlled			
22. Punctual			
23. Tactful			
24. Alert			
25. Persistent			
26. Sincere			
27. Modest			
28. Patient			

What traits do you think should be added?

29.
30.
31.

After evaluating your traits, score your checksheet by giving USUALLY 2 points, SOMETIMES 1 point, and SELDOM 0 points.

50-56 Very Good
40-50 Good
0-40 Please make a plan for improvement

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 5.0 (cont'd)

The Child Care Worker - Know Yourself

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
5.6	After instruction, the student will identify the minimum physical requirements determined by health regulations for child care workers as evidenced by correctly answering 5 of the 6 criterion items. X-5.205	5.6	State 6 physical characteristics that are desirable of persons who work with children 1. 2. 3. 4. 5. 6.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 5.0 (cont'd)

The Child Care Worker - Know Yourself

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
5.7	After instruction, demonstration and practice on communication skills, the student will demonstrate his understanding by correctly answering 7 of the 10 criterion situations.	5.7	Identify 4 techniques for desirable voice control by placing a ✓ to the left of each statement. ____ 1. Move your lips noticably. ____ 2. For distict enunciation, every sound must be given its proper value and form. ____ 3. Your teeth should be kept closed while you are talking. ____ 4. Your voice is a direct expression of your inner self. ____ 5. To be certain to speak with distinctness, speak slowly. ____ 6. Volume should be soft enough that the children will have to be quiet at times in order to hear. Name 6 non-verbal ways by which communication is achieved. 1. 2. 3. 4. 5. 6.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 5.0 (cont'd)

The Child Care Worker - Know Yourself

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
5.8	After instruction, the student will demonstrate his understanding of communication skills and ways communication may be improved by successfully answering 8 of the 12 criterion situations.	5.8	Give 2 examples of how an individual might communicate through each of the following: 1. Facial expression a. b. 2. Gestures a. b. 3. Choice of language a. b. Name 3 ways a person might improve oral communicative skills. 1. 2. 3. Name 3 ways a person might improve non-verbal communicative skills 1. 2. 3.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 5.0 (cont'd)

The Child Care Worker - Know Yourself

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
5.9	After instruction and discussion on the importance of human relations in the world of work, the student will demonstrate his understanding by completing successfully 3 of the 4 criterion items.	5.9	Which of the types of behavior described in questions 1-4 would contribute to success as a child care aide? In the blank to the left of each statement write: A if you would recommend the behavior B if you would not recommend the behavior ___ 1. Debra is assigned routine tasks in the center where she is a child care aide. She feels that she should be given more responsibility because her former experiences with children have prepared her for the same tasks as the assistant director. ___ 2. Alice does not agree with some of the rules at the center where she works. When she is in charge, she puts into practice what she believes is the best way to handle children. ___ 3. Sara shows respect for the teacher and her co-workers because she believes children are influenced by the way they see adults act. ___ 4. Mary finished her task of getting out the craft supplies and sat down to rest before the children came in from their play. Susie was still preparing the snack, but since this was not part of her job, Mary did not think she should help her.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 5.0 (cont'd)

The Child Care Worker - Know Yourself

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
5.10	After instruction, the student will identify some mental characteristics desirable of an effective child care worker as evidenced by successful completion of 5 of the 6 criterion situations.	5.10	Identify 6 mental characteristics that are desirable for a person who works with young children by placing a ✓ in the blank to the left of each statement. ___ 1. Sings ___ 2. Has common sense ___ 3. Sensitivity in timing of activities in the center ___ 4. Has good sense of humor ___ 5. Dependable ___ 6. Has good health ___ 7. Plays the piano ___ 8. Dances ___ 9. Works with clay ___10. Able to follow a routine and schedule

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 5.0 (cont'd)

The Child Care Worker - Know Yourself

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
5.11	After instruction on the emotional characteristics desirable of an effective child care worker, the student will demonstrate his understanding by successfully answering 3 of the 4 criterion items.	5.11	Describe an emotionally stable child care worker by naming at least 4 characteristics.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 5.0 (cont'd) The Child Care Worker - Know Yourself

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
5.12	After instruction and class discussion on personal strengths beneficial to child care workers, the student will evaluate his personal characteristics using the checksheet. The judgement of the instructor as to the validity will be the criterion of success.	5.12	Checksheet is attached

5.12 WHAT KIND OF CHILD CARE AIDE AM I?

In order to gain maximum benefit from work with children, each person should be able to evaluate his own personal qualities. The following check list should be helpful in self-evaluation.

DIRECTIONS: Answer the questions honestly so that you will have a picture of your performance at the child care center.

		YES	NO
1.	Am I neat in my personal appearance and work?		
2.	Do I apply myself to the job without being bored or easily distracted?		
3.	Am I punctual?		
4.	Do I adapt to new and unexpected situations easily?		
5.	Can I work under pressure, when necessary without becoming upset and nervous?		
6.	Do I have confidence in my abilities?		
7.	Am I emotionally stable, capable of taking things in stride?		
8.	Do I have enough initiative to be able to work on my own without waiting to be told what to do?		
9.	Are my job plans in keeping with my own capacities and the opportunities employers have to offer?		
10.	Do I have a sense of duty and responsibility?		
11.	Am I reliable? Could I be depended upon to do a job satisfactorily?		
12.	Do I have the friendship and respect of fellow workers?		
13.	Do I cooperate with fellow workers?		
14.	Do I cooperate with supervisory personnel and management?		
15.	Do I follow directions willingly and without argument because I respect authority?		
16.	Do I accurately carry out instructions?		
17.	Can I accept criticism without feeling hurt?		
18.	Do I ask questions about things I do not understand?		
19.	Do I complete a job once I start it?		
20.	Do I read materials concerning the training of young people?		

How did you rate? If you answered yes to most of the questions, you can become a good employee. All you need now are the necessary skills and training. If you answered no to many questions, you have some work to do to strengthen your weak spots.

Name 5 areas in which improvement can be made and the plans for the improvement.

Taken from Child Care Aide, Texas Tech. University

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 5.0 (cont'd)

The Child Care Worker - Know Yourself

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
5.13	After exploration in the role of team participation of the child care worker, the student will demonstrate his understanding by successfully completing 4 of the 5 criterion situations.	5.13	Answer the following questions: 1. As a member of the child care team, name 4 ways you can contribute to the center program. a. b. c. d. 2. How would the team work among members of the center influence the children?

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 5.0 (cont'd)

The Child Care Worker - Know Yourself

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
5.14	After instruction and discussion on the people who make up the child care team, the student will demonstrate his understanding by correctly answering 7 of the 10 criterion items.	5.14	Name 10 people who might be included on a child care team. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 5.0 (cont'd)

The Child Care Worker - Know Yourself

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
5.15	After planned learning experiences for teamwork in child care services, the student will demonstrate his understanding by successfully completing 7 of the 10 criterion items.	5.15	1. Name 4 benefits derived from an effective team in child care services. a) b) c) d) 2. Suggest 6 guides to follow in team participation. e) f) g) h) i) j)

KEY TO CRITERION MEASURES 5.1 thru 5.15

5.1: Checksheet

5.2: Frustrations
Friction
Hostile feelings
Resentment

CHILDREN
1. hit
2. bite
3. kick

ADULTS
1. physical activities (tennis, golf, etc.)
2. art
3. music

5.3: Checksheet

5.4: Checksheet

5.5: Rest
Proper diet
Body cleanliness

5.6:
1. Energetic
2. Able to be out in all kinds of weather
3. Able to move about quickly in emergencies
4. Able to see many children at once
5. Possesses good hearing
6. Has good "stomach stability"
7. Is agile and can bend to the child's level

5.7:

1. ✓	1. Posture
2. ✓	2. Gestures
3. ___	3. Facial expression
4. ✓	4. Touch
5. ___	5. Dress
6. ✓	6. Cosmetics

5.8: See State Guide

5.9:

1. B	3. A
2. B	4. B

5.10:

1. ✓	6. ___
2. ✓	7. ✓
3. ✓	8. ___
4. ___	9. ✓
5. ___	10. ✓

5.11: See State Guide

5.12: Checksheet

5.13:
1. a) Become familiar with assigned duties.
   b) Develop a sense of responsibility.
   c) Become familiar with the organization.
   d) Be a co-operative team worker.
2. In order for children to develop satisfactorily and to feel secure, it is important that staff members work together.

KEY TO CRITERION MEASURES 5.1 thru 5.15 (continued)

5.14:
1. Supervisor, director
2. Teacher
3. Child Care Aides
4. Parents
5. Maintenance personnel
6. Doctor and nurse
7. Volunteers
8. Cook
9. Social workers
10. Office workers
11. Salesmen
12. Student interns
13. Observers
14. Owner of Center

5.15:
1. See State Guide
2. See State Guide

CHAPTER 6

NEEDS OF ALL CHILDREN

COURSE CHILD CARE SERVICES

Accreditation Standards: X-5.200/X-5.205/X-5.206/X-5.208

TERMINAL PERFORMANCE OBJECTIVE NO. 6.0

Needs of All Children

After a series of planned learning experiences concerning the needs of children, 76% of the students will demonstrate orally or in writing, knowledge of the developmental needs of children that are necessary in understanding and caring for young children. The criterion of success will be successfully completing 15 of the 20 criterion questions.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		6.0	Test Attached

CRITERION TEST 6.0

Directions: Select the letter of the phrase which best completes the statement. Choose only one answer for each item.

____ 1. Upon arrival at the center each morning, the child is
a. given toys to start playing.
b. checked by designated person to detect signs of illness.
c. served juice and crackers.

____ 2. If a child has a cold when he is brought to the center, he should be returned home for
a. 1 day
b. 5 - 6 days
c. at least 3 days

____ 3. Children should be taught to wash hands often during the day because
a. germs are transferred from hands to mouth.
b. you want them to look neat and clean.
c. water is soothing and would act to calm the child.

____ 4. Illnesses in small children are frequently preceded by
a. an unusually active appetite.
b. longer naps than ususal.
c. discharge from nose and eyes.

____ 5. Children will learn more about health and safety when
a. they are involved in situations concerning health and safety and are allowed to practice what they have learned.
b. the teacher employs health and safety practices without involving the children.
c. the teacher tells the children stories concerning health and safety practices.

____ 6. When a child is injured in an accident, the child care aide should
a. administer first aid.
b. notify the teacher.
c. call a doctor.

____ 7. Ginny fell out of the swing and started crying. Several of the other children gathered around her. The person in charge should
a. calmly explain to the children what happened while checking to see if Ginny was injured.
b. excitedly ask the children to go back to their play so she can check Ginny.
c. check that Ginny is all right and scold her for being careless.

____ 8. Which of the following statements about pre-school children and accidents is true?
a. If pre-school children are given the reasons behind safety rules, they will remember the rules.
b. Pre-school children must be watched constantly in order to prevent accidents.
c. Pre-school children need to have safety rules repeated over and over.

CRITERION TEST 6.0 (continued)

____ 9. Infants should begin their immunizations when they are
a. 6 years old - before they enter first grade.
b. 4 years old - before they enter kindergarten.
c. 2 months old.

____ 10. Toilet training should be
a. a natural and enjoyable experience.
b. a time for scolding when accidents occur.
c. a time when the child learns the negative points on a normal body, function.

____ 11. A regular schedule in the child care center helps children
a. to become bored.
b. to feel secure.
c. to loose interest in school.

____ 12. Which of the following should be done to prepare the room for the rest period?
a. Open all the windows to provide fresh air.
b. Check to see that the temperature is around 60° F.
c. Move or cover things that might distract the children.

In questions 13 thru 17, which of the following are signs that may indicate that a child is not feeling well?

____ 13. The child seems unusually tired.

____ 14. The child eats more than usual.

____ 15. The child cries more easily than usual.

____ 16. The child is more quiet than usual.

____ 17. The child's face is flushed, pale, or hot.

Answer the following questions.

18. Tommy's parents had kept him at home for two days because he was unusually irritable and had a slight fever. Being confined at home while Tommy was sick was wearing on the mother. She sent him back to school even though he still had a slight fever. Why did the nurse send tommy home?

CRITERION TEST 6.0 (continued)

19. Jody's parents brought her to the child care center without a smallpox vaccination. How should this situation be handled? By whom?

20. Mary was running on the wet sidewalk and slipped and fell. After checking to see that she was not seriously hurt, the teacher told the children who were around her to "go play", and then scolded Mary. What would you have done?

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 6.0 (cont'd) Needs of All Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
6.1	After instruction relating to the basic needs of children, the student will be given an opportunity to observe a group of children using the "Basic Needs Observation Form". The criterion of success will be the judgement of the director as to the validity.	6.1	Observe a group of children in a group-care situation. Describe ways in which the needs were communicated using the attached form.

6.1 BASIC NEEDS OBSERVATION FORM

Directions: Observe a group of children in a group care situation. Describe ways in which each need was expressed by the child.

NEEDS OBSERVED	WAYS NEEDS WERE EXPRESSED
People A. Adults B. Other children	
Compassion	
Love and Affection	
Acceptance	
Health	
Security	
Freedom within Structure	
As an Individual in the Group	
Recognition of and Provisions for Developmental Differences	
Appropriate Experiences	

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 6.0 (cont'd) Needs of All Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
6.2	After instruction, the student will demonstrate his understanding of the cultural background of children and the need for acceptance of different cultural backgrounds by successfully completing 6 of the 8 items in the criterion questions. X-5.200	6.2	Culture refers to the ways and customs of people. Name 8 areas that may be influenced by the culture of the country, religion, etc.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 6.0 (cont'd) Needs of All Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
6.3	After instruction, the student will develop an awareness of safety precautions to prevent accidents, and first aid procedures involved in caring for children as evidenced by successfully completing 7 of the 9 criterion items. X-5.205	6.3	1. Observe a child care area. Indicate on the attached safety checklist the areas that should receive attention because of potential dangers to young children. 2. Write a paragraph describing at least 4 safety precautions that should be taken when buying toys for an infant. 3. Choose 4 of the following areas to write a safety rule to follow when working with children. a. Fire (stove, matches, electrical cords, etc.) b. Poisons (paint, cleaners, plants, insect or rat poisons) c. Sharp edges and points (knives, scissors, ice pick, wire, etc.) d. Water (pools, ponds, bathtubs) e. Automobiles f. Suffocation g. Choking

6.3 (part 1) SAFETY CHECKLIST

Use this check list when you observe a child care area. For every check under the "no" column, special attention should be given to these areas because they are "danger zones".

INDOORS	YES	NO
1. Do they have safety gates where needed?		
2. Do they have window guards where necessary to keep children from falling through either open or closed upper story windows?		
3. Do they have all electric cords where the children are not tempted to play with them?		
4. Do they have safety plugs in unused electrical outlets?		
5. Do they keep lighters and matches out of reach?		
6. Are the rugs securely anchored so that the child will not slip on them when running?		
7. Do they keep all poisonous cleaning supplies locked away out of reach of the child?		
8. Are all knives, forks and sharp implements stored out of reach of the child?		
9. Do they keep all medicine and cosmetic containers closed tightly out of the child's reach?		
10. Are plastic bags out of reach of the child?		
OUTDOORS		
11. Are outdoor toys in safe shape, e.g., chains holding swings not rusted through or ropes holding tires not frayed, bolts holding see-saw firmly in place, etc.?		
12. Do not have sharp metal guards around their flower garden that a child could cut himself on if he fell?		
13. If they have a swimming pool, is it fenced in and kept locked?		
14. Yard is free from any boards with nails?		
15. Are gardening tools put away when not is use so that children will not fall over or on them?		

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 6.0 (cont'd) Needs of All Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
6.4	After instruction relating to a health check for children, the student will demonstrate his understanding by successfully completing 3 of the 4 criterion questions. X-5.206	6.4	1. Name 5 things to look for when children arrive at school that are indicative of the child's health. 2. Because of the many common childhood communicable diseases, immunization has become an important aspect of the young child's life. Before a child enters kindergarten a child must present a certification of immunization. Name the 4 types of protections a child must receive. A. B. C. D. 3. At what age should immunization of a child begin? 4. State 5 common childhood communicable diseases.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 6.0 (cont'd) Needs of All Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
6.5	After instruction and observation, the student will become skilled in observing the physical conditions of young children as evidenced by successful completion of at least 7 of the 10 criterion items. X-5.208	6.5	1. Name 5 danger signals of illness in young children. 2. Complete the following statements by writing the correct word in the blank to make the statement true. A teacher of young children should watch for: _____ of the eye. _____ skin. _____ or coughing. _____ crying.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 6.0 (cont'd)

Needs of All Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
6.6	After instruction on the policies of health and safety in a child day care center, the student will demonstrate his understanding by successfully completing 3 of the 4 criterion situations.	6.6	Answer the following as TRUE or FALSE. _____1. A doctor should be on call at all times for the child care center. _____2. The child care center should be able to contact parents at all times. _____3. An isolation area for sick children in the day care center is an unnecessary expense. _____4. Children may be unsupervised in the play area as long as the area is fenced in.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 6.0 (cont'd) Needs of All Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
6.7	After instruction, the student will demonstrate his understanding of the importance of favorable attitudes in toilet training of children as evidenced by successfully completing 3 of the 4 criterion items. X-5.206	6.7	Select the letter of the phrase which correctly completes the statement. Choose only one answer for each item. ____ 1. Toilet control has an effect on a. all areas of development. b. emotional development. c. mental growth. ____ 2. Elimination should be treated as a. a "no-no" discussion topic. b. a natural and enjoyable experience. c. a time for scolding the child when he has an accident. ____ 3. Child Care Centers for the nursery school age should have toilets that a. are segregated by sex. b. are open and without doors for both sexes. c. have locks on the doors. ____ 4. Parents often have negative attitudes concerning elimination because a. it's a "dirty" subject. b. pressure from public opinion. c. of grandparent's advice.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 6.0 (cont'd) Needs of All Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
6.8	After instruction, the student will show evidence of his understanding of problems that may occur when toilet training by successfully completing 2 of the 3 criterion questions.	6.8	Answer the following questions by writing your statements below each question. 1. How do modern methods of toilet training differ from old-fashioned methods? 2. What are some of the main toilet-training problems mothers face, and how may they be solved? 3. How do personality differences affect toilet training?

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 6.0 (cont'd) Needs of All Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
6.9	After instruction on the importance of giving the child opportunity to develop independence through routines, the student will demonstrate his understanding by successfully completing 8 of the 11 criterion situations.	6.9	Name 5 routines in which a child may grow toward independence by self-help. 1. 2. 3. 4. 5. Identify the following factors that affect the daily schedule by placing a + beside the factors that do affect the daily schedule, and a 0 by those that do not affect the schedule. ___ 6. Length of day. ___ 7. The number of play opportunities given to the child. ___ 8. Method of travel to child care center. ___ 9. Facilities. ___ 10. Season of the year - the weather. ___ 11. Mood of the child.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE
OBJECTIVE NO. 6.0 (cont'd) Needs of All Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
6.10	After a series of planned learning experiences, the student will understand the children's need for rest and relaxation as evidenced by correctly completing 9 of the 12 criterion items.	6.10	List at least 4 signs of fatigue in children. 1. 2. 3. 4. What are 3 things you can do to help prevent fatigue in the children for whom you are responsible? 5. 6. 7. What are 5 things that should be done to prepare the room for the rest period before the children come into the room? 8. 9. 10. 11. 12.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE
OBJECTIVE NO. 6.0 (cont'd) Needs of All Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
6.11	After instruction in the effective use of sensory motor experiences with preschool children, the student will demonstrate his understanding by correctly answering 7 of the 10 criterion items.	6.11	Listed on the chart below are sensory-motor experiences. For each experience, identify the sense that is used in the learning and how it is learned.

SENSORY-MOTOR EXPERIENCE	SENSE	HOW IT IS LEARNED
Example: WALKING	SIGHT	IMITATING ADULTS
1. Eating solid food		
2. Talking		
3. Does work (cuts, paints, colors)		
4. Feels and responds to rhythm		
5. Singing		
6. Dancing		
7. Washing hands		
8. Cookie baking		
9. Control of elimination		
10. Eating cookies		

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 6.0 (cont'd) Needs of All Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
6.12	After investigation of factors that affect intellectual learning, the student will demonstrate his understanding by successfully completing 7 of the 10 criterion items. X-5.200	6.12	From the following list, select 5 items which will influence a child's intellectual development and mark them with a check (✔). ___ 1. Home environment ___ 2. Birth weight ___ 3. Size of family ___ 4. General health ___ 5. Family attitudes toward learning ___ 6. Hereditary factors ___ 7. School environment ___ 8. Sister's intelligence ___ 9. Month of birth ___ 10. Father's occupation Select the letter of the phrase which correctly completes the statement. Choose only one answer for each item. ___ 11. A child's attitude toward people, things, and life in general are influenced most by a. his teacher. b. his family. c. his nursery school. ___ 12. One of the most important objectives of the child care center is to provide an environment in which children learn to a. obey adults without question and follow directions. b. control their emotions in an adult manner. c. trust children and adults.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 6.0 (cont'd) Needs of All Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		6.12	(continued)
			___ 13. Which of the following statements is true about setting limits for children? a. Setting limits helps to give a child a feeling of security. b. Setting limits may cause the child to be afraid to do things. c. Setting limits prevents a child from expressing his feelings.
			___ 14. Which of the following statements would you not use when working with children? a. "Use both hands when you climb." b. "Is that too hard? Let me do it for you." c. "It's time to eat lunch."
			___ 15. Children learn a. what we want them to learn. b. very rapidly. c. more by what is right than by what is wrong.

KEY TO CRITERION MEASURES 6.0 thru 6.12

6.0:

1. B
2. C
3. A
4. C
5. A
6. B
7. A
8. C
9. C
10. A
11. B
12. C
13. A
14. B
15. A
16. A
17. A

18. Tommy had a fever. The return of such a child to the center may result in his being ill again and in causing the illness of others in the group. Explain the health policies to the parents.

19. The director should explain to the parents that the policies of the child care center are designed to protect the health and safety of the children and the staff.

20. Take the opportunity to explain to Mary and the children why she fell and why her behavior was unsafe.

6.1: See State Guide

6.2:
Foods
Language
Songs
Ways of Living
Clothing
Furnishings
Feelings about others
Feelings about self

6.3: 1. Checklist

2. a. Hard plastic may break, leaving a sharp edge.
   b. Toys should be washable.
   c. Fur on toy animals may get caught in the child's throat.
   d. Toys should never be tied to the crib with a long string that might loop around the baby's arm or head.
   e. There should be no objects small enough to swallow; such as decorations on toys - such as buttons.
   f. There should be no sharp corners.
   g. The paint should be non-toxic.
   h. Nothing should be made of glass.

6.4: 1. fever (flushed in color)
cuts
runny nose
crying child
rash

2. A. 4 doses DPT - diphtheria, pertussis (whooping cough) and tetanus
   B. The proper doses of polio vaccine
   c. 1 dose of rubella (German measles) vaccine
   D. 1 dose of rubeola (red measles) vaccine

KEY TO CRITERION MEASURES 6.0 THRU 6.12 (continued)

6.4: (continued)

3. When the child is 2 months old.

4.

common cold	measles
ear infections	rheumatic fever
chicken pox	tonsilitis
mumps	sore throat

6.5:

1.

sore throat	body ache
headache	ear ache
stomach ache	chills
nausea	fever

2.

dullness	running
flushed	excessive
sneezing	

6.6:
1. T
2. T
3. F
4. F

6.7:
1. A
2. B
3. B
4. B

6.8: See State Guide

6.9: Dressing, Toileting, Feeding, Resting, Play, Activities

6. +	9. +
7. 0	10. +
8. +	11. 0

KEY TO CRITERION MEASURES 6.0 THRU 6.12 (continued)

6.10: 1. thru 4. Listless, whiny and cross, crying for no apparent reason, and change in behavior.

5. thru 7. Do not allow them to engage in vigorous exercise for long periods of time.

Do not allow too much running, chasing, yelling and screaming.

Follow periods of active play with quiet play.

8. thru 12. Check ventilation.
Adjust temperature - keep room temperature around 70 degrees.
Pull the shades.
Put toys out of sight.
Be sure there is nothing to distract the children's attention.

6.11:

1. Taste
2. Hear
3. Feel
4. Hear
5. Hear
6. Sight
7. Sight
8. Smell, sight
9. Feel
10. Taste

6.12:

1. ✓
3. ✓
4. ✓
5. ✓
7. ✓

11. B
12. C
13. A
14. B
15. C

CHAPTER 7

MEETING THE NUTRITIONAL NEEDS OF ALL CHILDREN

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 7.0

Accreditation Standards: X-5.200/X-5.201/X-5.208

Meeting Nutritional Needs of Young Children

Upon completion of a series of planned learning experiences on the nutritional needs of the pre-natal period through the pre-school period, 76% of the students will demonstrate knowledge and understanding by successfully completing at least 15 of the 20 criterion items.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		7.0	Test is attached.

7.0 COURSE CHILD CARE SERVICES

Directions: Beside each number, write the letter corresponding with the answer which best completes the sentence.

____ 1. Most young children prefer foods which are
a. strongly flavored.
b. served very hot or very cold.
c. highly seasoned.
d. easily eaten with fingers.

____ 2. A balanced diet means you eat
a. a meat every meal.
b. the right number of servings of food from each food group each day.
c. cakes and cookies for breakfast.

____ 3. An appropriate type of play for a child to engage in before mealtime is
a. playing in a sandbox.
b. climbing on the jungle gym.
c. playing tag.
d. riding a tricycle.

____ 4. Which of these statements about mealtime activities is true?
a. Fresh air and exercise just before mealtime help to improve a child's appetite.
b. Active play before mealtime helps to relax a child and increase his appetite.
c. Quiet play before mealtime helps to calm a child and improve his appetite.

____ 5. The approximate size of a serving of meat or vegetables for a child of nursery school age is about
a. 2-4 tablespoons.
b. 4-6 tablespoons.
c. 6-8 tablespoons.

____ 6. Because children are growing so rapidly, they need
a. more food than adults.
b. the same amounts of food as adults.
c. more food for their size than adults.

____ 7. Which of these menus would contribute most to a child's nutritional needs?
a. Hot dog on a bun, baked beans, coke.
b. Fish sticks, green beans, apple salad, milk.
c. Hamburger, potato chips, candy bar, milk.

____ 8. When three-year-olds at the child care center touch and feel their food, they should
a. be scolded and reminded to use their silverware.
b. be allowed to explore the food in this way.
c. be told to stop playing with their food.

____ 9. Sally, age four, is usually a good eater, but often refuses to try new foods. What should the adult who sits at her table do?
a. Tell Sally she can't have any dessert unless she eats all of her dinner.
b. Have Sally remain at the table until she has eaten everything on her plate.
c. Not make an issue of Sally's refusal, but casually call her attention to the food.

____ 10. One purpose of serving snacks to children is to
a. give them energy they need to avoid a late morning slump.
b. keep them from over-eating at lunch.
c. increase the amount of food they eat in a day.

____ 11. When children refuse to drink milk, the main nutrient they would be missing is
a. iron.
b. calcium.
c. vitamin C.

____ 12. During pregnancy and lactation, the dietary needs of the mother
a. are no different from her before pregnancy needs.
b. are doubled - she is eating for 2.
c. include no smoking or alcohol.

____ 13. Good sanitation and safety practices are imperative for people who work with food preparation. Which of the following is <u>not</u> a good sanitary practice?
a. Discard all foods served but not eaten.
b. Keep perishable foods at the proper temperatures to prevent spoilage.
c. Use warm water for dishwashing to conserve energy.

Which of the types of foods listed in questions 14 - 18 should young children be served?

(Write <u>A</u> if you <u>would</u> serve that type of food - <u>B</u> if you <u>would not</u> serve that type of food)

____ 14. finger foods

____ 15. cold foods

____ 16. spicy foods

____ 17. colorful foods

____ 18. food cut in small pieces

19. Thelma enjoys playing games and climbing on the jungle gym; however, she does not have the energy to keep pace with her friends. Name 3 foods which are high in food energy.

_____ _____ _____

20. Jane, the child care aide, noticed that Susie, age 3, ate about 2 tablespoons of hamburger and about 3 tablespoons of green peas. She drank a glass of milk, ate a carrot stick, and a half slice of bread. Jane told the director she didn't think Susie ate enough. The director told her .....

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 7.0 (cont'd) Meeting Nutritional Needs of Young Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
7.1	After instruction relating to the nutrients and the needs of the human body, the student will demonstrate his understanding by successfully completing at least 10 of the 14 criterion items. X-5.200	7.1	See attached test

7.1 (continued) COURSE CHILD CARE SERVICES

Directions: Match the following items by placing the letter of the nutrient in Column II by the best answer in Column I.

COLUMN I		COLUMN II
____ 1.	Needed for the formation of red blood cells.	A. Protein
____ 2.	Scrub-brush for the digestive tract.	B. Water
____ 3.	Is the greatest source of energy.	C. Roughage
____ 4.	The deficiency of this nutrient may cause goiter.	D. Iron
____ 5.	Needed for maintaining healthy muscle membranes in the body and to help guard against the invasion of bacteria into the body.	E. Iodine
____ 6.	Is known as the sunshine vitamin; a deficiency is known as rickets.	F. Carbohydrates
____ 7.	Vital to the development of the skeletal structure and the teeth.	G. Calcium
____ 8.	Forms of this nutri : are sugars and starches; provides energy.	H. Phosphorus
____ 9.	The basic nutrient for building and repairing body tissue.	I. Minerals
____ 10.	Used for urination, cooling, digestion and circulation.	J. Fat
____ 11.	The group of nutrients that includes iron, calcium, phosphorus, and iodine.	K. Vitamin A
____ 12.	The citrus vitamin; a deficiency can cause scurvy, also is necessary for healthy nerves.	L. Vitamin B
____ 13.	Is also necessary for growth and development of bones and teeth, help the body burn the carbohydrate foods eaten.	M. Vitamin C
____ 14.	A deficiency of this vitamin can affect endocrine glands and the metabolism of carbohydrates, which in turn can retard growth and development of the child.	N. Vitamin D

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 7.0 (cont'd) Meeting Nutritional Needs of Young Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
7.2	After instruction in the basic four food groups, the student will demonstrate his understanding by correctly identifying 7 out of 10 criterion items.	7.2	Examine menus A and B. Write the name of the Basic Four Food Groups in which each of these foods belong. (Some may contribute little to any food group - if so, write "none".) MENU A a. Hamburger patty _____ b. Green beans _____ c. Whole wheat bread _____ d. Fruit cup _____ MENU B a. Hot dog on a _____ b. Bun _____ c. Potato chips _____ d. Coke _____ e. Pickle _____

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 7.0 (cont'd) Meeting Nutritional Needs of Young Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
7.3	After instruction, the student will show his awareness of dietary needs of the expectant mother by completing successfully at least 3 of the 4 criterion items. X-5.200	7.3	Name four items that are of major concern nutritionally for the expectant mother. 1. 2. 3. 4.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 7.0 (cont'd) Meeting Nutritional Needs of Young Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
7.4	After instruction, the student will demonstrate his awareness of the dietary needs of the mother during the period of lactation as evidenced by successfully completing 6 of the 9 criterion items. X-5.200	7.4	Answer the following statements as TRUE or FALSE by writing the answer in the blank to the left. _____ 1. The production of milk in the breasts is called lactation. _____ 2. Milk begins to flow within 24 hours after giving birth to a baby. _____ 3. Sagging breasts are the result of breast feeding. Name 3 advantages and 3 disadvantages of breast feeding.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 7.0 (cont'd) Meeting Nutritional Needs of Young Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
7.5	After instruction, the student will show that he is knowledgeable about proper food needs of the infant as evidenced by answering 3 of the 4 criterion items successfully. X-5.200	7.5	Name 4 factors in infant feeding behavior that a person should be aware of as a child care worker.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 7.0 (cont'd) Meeting the Nutritional Needs of Young Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
7.6	After instruction in determining the food needs of the infant or toddler about to enter a child care center, the student will demonstrate his understanding by making a usable check sheet. Judgement of the director as to its usefulness and completeness of the checksheet will be the criterion of success.	7.6	Make a check list to use in obtaining information on the food needs of the infant about to enter a child care center.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 7.0 (cont'd) Meeting the Nutritional Needs of Young Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
7.6	After instruction in determining the food needs of the infant or toddler about to enter a child care center, the student will demonstrate his understanding by making a usable check sheet. Judgement of the director as to its usefulness and completeness of the checksheet will be the criterion of success.	7.6	Make a check list to use in obtaining information on the food needs of the infant about to enter a child care center.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 7.0 (cont'd) Meeting the Nutritional Needs of Young Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
7.8	After instruction on factors pertinent to infant feeding, the student will demonstrate his understanding by successfully completing 5 of 6 of the criterion items.	7.8	Answer the following statements as TRUE or FALSE by writing the word true or false in the blank to the left of each statement. _____ 1. The kinds of foods the infant eats are more important than the amount he eats. _____ 2. When introducing new food to infants, the food is often spit out. _____ 3. Giving an infant a slice of whole wheat bread aids him in cutting teeth. _____ 4. Early in the eating stage, more food may get on the infant's clothes than in his stomach. _____ 5. Food for infants should have little or no seasoning. _____ 6. The temperature of milk for infants should be slightly above room temperature.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 7.0 (cont'd) Meeting the Nutritional Needs of Young Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
7.9	After instruction relating to factors that may influence the choices of food for the young child, the student will demonstrate his understanding by successfully completing 5 of the 7 criterion items.	7.9	List 7 factors that will influence whether or not food is prepared at the child care center or purchased in the prepared form.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 7.0 (cont'd) Meeting the Nutritional Needs of Young Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
7.10	After instruction and demonstration in methods of food preparation for young children, the student will demonstrate his understanding by completing at least 5 of the 7 criterion items successfully. X-5.208	7.10	Describe the procedure of preparation of the following foods for a 3 month old child. 1. Chicken 2. Carrots 3. Squash 4. Oatmeal 5. Raw apples 6. Stewed pears 7. Oranges

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 7.0 (cont'd) Meeting Nutritional Needs of Young Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
7.11	After a series of planned learning experiences, the student will be able to identify changes in eating behavior as the child progresses in age as evidenced by successful completion of 20 of the 24 items on the criterion measure using the attached rating scale.	7.11	Make a chart of the major change in eating behavior using the attached form. Class notes or references may be used.

RATING SCALE FOR CHARTS

	0	1	2	3	4
1. Neatness and clarity					
2. Quality and detail of each item: appetite					
food likes-dislikes					
need for help					

7.11

CHANGES IN EATING BEHAVIOR FOR THE YOUNG CHILD

AGE	APPETITE	FOOD LIKES-DISLIKES	NEED FOR HELP
1 year			
1½ years			
2 years			
2½ years			
3 years			
4 years			
5 years			
6 years			

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 7.0 (cont'd) Meeting the Nutritional Needs of Young Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
7.12	After instruction and controlled experimentation, the student will demonstrate his understanding of guiding the eating practices of children as evidenced by completing successfully at least 4 of the 5 criterion items. X-5.201	7.12	What mistake is being made in each of the following situations? How will this probably affect the child's eating habits? 1. Nursery school teacher says, "I don't want any carrots." 2. Child using fingers - teacher says, "Johnny, don't do that - use your fork". 3. Child not eating - adult says, "Please, Bobby, eat your meat. It will make strong muscles. Oh dear, you haven't finished your milk, either." 4. Child with large serving of food on his plate. 5. Jane Smith is 3½ years old, and her mother is concerned with her eating habits. Jane still has trouble using a fork, and it takes her so long to eat that her mother often puts the food on her fork and sometimes even feeds her. This also prevents the spilled foods on the floor that occur when Jane tries to feed herself. Even though Mrs. Smith has told her over and over not to play with her food, Jane still occasionally uses her fingers when eating and seems to like to touch new foods. What advice would you give to Mrs. Smith?

COURSE CHILD CARE SERVICE

TERMINAL PERFORMANCE OBJECTIVE NO. 7.0 (cont'd) Meeting the Nutritional Needs of Young Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
7.13	After instruction in the procedures to follow in food preparation, the student will demonstrate his understanding by successfully completing 7 of the 10 items given in the criterion measure.	7.13	List 10 procedures necessary to follow in meal preparation.

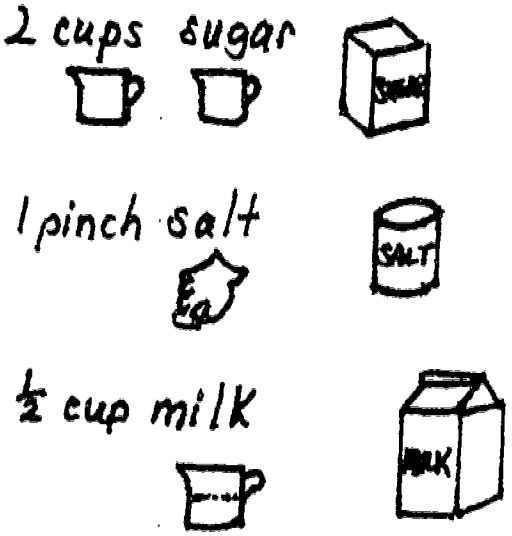
COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 7.0 (cont'd) Meeting the Nutritional Needs of Young Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
7.14	After instruction in the planning of breakfast, snacks and lunch in the day care center, the student will demonstrate his understanding by successfully completing at least 11 of the 14 items on the criterion measure. X-5.208	7.14	1. Check the statements that may add to a child's enjoyment of eating. ___ a. An attractive looking table. ___ b. Lots of silver. ___ c. Brightly colored dishes. ___ d. Expensive linens. ___ e. A neatly set table. ___ f. Food that looks good. 2. Which of the following foods would you suggest be served as a snack? Circle the correct foods. a. Orange juice b. Carrot sticks c. Sandwiches d. Pickles e. Milk f. Candy g. Apple wedges h. Cookies

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 7.0 (cont'd) Meeting the Nutritional Needs of Young Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
7.15	After instruction and demonstration on food experiences for children, the student will prepare a recipe acceptable for a young child's snack. The criterion of success will be production of a recipe that can be easily prepared by a non-reader. X-5.208	7.15	Adapt a recipe suitable for a child's snack using illustrations that a pre-schooler could easily understand. Examples: 

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 7.0 (cont'd) Meeting the Nutritional Needs of Young Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
7.16	After a series of planned learning experiences in the sanitary practices to follow in food preparation, the student will successfully complete 5 of the 6 criterion items by stating a sanitary practice for child care workers who handle food.	7.16	State a sanitary practice for a person to follow when preparing food relative to following areas: a. Health examination b. Hair c. Washing hands d. Use of dish towels e. Use of fingers as utensil f. Coughs and sneezes

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 7.0 (cont'd) Meeting the Nutritional Needs of Young Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
7.17	After instruction and demonstration on the additional sanitary practices necessary to meet the need of infants and toddlers, the student will demonstrate his understanding by completing 2 of the criterion items successfully.	7.17	Name three sanitary practices to follow in food preparation for infants and toddlers that have not been included in the sanitary policies to follow in food preparation for children. 1. 2. 3.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 7.0 (cont'd) Meeting the Nutritional Needs of Young Children

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
7.18	After instruction on nutritional, sanitation and safety practices, the student will demonstrate his understanding by successfully completing 6 of the 8 criterion items.	7.18	From the following list, state a sanitation rule or practice for each. 1. Food storage, cabinets 2. Food storage, refrigerator 3. Storage of meats 4. Cleaning dishes 5. Garbage disposal 6. Food preparation area - insects and rodents 7. Dishwashing practices 8. Ventilation

KEY TO CRITERION MEASURES 7.0 thru 7.18

7.0:

1.	D	11.	B
2.	B	12.	C
3.	A	13.	C
4.	C	14.	A
5.	A	15.	B
6.	C	16.	B
7.	B	17.	A
8.	B	18.	A
9.	C	19.	Milk, milk products, meats, butter
10.	A	20.	The size serving Susie ate were sufficient for a child her age.

7.1:

1.	D	5.	K	9.	A	13.	H
2.	C	6.	N	10.	B	14.	L
3.	J	7.	G	11.	I		
4.	E	8.	F	12.	M		

7.2:

A.
a. meats and fish group
b. fruits and vegetable group
c. bread and cereal group
d. fruits and vegetables group
e. milk and milk products

B.
a. meats, fish group
b. bread and cereal group
c. none
d. none
e. none

7.3:
1. Adjustments of adequate diet during periods of nausea.
2. Weight control.
3. Nutritional demands of pregnancy.
4. Drugs and smoking.

7.4:
1. T
2. F
3. F
4. Advantages - 1. Induces a closeness between mother and baby
2. Natural way of feeding a baby.
3. A wholesome food supply is available at all times.

Disadvantages - 1. When mother is away from home, lack of privacy may be a problem.
2. Mother may have insufficient amount of milk.
3. Places demands on the mother.

KEY TO CRITERION MEASURES 7.0 thru 7.18 (continued)

7.5:
1. feeding schedule
2. foods used
3. sanitation methods applied
4. food habits of babies

7.6: The following items should be included on the checklist:
1. Is the infant nursed or bottle fed?
2. Is the infant allergic to any foods?
3. What are the likes and dislikes of the infant for specific foods?
4. What is the quantity of food the child consumes?
5. If bottle fed, know the type of milk used.

7.7:

1.	1 - 3	6.	2 - 6
2.	1 - 4	7.	4 - 6
3.	6 - 8	8.	9
4.	2 - 4	9.	6 - 7
5.	10 - 12	10.	10 - 12

7.8:
1. True
2. True
3. False
4. True
5. True
6. True

7.9: See State Guide

7.10: See State Guide

7.11: No answers needed

7.12:
1. Teacher is setting a poor example. Negative attitudes toward a particular food.
2. Adults should not expect too much of children in terms of manners. Resistance to eating.
3. Adult is paying too much attention to a child's eating habits. Rebellious attitude toward eating.
4. Too large portions have been served. Slow eating or resistance to eating at all.

KEY TO CRITERION MEASURES 7.0 thru 7.18 (continued)

(7.12:) 5. Tell Mrs. Smith that she should not be concerned with Jane's eating habits - they are normal for a child that age. If she continues to treat Jane in this manner, she may find that Jane's eating habits will get worse instead of better.

7.13:
1. Planning menus
2. Following recipes
3. Selecting utensils
4. Collecting ingredients
5. Measuring foods
6. Cooking procedures
7. Setting table
8. Serving foods
9. Managing time and energy
10. Following sanitary procedures

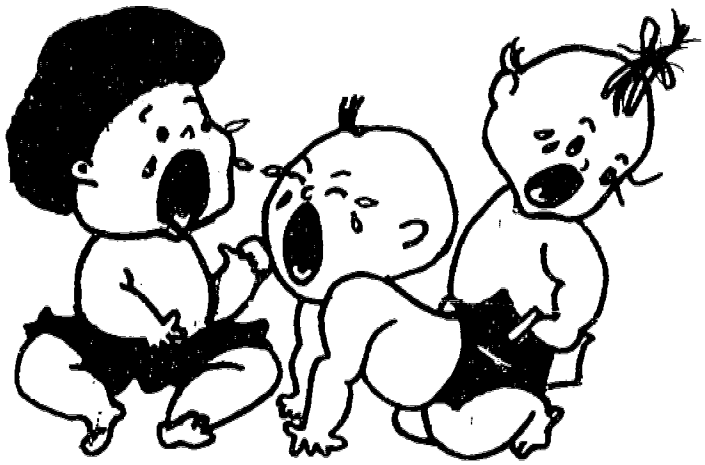
7.14:
1. a, c, e, f
2. a, b, c, e, g

7.15: No answers needed

7.16: See State Guide

7.17: See State Guide

7.18: See State Guide



CHAPTER 8

INFANT CARE

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE
OBJECTIVE NO. 8.0 Infant Care

After instruction, demonstration and practice in infant care, 76% of the students will demonstrate knowledge of infant day care, growth and developmental needs and infant activities. The criterion of success will be (A) performance tests of at least 4 care procedures with a "B" grade as evaluated by Appendices H-L, Atlanta Infant care Module and (B) plan environment and activities based on infant needs as outlined in I.P.O.'s and evaluated with at least 21 points on attached score card.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		8.0	A) Perform at least 4 of the following for at least a "B" grade: 1. bathe baby 2. diaper and dress baby 3. prepare for and put baby to bed 4. feed baby the bottle 5. prepare formula 6. prepare and feed solid food B) 1. Plan environment for infant care. 2. Plan schedule of activities for infant growth and development. (use I.P.O.'s as guide for planning)

SCORE CARD

NEEDS OF CHILDREN	0	1	2	3	4
1. People					
2. Compassion					
3. Love and affection					
4. Acceptance					
5. Health					
6. Security					
7. Freedom within structure					
8. Individuality					
9. Provision for developmental differences					
TOTALS:					

Grand Total: _____

CHILD CARE SERVICES

Bathing A Baby

Date _____ Student _____

Evaluator _____

ITEM	SATIS-FACTORY	IMPROVEMENT NEEDED	REMARKS
Handles infant gently but securely			
Collects all necessary materials			
Arranges equipment conveniently			
Check room temperature and eliminates drafts			
Uses recommended "holds"			
Tests water and adjusts to proper temperature (98°F)			
Talks to baby and shows affection as he/she proceeds			
Protects and pads work surface with towel or pad			
Keeps infant covered			
Cleans ears and nose			
Supports young baby during bath			
Works quickly and uses class approved techniques			
Dresses baby quickly and appropriately			

CHILD CARE SERVICES

Diapering An Infant

DATE _____ STUDENT _____

EVALUATOR _____

ITEM	SATIS-FACTORY	IMPROVEMENT NEEDED	REMARKS
Handles infant gently, securely	_____	_____	
Collects all necessary materials within reach- diaper, tissue or wash cloth, powder or ointment	_____	_____	
Places infant in safe position	_____	_____	
Does not leave infant unattended	_____	_____	
Puts pins in safe place	_____	_____	
Disposes of soiled diaper properly	_____	_____	
Folds diaper neatly and to appropriate size	_____	_____	
Places pins securley in horizontal position	_____	_____	
Pins diaper snugly in place without being tight or binding	_____	_____	
Talks to and cuddles infant, and shows affection as he/she works	_____	_____	

CHILD CARE SERVICES

Feeding Infants

DATE _____ STUDENT _____

EVALUATOR _____

ITEMS	SATIS-FACTORY	IMPROVEMENT NEEDED	REMARKS
Washes hands thoroughly and handles utensils in sanitary way			
Collects necessary materials for preparing formula			
Follows directions for a specific formula preparation			
Measures correctly and accurately			
Tests formula temperature if warm formula is used			
Holds infant close to her in semi-reclining position for feeding			
Shows affection and cuddles the infant			
"Burps" baby during and after the feeding			
Stores unused formula properly			
Cares for other foods properly			

CHILD CARE SERVICES

Preparing and Introducing Solid Food

DATE _____ STUDENT _____

EVALUATOR _____

ITEM	SATIS-FACTORY	IMPROVEMENT NEEDED	REMARKS
Manner with child is relaxed and affectionate			
Food properly prepared - fully cooked, lightly seasoned, warm food warm, cold food cold			
Food is in acceptable form- soft, semi-liquid, mashed			
New food introduced at beginning of meal			
Only a small amount is offered			
Milk is offered after solid food has been taken			

CHILD CARE SERVICES

Preparation Of Infants For Rest

STUDENT _____ DATE _____

EVALUATOR _____

ACTION	YES	NO	COMMENTS
Crib is clean and tidy	___	___	
Room is quiet and darkened	___	___	
Temperature is not less than 70°	___	___	
Room is ventilated	___	___	
Infant has been fed	___	___	
Infant is clean	___	___	
Infant has been cuddled and comforted	___	___	
Crib sides are raised and locked	___	___	
Nothing is hanging on sides or end of crib	___	___	
Covers are secured so infant cannot become entangled or smothered	___	___	
Check during naptime and rotate position of very young infant	___	___	
Check at intervals to be sure that child's head is not caught or covered	___	___	

DEVELOPMENT CHART 0-24 MONTHS

In a familiar setting, in the presence of caring adults, the child will:

	0-3 MONTHS	3-5 MONTHS
Cognitive Sensory	Respond to light Respond to sound Anticipate on sight of food	Scratch table top Grasp and draw bottle to mouth Bang or drum on chair Pull on bib Recognize different tastes and texture Turn to sound of voice
Social Emotional Language	Smile spontaneously Screw up face Adjust to arms of teacher Cry in response to hunger and discomfort Coo in response to stimulation Pat bottle	Respond with smile to stimulation Lean toward teacher Leave mother happily Laugh aloud Smile at image in mirror Make smacking noises with lips Vocalize eagerness on feeding preparation
Motor Skills	Have total body response Lift head short distance Turn from side to back Turn head to side Grasp and release rattle momentarily Grasp spoon Kick and flail arms in response to toys or food Follow moving object 180°	Hold out arms to teacher Bounce whole body Play with hands and fingers Reach toward mobile in crib Roll over Hold head erect in supported sitting position Bend and flex knees when supported in standing position Start crawling movements
Hygiene and Self Help	Wet pants Wake up Seek nipple Suck vigorously Burp Expel gas easily Swallow or spit when given foods Cough and choke on milk or solids Wiggle and squirm	Close in on bottle with both hands Drink eagerly Experiment with new foods

COURSE [illegible]

TERMINAL PERFORMANCE
OBJECTIVE NO. 8.0 [illegible] Infant Care

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
8.1	After instruction concerning day care of infants in [illegible] the student will [illegible] understanding by [illegible] correctly 4 out of 5 of the criterion items.	8.1	Answer the following as TRUE or FALSE: [illegible] care centers for infants [illegible] [illegible] that experiences during the [illegible] years of life of the individual are very important. [illegible] care in infant care should be [illegible] family need - care of the child and to strengthen family life. [illegible] the mother-infant interplay, [illegible] infant learns about his world. [illegible] infant curricula are based on the idea [illegible] most of the foundation of future [illegible] is laid during the infancy. [illegible] for infants should keep an open mind concerning the infant program.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 8.0 (cont'd) Infant Care

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
8.2	After instruction and class discussion, the student will demonstrate his understanding of the importance of the pre-natal period as it relates to the infant after birth, by completing 14 out of 20 of the criterion measures. X-5.200	8.2	1. Make a list of two guidelines in each of the following areas on pre-natal care of the infant after birth. A. Exercise B. Rest C. Drugs D. Communicable diseases E. Inherited conditions F. Clothing G. Nutritional needs H. Medical attention I. Emotional health J. Birth defects

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 8.0 (cont'd) Infant Care

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
8.3	After instruction and class discussion on the principles of infant day care, the student will correctly state at least 3 of the 4 principles of infant care as it relates to the needs supplied by the environment.	8.3	State a principle of infant day care that the environment must supply for the infant in each of these developmental areas: 1. Social 2. Emotional 3. Physical 4. Mental

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 8.0 (cont'd) Infant Care

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
8.4	After instruction and class discussion on the characteristics of infants, the student will be provided with a form to record observations of development of assigned infants. Judgement of the director as to the validity is the criterion of success.	8.4	Given an observation form and assigned 3 infants at different stages of development, (example: infants at 6 weeks, 4 months, 8 months) the student will keep a record of each infant's developmental characteristics.

OBSERVATION OF INFANTS

Student Name _____ Date _____

Place of Observation _____ Infant's Age _____

	EVIDENCES	DEGREE OF SUCCESS
MUSCLE DEVELOPMENT		
COORDINATION		
STRENGTH		
FINGER DEXTERITY		
EYE COORDINATION		
EYE - HAND COORDINATION		
SOCIAL RESPONSES		

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 8.0 (cont'd) Infant Care

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
8.5	After instruction, demonstration and practice on the physical needs of the infant and toddler, the student will demonstrate his understanding by indicating, either orally or in writing, the correct answer in 3 out of 4 of the criterion items in each question. X-5.208	8.5	1. Make a list of the steps involved in each of the following procedures. Upon completion, arrange the items in order so that the list may be used as a checksheet for the correct procedure to follow: a. Bathing the baby b. Feeding infants c. Preparing and introducing solid food d. Preparation for sleep and rest 2. After observing an infant care area, use the attached safety check list to record observations. 3. Answer the questions on the attached sheet in each of these areas: a. Feeding the baby b. Preparation for sleep and rest c. Dressing the baby d. Toilet training

SAFETY CHECK LIST FOR INFANT CARE

Look carefully around areas used for infant care. Record your answers to the questions by checking the YES or NO. Yes answers indicate a safe environment for infants.

YES	NO	
		SLEEPING AREA
		1. Is the crib painted with lead free paint?
		2. Are bars of crib close enough together to keep child from putting his head through?
		3. Do crib sides lock in place tightly?
		BATH AREA
		4. Are all medications out of reach of infants?
		5. Are precautions taken against scalding and drowning?
		FEEDING AREA
		6. Are controls and burners of stove out of infant's reach?
		7. Are cleaning materials out of reach of crawling baby?
		8. Are insect sprays out of reach of crawling baby?
		PLAY AREA - INDOORS
		9. Are electrical outlets covered?
		10. Are electrical cords (lamps, irons, etc.) out of infant's reach?
		11. Are stairs closed with a gate or door?
		12. Are window and door screens fastened securely?
		13. Are wooden floors free from slivers?
		14. Are rugs provided for baby to fall back on near chair or other items used to pull up on?
		15. Are playpens provided for times when baby cannot be watched constantly?
		16. Is the telephone out of the infant's reach?
		17. Are there any cabinets or chests a baby might crawl into and have difficulty getting out of?
		18. Are toys painted with lead free paint?

T E S T S H E E T

Answer the following questions:

A. FEEDING THE BABY

1. How should a baby be held when being fed a bottle?
2. Explain how bottles and nipples are cleaned.
3. Give a good test for determining proper temperature of formula prior to feeding.
4. How do you "burp" the baby?

B. PREPARATIONS FOR SLEEP AND REST

1. Why should a baby's mattress be firm and flat?
2. How should mattresses be protected?
3. Should a young baby sleep on a pillow?
4. List at least 3 conditions which are favorable and 3 conditions which are unfavorable for children in acquiring good sleep habits.

C. BATHING AND DRESSING THE BABY

1. Give the safety measures in putting on a diaper.
2. How should soiled diapers be cared for?
3. How much clothing should a baby wear?
4. Give 4 rules to follow in selecting baby's clothing.
5. What temperature should the room be when bathing the baby?
6. What temperature water should be used for a baby's bath? How can you test the water temperature?
7. When washing and drying the baby, special attention should be given to what areas?
8. List all the supplies needed to bathe a baby.

D. TOILET TRAINING

1. Why do scolding and punishments for lapses delay toilet training while a calm attitude speeds it up?
2. If a six-month old infant is regular in his bowel movements, is the child ready for training?
3. List 3 advantages of using a toilet chair.
4. List 5 factors that contribute to lapses in control of elimination.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 8.0 (cont'd) Infant Care

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
8.6	After instructions concerning infant record keeping and infant language development, the student will indicate the correct response in at least 7 out of 10 of the criterion answers.	8.6	1. Name at least 2 items that are pertinent to a daily record of the infant's routine. 2. Complete the following by identifying the language learning with the age of the child: AGE A. 12 Months B. 18 Months C. 2 Years D. 3 Years ____1. Follows oral directions ____2. Communicates by pointing ____3. Babbles and jabbers ____4. Single words express entire sentences ____5. Asks many questions ____6. Vocabulary of 900 - 1000 words ____7. Talks to himself to practice his language ____8. Vocabulary of 275 - 300 words

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 8.0 (cont'd) Infant Care

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
8.7	After instruction on principles that infant behavior teaches the care-givers of infants, the student will demonstrate his understanding by correctly answering at least 3 out of 4 criterion questions.	8.7	Answer the following statements as TRUE or FALSE. _____1. It is not necessary to know the exact age a baby is going to sit, walk, or begin eating solid food. _____2. Growth during infancy is most rapid compared to growth for the remainder of the person's life. _____3. A person can observe an infant closely and learn from him. _____4. Behavior of infants shows up clearly because the care-givers do not try to make him do as they think he should until later in development and growth.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 8.0 (cont'd) Infant Care

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
8.8	After instructions in the desirable characteristics of a good program for infants and toddlers, the student will demonstrate his understanding by answering successfully 5 of the 7 criterion items. X-5.205	8.8	Select the 5 opportunities that are an important part in setting up a desirable program for infants and toddlers by placing an "X" in the blank to the left. ___ 1. Has a variety of objects to play with (squeeze, feel, push, etc.). ___ 2. Has freedom to satisfy his curiosity. ___ 3. Has drab surroundings so that the child will always be ready for quiet activities. ___ 4. Has time to explore the outdoors with interesting play things. ___ 5. Has no daily routines. ___ 6. Has materials and toys to stimulate the child's 5 senses. ___ 7. Has toys which the child can use independently.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 8.0 (cont'd) Infant Care

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
8.9	After instruction in activities to use in meeting the developmental needs of the infant, the student will demonstrate his understanding by listing 2 activities in each area. The criterion of success will be completing 9 out of 12 activities correctly. X-5.200	8.9	List 2 activities in the following areas that would be helpful in meeting the needs of the infant: 1. focusing eyes 2. eye - hand coordination 3. making distinctions among objects 4. learning the skills of learning 5. learning is fun 6. develop relationships of love

C H I L D C A R E S E R V I C E S

INFANT CARE

ANSWER SHEET: 8.1 thru 8.9

8.1

1. T
2. T
3. T
4. T
5. T

8.2

See State Guide

8.3

Answers:
See State Guide

8.4

Completion of observation form

8.5

1. See answer sheet on following pages
2. See check list
3. See answer sheet on following pages

8.6

1. Record of sleep
   Record of feedings
   Record of stools
   Record of significant activities of infants.

2. 1.-C 5.-D
   2.-A 6.-D
   3.-A 7.-C
   4.-B 8.-C

8.7

1. T
2. T
3. T
4. T

8.8

Check:
1
2
4
6
7

8.9

See State Guide

T.P.O. 8.0 Infant Care

TEST ANSWER SHEET: 8.5

1. A. BATHING A BABY

Handles infant gently but securely
Collects all necessary materials
Arranges equipment conveniently
Checks room temperature
Tests water and adjusts to proper temperature
Talks to baby and shows affection as she proceeds
Protects and pads work surface with towel or pad
Keeps infant covered
Cleans ears and nose
Supports young baby during bath
Works quickly and uses class approved technique
Dresses baby quickly and appropriately

B. FEEDING INFANTS

Washes hands thoroughly and handles utensils sanitarily
Collects materials for preparing formula
Follows directions for specific formula preparation
Measures correctly and accurately
Tests formula temperature
Holds infant properly
Shows affection and cuddles infant
"Burps" baby
Stores unused formula

C. PREPARING AND INTRODUCING SOLID FOOD

Mamma with infant is relaxed
Food properly prepared (fully cooked, lightly seasoned)
Food is soft, semi-liquid or mashed
New food introduced at beginning of meal
Offers only small amount
Liquid offered after solid food is taken

D. PREPARATION FOR SLEEP AND REST

All is clean and tidy
Room is quiet and darkened
Temperature is at least 70 degrees
Good ventilation in room
Infant has been fed
Infant is clean
Infant has been comforted
Crib sides are up and secured
Nothing is hanging on sides or end of crib
No pillows are in crib
Covers are secured so infant cannot become entangled or smothered
Check infant during rest at intervals

3. A. FEEDING THE BABY

1. The person who gives the baby his bottle should sit in a comfortable chair, holding the baby in her arms and tipping the bottle so it is always filled with milk.
2. They are cleaned by boiling them in water at least fifteen minutes. This process is called sterilizing.
3. A good way to test temperature is by allowing a drop of milk to fall on one's wrist.
4. The baby should be held over the shoulder and his back gently patted from waist to neck. The purpose is to bring up any air taken into the stomach with the food.

B. PREPARATION FOR SLEEP AND REST

1. To aid in developing a straight back.
2. They can be covered with a rubber sheet and then by a washable quilted pad.
3. No, because the pillow tips the head forward and may cause round shoulders.
4. Sleeping alone, fresh air, firm mattress, no pillow, not too much cover and not too strong light in the daytime.

C. BATHING AND DRESSING THE BABY

1. One should be careful about pins and put one's fingers between a baby's skin and the diaper when fastening it.
2. Soiled diapers should be rinsed in the toilet and then put to soak in a diaper pail until washing time.
3. Little clothing is worn so that the baby has freedom to move his legs and arms. The amount and kind of clothing worn will depend upon the weather.
4. a. Simple garments, constructed to give maximum freedom.
   b. Provide ease in laundering.
   c. Give warmth, be light in weight and have no tight bonds.
   d. Seams should be flat and smooth.
5. The room should be about 75 degrees.
6. The temperature of the water should be about 90-100 degrees. The water can be tested with the elbow and it should feel warm.
7. The creases at elbows, under the chin and on the legs.
8. Clean clothing, bathtub, towels, washcloth, soap, cotton, safety pins, powder, vaseline, etc.

D. TOILET TRAINING

1. Because the baby will become resentful and balky causing a delay in his learning.
2. No, a child is not able to control his sphincter muscles at this age and can feel strained and tense when more is expected of him than he is capable of understanding.
3. a. Gives the baby's back and arms adequate support and enables him to relax.
   b. Less fearful because it is closer to the floor.
   c. He can go to it alone.
4. Changes of routines, visitors, trips, the weather, emotional or physical upsets.

CHAPTER 9

CHILDREN'S PLAY

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE
OBJECTIVE NO. 9.0 Children's Play

After instruction, demonstration and practice related to child's play including roles, values, developmental sequence, supervision, guidelines and desirable characteristics of playthings, 76% of the students will demonstrate understanding by planning a comprehensive library of 5 or more play activities and toys for each infant, toddler and preschooler using I.P.O. 9.1-9.6 as guides. Twentyseven points are required for each developmental stage.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		9.0	Following I.P.O. 9.1-9.6, use attached form to plan a comprehensive library of play activities and toys for infant, toddler and pre-schooler. Twentyseven (27) points are required for each developmental stage.

9.0 Criterion Measure

INFANT

	PLAY ACTIVITY, TOY	9.1 PLAY VALUE	9.3 CATEGORY	9.3 AGE	9.4 SAFETY	9.4 DEVELOPMENT	9.5-6 ADULT
1.							
2.							
3.							
4.							
5.							

TODDLER

1.							
2.							
3.							
4.							
5.							

PRE-SCHOOLER

1.							
2.							
3.							
4.							
5.							

Total points for: INFANT _____

TODDLER _____

PRE-SCHOOLER _____

COURSE Child Care Services

TERMINAL PERFORMANCE OBJECTIVE NO. 9.0 (cont'd) Children's Play

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
9.1	After instruction and class discussion, the student will demonstrate his understanding of the values of play by correctly identifying 6 to 8 values from a list of 10. X-5.206	9.1	From the following list, select the values of play for children and place a + before each item: ____1. Through play, children learn to adjust to their environment. ____2. Play is "busy work" for children. ____3. Play affords outlets for excess energy. ____4. Play is something just to keep children out of mischief. ____5. Play enables children to get rid of feelings of aggression since play is not limited to reality. ____6. Play helps in the development of all parts of the body. ____7. Play helps furnish opportunities to get along with others. ____8. Play furnishes opportunities to help children share and cooperate. ____9. Play helps children find out about their world. ____10. Play affords opportunities for children to discover for themselves.

COURSE Child Care Services

TERMINAL PERFORMANCE OBJECTIVE NO. 9.0 (cont'd) Children's Play

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
9.2	After instruction and class discussion, the student will demonstrate his understanding of the 2 types of play by correctly identifying 7 of 10 activities as active or passive play.	9.2	From the following list, identify which activities are active play by placing an A in front and which activities are passive by placing a P in front. _____1. Riding a tricycle _____2. Watching animals at the zoo _____3. Climbing jungle gym _____4. Watching cartoons on T.V. _____5. Visiting the petting zoo _____6. Looking at story books _____7. Finger painting _____8. Listening to a story _____9. Going to the circus ____10. Riding in a tricycle rodeo

COURSE Child Care Services

TERMINAL PERFORMANCE OBJECTIVE NO. 9.0 (cont'd) Children's Play

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
9.3	After instruction and class discussion, the student will identify the different categories of play and the maturity characteristics that go with each category in 7 of 10 situations. X-5.200	9.3	I. Match the category of play listed in column II with the description in column I. I / II ___1. Child plays along side another child, but is most interested in his own activity. ___2. Two or three children play together, but change activities rapidly. ___3. Child plays alone ___4. Larger group plays together to finish a project. A. Solitary B. Parallel C. Associative D. Cooperative II. Match the age (maturity level) in column II with the play activity in column I. I / II ___1. Three children play together for a period of time--show tendency to be bossy. ___2. Two children play with cars and trucks side by side. ___3. Child moves blocks around without actually building anything. A. 2 years B. 3 years C. 4 years D. 5 years

COURSE Child Care Services

TERMINAL PERFORMANCE OBJECTIVE NO. 9.0 (cont'd) Children's Play

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		9.3	___4. Group of children build a fort--work at it until it is finished. ___5. Children play together, but rapidly change activities and children with whom they are playing. ___6. Begin to use props, such as dress-up for dramatic play.

COURSE Child Care Services

TERMINAL PERFORMANCE
OBJECTIVE NO. 9.0 (cont'd) Children's Play

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
9.4	After instruction, demonstration and class discussion, the student will be able to determine criteria for selecting playthings for young children as evidenced by correctly completing 4 out of 5 answers in each criterion item.	9.4	1. Recall at least 5 guidelines to use in selecting toys for children. 2. Teacher select a toy at random from laboratory. Have each student answer orally the following 5 questions. a. Ages for which best suited b. Quality and safety of toy c. How the toy might stimulate activity and imagination d. Type of play it fosters e. How it is used by children at different developmental stages 3. Match the type of development in column II with the type of toy which fosters this development in column I. I — II ___1. Crayons, scissors — A. large muscle ___2. Large building blocks — B. social ___3. Puppets — C. small muscle ___4. Housekeeping equipment — D. mental ___5. Manipulative toys — E. language

COURSE Child Care Services

TERMINAL PERFORMANCE
OBJECTIVE NO. 9.0 (cont'd) Children's Play

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
9.6	After instruction and class discussion, the student will be able to construct guidelines for supervision of play as evidenced by successful completion of 4 out of 5 of the criterion items.	9.6	Answer True or False to the following questions: _____1. Children should be supervised at all times--even free time outdoors. _____2. A child care worker should encourage a shy child to participate. _____3. The child care worker should always become engaged in some form of the child's play. _____4. The child care worker should encourage more mature children to help those less mature. _____5. Play yard supervision is best done sitting down in the shade.

KEY TO CRITERION MEASURE 9.1 THRU 9.6

9.1:

+ 1.	+ 6.
2.	+ 7.
+ 3.	+ 8.
4.	+ 9.
+ 5.	+ 10.

9.2:

A 1.	P 6.
P 2.	A 7.
A 3.	P 8.
P 4.	P 9.
P 5.	A 10.

9.3:

I.		II.	
1.	B	1.	B
2.	C	2.	A
3.	A	3.	B
4.	D	4.	D
		5.	B
		6.	C

9.4:

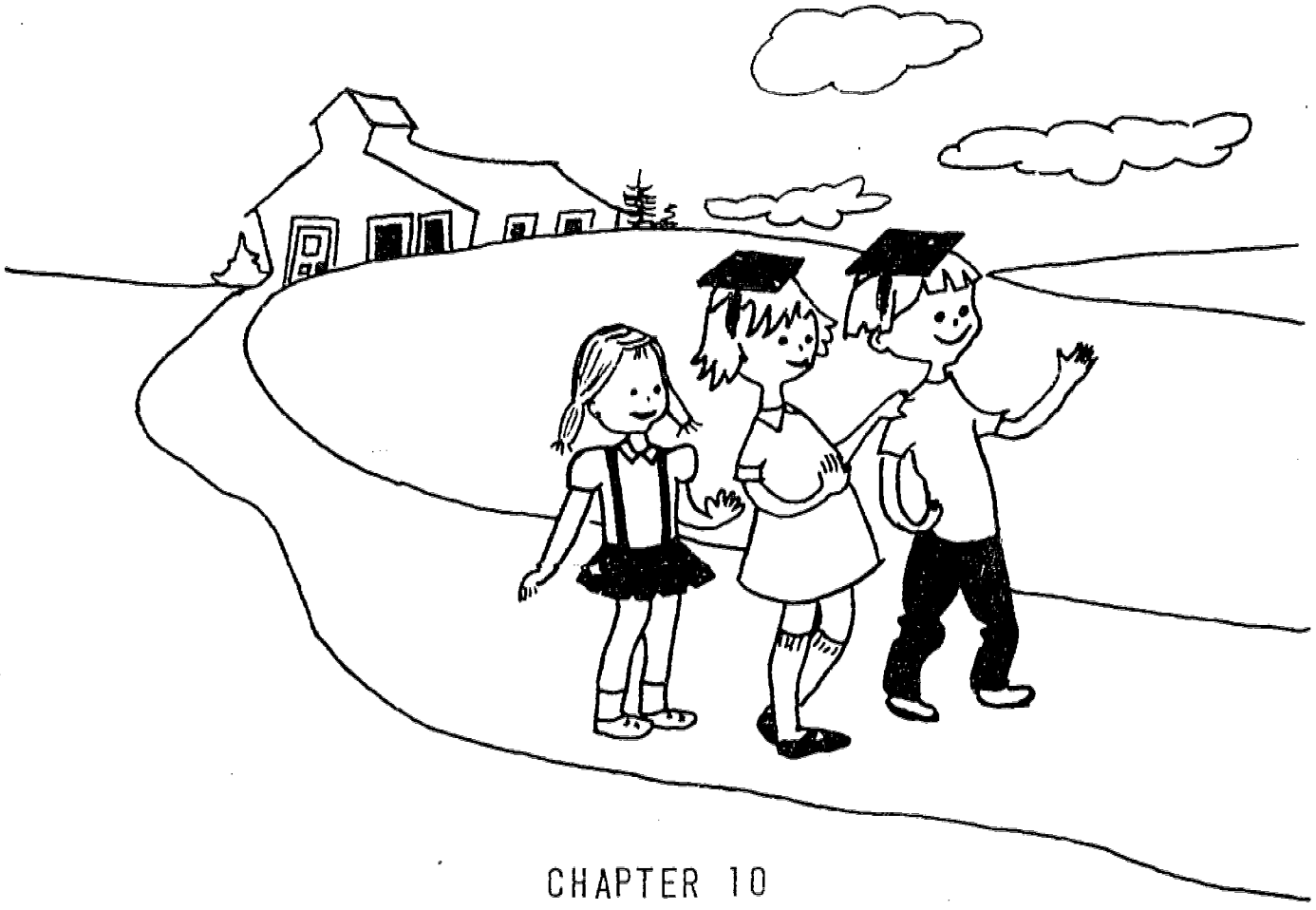
1. See State Guide
2. Teacher evaluation
3. 1. C
   2. A
   3. E
   4. B
   5. D

9.5:

1.	0
2.	+
3.	0
4.	+
5.	0

9.6:

1.	+
2.	+
3.	0
4.	+
5.	0



CHAPTER 10

FACILITIES FOR CHILD CARE SERVICES

COURSE CHILD CARE SERVICES

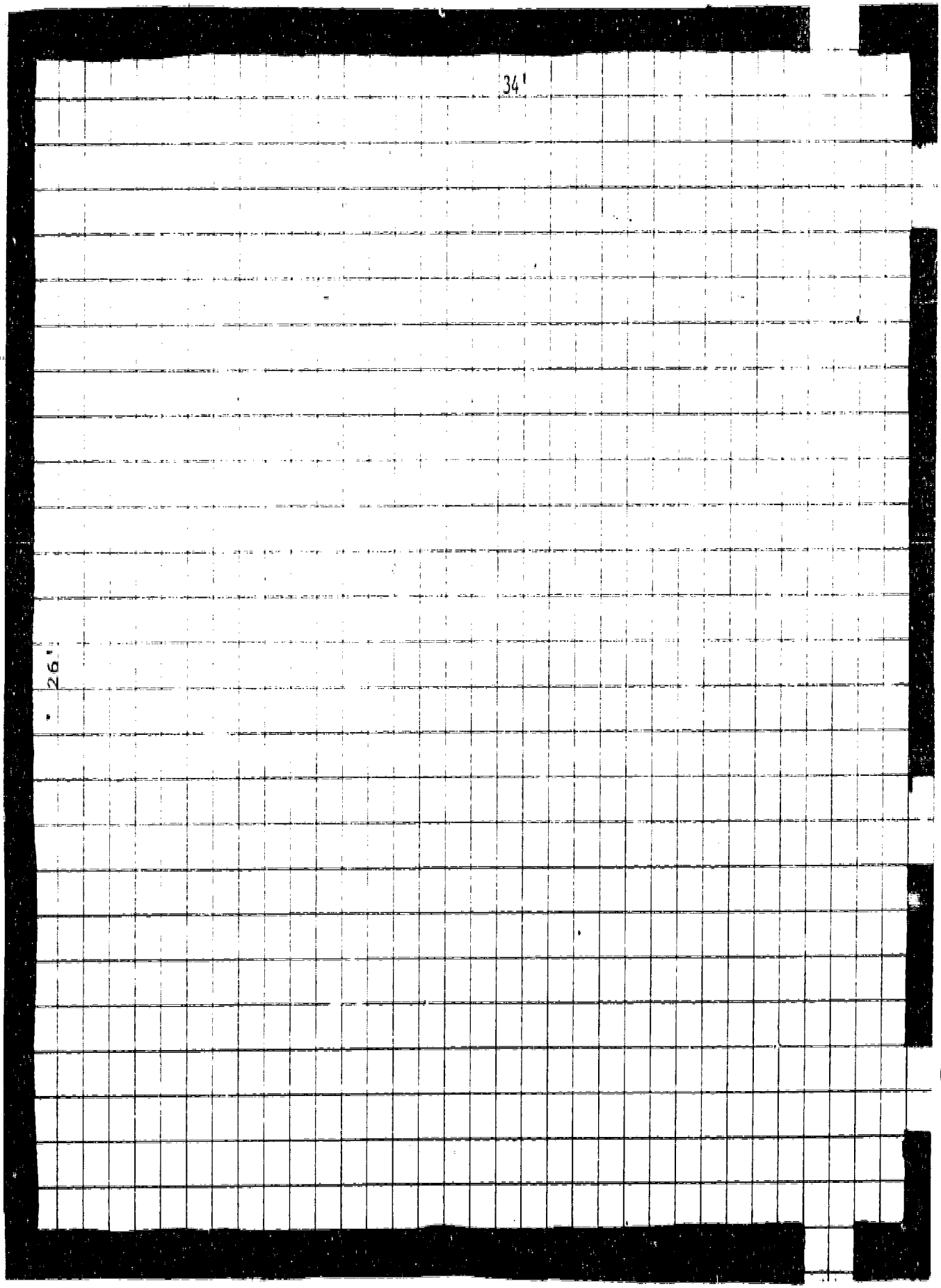
Accreditation Standards: X-5.206/X-5.205

TERMINAL PERFORMANCE OBJECTIVE NO. 10.0

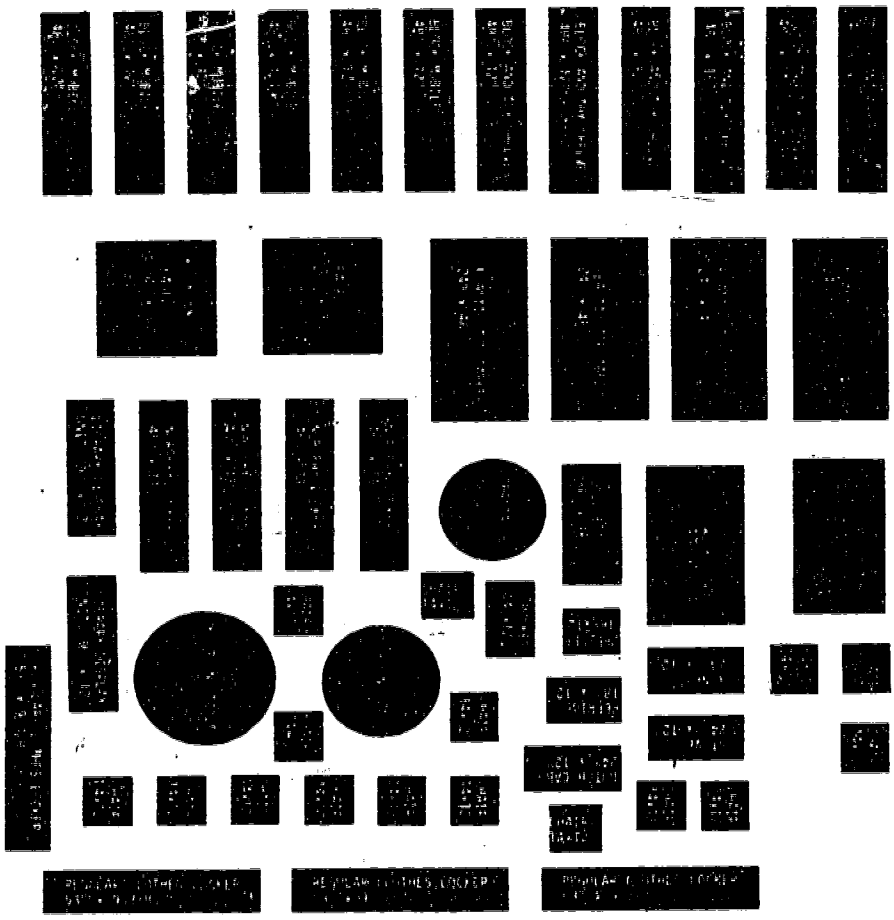
Facilities for Child Care Services

Given the requirements for facilities and equipment in 10.1 - 10.5, a floor plan and templates of equipment, 76% of the students will be successful in identifying and arranging equipment in areas as evidenced by attaining at least 50 points on a rating scale.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		10.0	Using information from 10.1 - 10.5: a) Write names of activity areas for inside lab in the part of the room you think it should go. b) Glue pieces of equipment in the spot you think it should go in inside areas. Plan and templates attached. X-5.206



OBSERVATIONS



TPO CRITERION MEASURE 10.0

FACILITIES FOR CHILD CARE SERVICES
RATING SCALE - 72 POINTS

Indoor Activity Areas Identified

	0	1	2	3	4
1. Block					
2. Housekeeping					
3. Manipulative					
4. Art					
5. Library					
6. Science					
7. Drama					
8. Sand and Water					
9. Music					

Selection and Arrangement of Equipment for Indoor Activity Area

1. Block					
2. Housekeeping					
3. Manipulative					
4. Art					
5. Library					
6. Science					
7. Drama					
8. Sand and Water					
9. Music					

POINT TOTALS:

GRAND POINT TOTALS:

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 10.1 (cont'd) Facilities for Child Care Services

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
10.1	After observation of child care centers and study of "Minimum Standards for Child Care Programs", the student will investigate facilities necessary for an effective child care center as evidenced by answering 4 of 5 criterion items correctly.	10.1	Test attached

CRITERION TEST - 10.0

Select the best answer. Put the letter of the best answer in the space to the left of the number.

____ 1. The first consideration in planning facilities for a child care center is:
(a) type of program
(b) needs of the child
(c) money available

____ 2. Independence of children can be planned for in a center that has:
(a) low shelves for materials
(b) separate boy and girl restrooms
(c) locked doors on cupboards

____ 3. The best guarantee of a good child care center is:
(a) new, well-planned building
(b) a great variety of equipment and supplies
(c) creative and resourceful workers

____ 4. The most important provision for children is:
(a) safety
(b) proper food
(c) fresh air

____ 5. A licensed child care center means:
(a) lowest permitted requirements have been met
(b) certified teachers are employed
(c) children must meet certain requirement

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 10.0 (cont'd) Facilities for Child Care Services

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
10.2	After instruction, the student will be able to identify at least 5 criteria for selection of furnishings, equipment and materials for use in inside play area and 5 criteria for the arrangement of inside play area.	10.2	1. Give 7 guides for selection of furnishings, equipment and materials of the playroom area. 2. Give 6 rules for arranging areas of activity in an inside play area.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 10.0 (cont'd)

Facilities for Child Care Services

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
10.3	Given a list of activity areas of an indoor child care lab, the student will list at least 2 general requirements for each area, and at least 5 items of equipment that would be most desirable for each area. X-5.205	10.3	1. List 2 or more general requirements of each indoor child care lab activity area listed below. 2. Name 7 items of equipment that would be most desirable for each indoor activity area listed below. A. Block B. Housekeeping C. Manipulative D. Art E. Library F. Science G. Drama H. Sand and Water I. Music

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 10.0 (cont'd)

Facilities for Child Care Services

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
10.4	After instruction, the student will be able to identify at least 4 criteria for selection of furnishings, equipment and materials for use in outside play area.	10.4	1. Give guidelines for selection of furnishings, equipment and materials for use in outside play area in relation to the list below: A. Location B. Size C. Physical requirements D. Playground equipment E. Arrangement

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 10.5 (cont'd) Facilities for Child Care Services

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
10.5	After observation and study, the student will identify at least 15 outside play activities and equipment needed for each.	10.5	Name 20 outside play activities and equipment that might be used for each.

KEY TO CRITERION MEASURE

10.1 thru 10.5

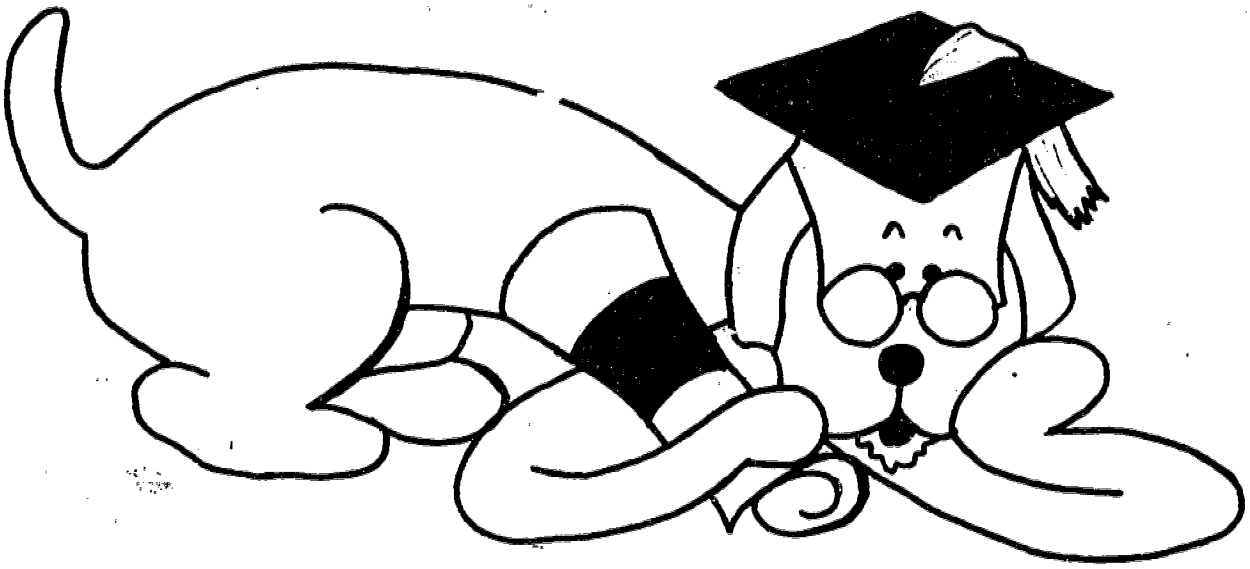
10.1: b 1.
a 2.
c 3.
a 4.
a 5.

10.2: 1. Listed in State Guide
2. Listed in State Guide

10.3: 1. From State Guide
2. From State Guide

10.4: State Guide

10.5: State Guide



CHAPTER 11

THE LIVING CURRICULUM

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE
OBJECTIVE NO. 11.0 The Living Curriculum for the Young Child

After instruction, demonstration and practice relating to the pre-school curriculum, 76% of the students will demonstrate orally or in writing, knowledge of the factors which determine pre-school curriculum, basic components of pre-school curriculum and environmental opportunities for pre-school curriculum development. The criterion of success will be 24 points for selection of a theme and planning a schedule of activities including language development, science, math, music and art for 4 year olds - 4 hours daily for a week.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		11.0	Select a theme for a week and plan a schedule of activities for 4 year olds from 8:00-12:00 a.m. for 4 days a week. Possible points to earn include: 1. Theme (4) _____ 2. Time schedule (4) _____ 3. Activity schedule (4) _____ 4. Language activities (4) _____ 5. Science activities (4) _____ 6. Math activities (4) _____ 7. Music activities (4) _____ 8. Art activities (4) _____

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 11.0 (cont'd)

The Living Curriculum For The Young Child

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
11.1	After instruction and class discussion, the student will demonstrate his understanding of the factors which determine pre-school curriculum by successfully completing 4 of 5 items in each of the criterion measures.	11.1	1. Answer TRUE or FALSE to the following statements: _____ a. The curriculum should be the same for all pre-schools. _____ b. A good curriculum incorporates much of the every day living. _____ c. The main purpose of the pre-school curriculum is to prepare the child for kindergarten. _____ d. A good curriculum will help a child become more socially well adjusted. _____ e. There are no <u>required</u> subjects as such for the pre-school curriculum. 2. Match the area of growth in Column II with the type of experience in Column I. COLUMN I / COLUMN II ___1. Making discoveries developing problem-solving ability. — A. Intellectual growth ___2. Developing muscular control and co-ordination — B. Emotional growth ___3. Experimenting with tools, materials and equipment. — C. Social growth ___4. Learning to respect the rights of others. — D. Physical growth ___5. Learning to share and take turns.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 11.0 (cont'd)

The Living Curriculum For The Young Child

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
11.2	After instruction, discussion and participation in using the environment as a part of the pre-school curriculum, the student will demonstrate his understanding by completing correctly 2 of the 3 criterion situations. X-5.208	11.2	Given the following situations, list at least 3 ways that you could develop each situation through use of the environment: A. Three year old Kevin comes to Nursery School on Monday with his arm in a cast. B. The bread truck comes to make a delivery just as opening exercises are beginning. C. During a downpour one afternoon, the rain changes to hail.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 11.0 (cont'd) The Living Curriculum For The Young Child

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
11.3	After instruction and class discussion regarding the use of the 5 senses in the learning process, the student will demonstrate his understanding by successfully completing 3 of 4 activities in each of the 4 criterion items. X-5.205	11.3	Using any 4 of the 5 senses - HEAR, SEE, SMELL, TOUCH, TASTE - list 4 classroom activities which could be used to develop this sense. HEARING SEEING SMELLING TASTING TOUCHING

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 11.0 (cont'd) The Living Curriculum For The Young Child

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
11.4	After instruction, discussion and practice relating to the use of language development skills, the student will demonstrate his understanding by correctly completing 5 out of 7 items in each criterion measure.	11.4	From the following list, identify which skills are specific to language development by placing a + in front of these skills, and a 0 in front of those which do not relate to language. 1. ____ smelling ____ touching ____ speaking ____ reading ____ tasting ____ running ____ listening Explain how each of the following pre-school activities contributes to increasing any or all of the language skills (speaking, listening, reading or writing). 2. A. Show and Tell Time B. Field Trips C. Finger Plays D. Puppetry E. Nature Walk F. Finger Painting G. Story-time

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 11.0 (cont'd.) THE LIVING CURRICULUM

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
11.5	After instruction, discussion and practice relating to pre-school science activities, the student will demonstrate his understanding by correctly completing 7 out of 10 in PART I and at least a score of 75 in PART II.	11.5	See attached

11.5 Criterion Measure

PART I - DIRECTIONS: Answer each statement with "T" for TRUE or "F" for FALSE.

_____ 1. Science for pre-schoolers should be discovery rather than memorization of facts.

_____ 2. Children should not feel a sense of failure if their idea doesn't work; they should be encouraged to try again.

_____ 3. "Accidental" science happenings should be ignored since they will disrupt the class.

_____ 4. Materials used in science displays or demonstrations should be able to be handled by the children.

_____ 5. The length of a science unit should be determined by the children's interest.

_____ 6. Children are born with a natural curiosity.

_____ 7. Science learnings should relate closely with the child's daily experiences or to himself as a person.

_____ 8. Science experiences will increase sensory skills and not perceptive skills.

_____ 9. Adults have a tendency to exert too much control or to structure science experiences too rigidly.

_____10. Through science activities, children also learn responsibilities.

PART II - DIRECTIONS: Select one of the four major science areas listed below and choose one concept in this area to develop a 10-15 minute lesson plan.

SCIENCE AREAS:
Matter and Energy
Living things and their activities
Our Earth and the Universe
Man and his Environment

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 11.0 (cont'd.) THE LIVING CURRICULUM

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
11.6	After instruction, discussion and practice relating to pre-school math concepts, the student will demonstrate his understanding by correctly completing at least 7 of 10 in PART I and a score of at least 75 on PART II.	11.6	See attached

11.6 Criterion Measure

PART I - DIRECTIONS: Select the letter of the best answer from MATH CONCEPTS and place in the blank to the left of the number in MATH ACTIVITIES.

MATH ACTIVITIES		MATH CONCEPTS
____ 1.	During free play, children use colored wood chips of different shapes.	A. time
____ 2.	Opening exercises have students mark the calendar date for the day.	B. part
____ 3.	Use large face clock with moveable hands.	C. sets
____ 4.	Have each child bring his own chair to an activity; one-to-one relationship.	D. quantity
____ 5.	During cooking in the classroom, apples are cut in half, then quarters for applesauce.	E. measurement
____ 6.	In the housekeeping area there is a play store with cash register and coins.	F. size
____ 7.	During water play, the children fill plastic bottles with different amounts of water, then pour the water back and forth.	G. shape
____ 8.	Use yardstick and measure objects around the room and compare.	H. Value
____ 9.	In the science area children play with the balance scale using different objects like sand, flour, styrofoam, etc.	
____10.	Use Kraft wrapping paper, have children lie on floor and draw around them; compare sizes.	

PART II - DIRECTIONS: Select one concept from the MATH CONCEPTS listed above (A through H) and develop a 10-15 minute lesson plan.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 11.0 (cont'd.) THE LIVING CURRICULUM

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
11.7	After instruction, discussion and practice relating to pre-school music activities, the student will demonstrate his understanding by correctly completing 7 out of 10 on PART I and a score of at least 75 on PART II.	11.7	See attached

11.7 Criterion Measure

PART I - DIRECTIONS: Answer each statement with "T" for TRUE or "F" for FALSE.

____ 1. Music can help children socially.

____ 2. Music offers opportunities for listening, creating singing, rhythmic responses and playing instruments.

____ 3. The over-active, aggressive child can be helped to become relaxed and less tense.

____ 4. Children should be forced to participate in music activities even if they can't sing.

____ 5. A child can develop physically through his many exposures to music.

____ 6. The teacher should expect the children to conform to the tempo she sets.

____ 7. Music is a constructive way in which children can vent their feelings.

____ 8. All children should be required to remain in the musical activity, even if they lose interest.

____ 9. One of the most important roles of the teacher is to discover the developmental stage of each child in her group.

____10. All children have musical capacities.

PART II - DIRECTIONS: Select one music concept and develop a 10-15 minute lesson plan.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 11.0 (cont'd.) THE LIVING CURRICULUM

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
11.8	After instruction, discussion and practice relating to pre-school art activities, the student will demonstrate his understanding by correctly completing 7 out of 10 in PART I and at least a score of 75 on PART II.	11.8	See attached

CHILD CARE SERVICES

11.8 Criterion Measure

PART I - DIRECTIONS: Answer the statements with "T" for TRUE or "F" for FALSE.

____ 1. Because the small muscles of young children are undeveloped, they should be provided with materials which enable them to best express themselves.

____ 2. It is important to provide materials which help to release feelings, not create frustration.

____ 3. Children shouldn't be allowed to help with "clean up".

____ 4. Providing materials which are too advanced for the particular children involved would detract from the experience and might even discourage future participation.

____ 5. Patterning of any kind should be eliminated from the experiences of young children.

____ 6. Art can be a very powerful tool for increasing the emotional and intellectual growth of children.

____ 7. The art process with its learnings is far more important than the art product itself.

____ 8. Art for the young child is a means of self-expression.

____ 9. The teacher should help each child to experience some success each day and also develop him a healthy attitude toward mistakes.

____10. There should be a variety of materials so children can make a choice of the art activity they want to do.

PART II - DIRECTIONS: Choose one of the various art resources listed and develop a 10-15 minute lesson plan.

ART RESOURCES:
modeling (clay, dough, salt, ceramic)
pasting
cutting and tearing
finger painting
painting

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 11.0 (cont'd.) THE LIVING CURRICULUM

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
11.9	After instruction, discussion and practice relating to pre-school group living experiences, the student will demonstrate his understanding by scoring at least 75 on the criterion measure.	11.9	See attached

CHILD CARE SERVICES

11.9 Criterion Measure

DIRECTIONS: Using the following general topics related to pre-school social living, plan one pre-school classroom activity under each topic. (10-15 minutes)

SOCIAL LIVING TOPICS:

1. self awareness and personal identity
2. the interdependence of members of a family, classroom or community
3. material products of the culture and jobs people have; dwellings, vehicles, work tools
4. community customs, differences among people within the community, and people from other lands

COURSE CHILD CARE SERVICES

KEY: 11.1 - thru - 11.4

The Living Curriculum For The Young Child

11.1

1. a. - F
   b. - T
   c. - F
   d. - T
   e. - T

2. 1. - A
   2. - D
   3. - A
   4. - C
   5. - C

11.2

A. 1. Discuss safety relating to Kevin's injury
   2. Discuss bones as a part of the body.
   3. Use plaster of paris in an art lesson and relate to Kevin's cast.

B. 1. Discuss all the different shapes and forms of bread.
   2. Discuss nutritional values of bread.
   3. Discuss transportation of food products.

C. 1. Discuss rain - where it comes from, where it goes, etc.
   2. Feeling, touching experience - water, ice - see steam.
   3. Discuss uses of water.

11.3

HEARING

1. Take nature walk - see how many sounds they hear
2. Use a story about sound.
3. Use rhythm instruments.
4. Use a tape recorder - record their play time - let them hear.

SEEING

1. Demonstrate binoculars, telescope, magnifying glass
2. Play "lotto" games that match the cards they have in their hands.
3. Work with different shapes.
4. Use a mirror and prism.

SMELLING

1. Use set of "smell" bottles - identify
2. Hide a popcorn popper, start and see how long it takes to identify smell.
3. Put smells into play dough - peppermint, cinnamon, etc.
4. Go on nature walk - detect smells - good or bad.

TASTING

1. Fix something to eat without salt.
2. Use pinch of salt and one of sugar on napkin at lunch - have children tell which is which.
3. Cut up raw coconut.
4. Visit a bakery or ice cream shop.

TOUCHING

1. Make and use a "feely" bag.
2. Use a vibrator and/or hair dryer to give different touch sensations.
3. Display contrasting textures - cooked vs. raw foods.
4. Discuss things that feel good - play "My Favorite Things" from the Sound Of Music.

KEY: 11.1 - thru - 11.4 (cont.) The Living Curriculum For The Young Child

11.4

1. 0 - smelling
   + - speaking
   0 - tasting
   + - listening
   0 - touching
   + - reading
   0 - running

2. A. Child learns to verbalize so his peers can understand.

   B. Builds listening skills. Translates observations into a language.

   C. Listening first, then speaking.

   D. Encourages child to talk freely.

   E. Auditory discrimination.

   F. Eye - hand coordination.

   G. Auditory discrimination. Visual discrimination.

CHILD CARE SERVICES

KEY TO CRITERION MEASURES - 11.5-11.9

11.5

PART I -
1. T
2. T
3. F
4. T
5. T
6. T
7. T
8. F
9. T
10. T

PART II - Teacher judgement, based on:
Lesson objectives - 25 points
Lesson activities - 25 points
Lesson materials - 25 points
Lesson evaluation - 25 points

11.6

PART I -
1. G
2. A
3. A
4. C
5. B
6. H
7. D
8. E
9. D
10. F

PART II - Teacher judgement, based on:
Lesson objectives - 25 points
Lesson activities - 25 points
Lesson materials - 25 points
Lesson evaluation - 25 points

11.7

PART I -
1. T
2. T
3. T
4. T
5. T
6. F
7. T
8. F
9. T
10. T

PART II - Teacher judgement, based on:
Lesson objectives - 25 points
Lesson materials - 25 points
Lesson activities - 25 points
Lesson evaluation - 25 points

11.8

PART I -
1. T
2. T
3. F
4. T
5. T
6. T
7. T
8. T
9. T
10. T

PART II - Teacher judgement, based on:
Lesson objectives - 25 points
Lesson materials - 25 points
Lesson activities - 25 points
Lesson evaluation - 25 points

CHILD CARE SERVICES

KEY TO CRITERION MEASURES - 11.5-11.9

11.9 - Teacher judgement, based on:

Lesson objectives - 25 points
Lesson materials - 25 points
Lesson activities - 25 points
Lesson evaluation - 25 points

CHAPTER 13

SETTING UP AND OPERATING A CHILD CARE CENTER

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE
OBJECTIVE NO. 13.0 Setting Up and Operating a Child Care Center

After instruction, demonstration and observation, 76% of the students will demonstrate the competencies necessary for setting up and operating a child care center. The criterion of success will be planning a specific child care center program with floor plan available in 10.0 and including items 13.1-13.12 for a minimum point value of 337 on rating scale provided.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES	POINTS POSSIBLE	POINTS EARNED
		13.0	Plan a child care center program for 15 children using the room plan available in 10.0 and provide for items indicated in 13.1-13.13. Rating of 337 points on the following scale is required.		
			13.1 License: 18 @ 4 points	72	
			13.2 Benefits: 7 @ 4 points	28	
			13.3 Factors: 13 @ 4 points	52	
			13.4 Components: 7 @ 4 points	28	
			13.5 Limits: 9 @ 4 points	36	
			13.6 Day care type: 1 @ 4 points	4	
			13.7 Agencies: 5 @ 4 points	20	
			13.8 Policies & procedures: 17 @ 4 points	68	
			13.9 Records: 7 @ 4 points	28	
			13.10 Federal: 4 @ 4 points	16	
			13.11 Setting up program: 8 @ 4 points	32	
			13.12 Parents: 7 @ 4 points	28	
			TOTAL:	447	

227

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 13.0 (cont'd) Setting Up and Operating a Child Care Center

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
13.1	The student will demonstrate investigation of child care licensing program in the state of Florida as evidenced by successfully indicating 13 recommendations for setting up a child care center in a 25' x 60' school classroom following form of criterion measure. X-5.208	13.1	You plan to operate a child care center for 4 year olds in a 25'x60' school classroom. Using state and local legal requirements in "Minimum Standards for Child Care Programs" attached, indicate action necessary according to the following: 1. License 2. Child capacity 3. Number of adults (18 years or older) 4. Telephone 5. First Aid 6. Isolation 7. Rest and naps 8. Food preparation and service 9. Fire prevention 10. Safety 11. Sanitation 12. Light 13. Heat 14. Ventilation 15. Water and sewage 16. Outdoor play space 17. Bathroom 18. Furnishing, equipment and supplies

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 13.0 (cont'd) Setting Up and Operating a Child Care Center

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
13.2	Given a list of benefits, the student will identify the integral values of the Child Care Program relative to child development by checking 5 of 7 that pertain to child development. X-5.200	13.2	From the list below, check to the left of the number only those benefits of a child care program that are related to child development. ___ 1. Provides for basic needs of children ___ 2. Provides for growth in understanding self ___ 3. Provides baby-sitter for working mother ___ 4. Provides relationships with other people that are satisfying ___ 5. Provides deduction when filing for income tax ___ 6. Provides adequate and suitable housing and equipment ___ 7. Provides adequate and qualified staff workers ___ 8. Provides opportunities for growth so the child develops and learns to the best of his ability ___ 9. Provides service to parents ___ 10. Provides social life for mother

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE
OBJECTIVE NO. 13.0 (cont'd) Setting Up and Operating a Child Care Center

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
13.3	After investigation, the student will be able to determine some factors relevant to establishing and operating a child day care center by listing 10 of the 13 considerations.	13.3	Stated in objective

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 13.0 (cont'd) Setting Up and Operating a Child Care Center

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
13.4	Following learning experiences, the student will define the essential components of child day care services by listing at least 5 of 7 components.	13.4	Child day care service is not a baby-sitter service. What are the 7 parts of a comprehensive day care program?

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 13.0 (cont'd) Setting Up and Operating a Child Care Center

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
13.5	After learning experiences, the student will be able to list at least 7 of 9 limiting factors of child care programs.	13.5	List 9 factors that may limit the number of children in a day care program.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 13.0 (cont'd) Setting Up and Operating a Child Care Center

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
13.6	After investigation, the student will define types of child day care programs by correctly matching 5 out of 6 programs with definitions.	13.6	Put letter of the type of day care listed at the bottom of the page in the space to left of its definition. ___ 1. May include 2 meals and lasts all day ___ 2. Few days a week or different times on a daily basis ___ 3. Mixing of children of different ages or some children like #1 and some children like #2 ___ 4. Care evenings or all night ___ 5. Not over 5 extra children in a person's home ___ 6. Sponsored by state agency for full time care in a family a) Family day care b) Foster home care c) Full day care d) Night care e) Part day care f) Combination day care

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 13.0 (cont'd) Setting Up and Operating a Child Care Center

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
13.7	After investigation of all agencies involved, the student will determine licensing requirements by indicating 4 of 5 agencies to be contacted for approval of various items.	13.7	From the list at bottom of page, put the letter of proper item in space to left of the agency to be contacted for licensing requirements. ___ 1. Florida Division of Family Services ___ 2. Jacksonville Zoning Board ___ 3. Jacksonville Fire Department ___ 4. Jacksonville Health Division ___ 5. Duval County Tax Collector a) Neighborhood location b) Day care license c) Sanitation regulations d) Fire safety inspection e) Occupational license

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 13.0 (cont'd) Setting Up and Operating a Child Care Center

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
13.8	After completion of learning activities, the student will be able to determine the policies and procedures to insure a quality child care establishment by correctly answering 12 of 17 questions in criterion measure.	13.8	Criterion measure attached

Directions: Write the missing word in the space to the left of each of the following:

_____ 1. Necessary protection for busses, building staff and children can be provided by ____ policies.

_____ 2. The adult ____ needed for a child care center with 20 two and three year olds is 2.

_____ 3. All children need to be examined by a ____ before enrollment in a child care center.

_____ 4. Good communication of any accidents or illness can be insured by providing at least one ____ in the center.

_____ 5. A well stocked ____ cabinet for accidents should be in easy reach of adults but out of reach of children.

_____ 6. A ____ place should be provided in case a child gets sick at the center.

_____ 7. A childs own ____ will provide good personal hygiene as well as teach dental habits.

_____ 8. In full day care, ____ must be provided in Florida for naps.

_____ 9. ____ is not permitted in disciplining a child in a center.

_____ 10. ____ play if weather is good should be part of the daily routine of a center.

_____ 11. ____ by the Fire Department help insure safety of a building used for child care.

_____ 12. ____ used in a child care center for toys, equipment or interior finish needs to be free of lead and analine dyes.

_____ 13. Food preparation and service, water and sewer requirements are inspected under the ____ Code of the State of Florida by the city Health Dep ment.

_____ 14. Thermostats in child care rooms should be set for temperature control ____ feet above floor instead of adult height.

_____ 15. Indoor and outdoor play space for children under ____ should be separate from older children.

_____ 16. Separate ____ facilities are not necessary for pre-school children.

_____ 17. Some type of ____ material should be under outdoor climbing equipment.

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 13.0 (cont'd) Setting Up and Operating a Child Care Center

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
13.9	The student will identify the need for many types of records in the operation of a child care center by listing 5 of 7 types.	13.9	List 7 types of records that should be kept in the operation of a child care center.

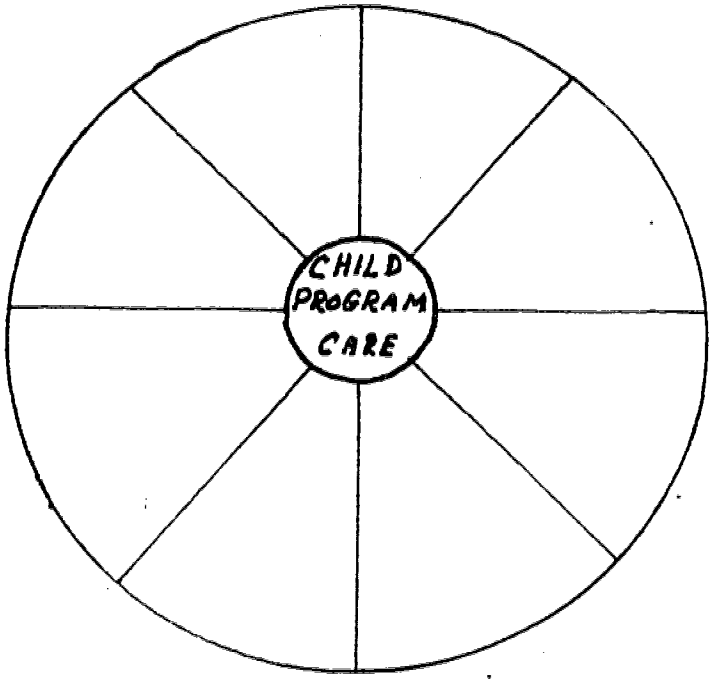
COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 13.0 (cont'd) Setting Up and Operating a Child Care Center

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
13.10	After investigation, the student will point out the need for securing more detailed information to meet Federal Inter-Agency guidelines by identifying 3 of 4 centers that might qualify for some type of Federal assistance.	13.10	Check the child care centers that might qualify for some type of Federal assistance. ____ 1. High school child care lab ____ 2. Head Start center ____ 3. Church nursery ____ 4. Public school kindergarten ____ 5. Low income housing project day care center ____ 6. Industrial factory day care center ____ 7. Private day care center

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 13.0 (cont'd) Setting Up and Operating a Child Care Center

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
13.11	After reviewing T.P.O.'s of this guide, the student will enumerate factors in setting up the child care program by correctly indicating 6 of 8 components on a wheel drawing.	13.11	Between spokes of the wheel below, write the factors to consider in setting up a good child care program. 

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 13.0 (cont'd) Setting Up and Operating a Child Care Center

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
13.12	The student will demonstrate an understanding of the necessity of parent participation in the child day care program by listing at least 5 ways parents can be involved.	13.12	List at least 7 ways parents can be involved in providing an effective child care program.

KEY TO CRITERION MEASURES 13.1 thru 13.12

13.1: "Minimum Standards for Child Care Programs" and 1974 License Law available from Division of Family Services, Jacksonville - free in quantity.

13.2:
✓ 1.
✓ 2.
__ 3.
✓ 4.
__ 5.
✓ 6.
✓ 7.
✓ 8.
✓ 9.
__ 10.

13.3: Listed in State Guide

13.4: Listed in State Guide

13.5: Listed in State Guide

13.6:
e 1.
e 2.
f 3.
d 4.
a 5.
b 6.

13.7:
b 1.
a 2.
d 3.
c 4.
e 5.

13.8:
1. Insurance
2. staff, workers
3. doctor
4. telephone
5. first-aid
6. isolation
7. toothbrush
8. cots, cribs
9. Spanking
10. Outdoor
11. Inspection
12. Paint
13. Sanitary
14. two
15. two
16. toilet
17. soft

13.9:
1. Budget
2. Financial
3. Personnel
4. Child Records
5. Inventory
6. Family
7. Accident Report

13.10:
✓ 1.
✓ 2.
__ 3.
✓ 4.
✓ 5.
__ 6.
__ 7.

13.11:
1. Needs of Children
2. Working with Children
3. Growth and Development
4. Nutrition
5. Infant Care
6. Worker
7. Facilities and Equipment
8. Curriculum

13.12:
1. Advisory council
2. Volunteer aides
3. Field trip chaperone
4. Making costumes, etc. at home
5. Workshops
6. Social club
7. Parent conferences
8. Transportation
9. Collecting donated materials
10. Contacting resource persons
11. Use of talents - such as music and art
12. Parties for special occasions
13. Staff

CHAPTER 14

THE JOB-GETTING, HOLDING AND CHANGING

COURSE CHILD CARE SERVICES

TERMINAL PERFORMANCE

OBJECTIVE NO. 14.0 Employment - Getting, Holding, Changing

After instruction, demonstration and practice on careers and job opportunities, 76% of the students will demonstrate knowledge of child care occupations, legal requirements and agencies involved in child care employment. The criterion of success will be preparation of a bulletin board about getting, holding and changing a child care job based on I.P.O. learnings. A rating of 27 points is necessary.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		14.0	Prepare a bulletin board about getting, holding and changing a job in child care services using learnings and materials from I.P.O.'s. A rating of at least 27 points is necessary.

EYECATCHING

a) Visable
b) Original
c) Colorful
d) Artistic

MESSAGE

a) Clear
b) Simple
c) Factual
d) Useful
e) Complete

	0	1	2	3	4
TOTALS:					

COURSE Child Care Services

TERMINAL PERFORMANCE OBJECTIVE NO. 14.0 (cont'd) Employment - Getting, Holding, Changing

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
14.1	After instruction relating to factors that affect availability of employment, the student will demonstrate his understanding by correctly writing the missing word in at least 3 of the 4 criterion items.	14.1	Fill in the missing word with a word from the list at bottom of the page. 1. Changes in employee salaries, specialization of many jobs, growth of the community and technological changes affect the _____ market. 2. Trends that affect the employment outlook in Duval County are A) a demand for _____ workers, B) more emphasis on _____ rights, C) more _____ in the labor force and D) urbanization and _____ of the community. 3. Employment is influenced by the role of government which includes 1)_____ and 2)_____. 4. Many women are employed in today's working world. Circle the following true statements. 1. Most women who work are married. 2. More women than men are gainfully employed. 3. Most women will work 25 years. federal aid programs civil mobility job women skilled social security

COURSE Child Care Services

RMINAL PERFORMANCE
JECTIVE NO. 14.0 (cont'd) Employment - Getting, Holding, Changing

IO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
.2	After instruction concerning the benefits individuals realize from work, the student, provided with a criterion situation, will demonstrate his understanding by correctly identifying 7 of 10 criterion items.	14.2	In the blank to the left of the sentence, identify the unit (local and national or family and individual) that will benefit from work done by individuals. _____ 1. Increased self-respect. _____ 2. Reduction of social problems. _____ 3. Improvement of economy. _____ 4. Promotion of democratic ideas. _____ 5. Development of pride in work. _____ 6. Development of job satisfaction. _____ 7. Increased financial security. _____ 8. Improvement of standard of living. _____ 9. Increased possibilities of advancement. _____ 10. Betterment of community.

COURSE Child Care Services

TERMINAL PERFORMANCE OBJECTIVE NO. 14.0 (cont'd)

Employment - Getting, Holding, Changing

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
14.3	After instruction and class discussion concerning preparation for employment in Child Care Services, the student will exhibit his attitudes that contribute to success in the world of work, as evidenced by completing 20 items on a "Personal Qualities Which Contribute to Job Success" rating sheet, with at least a score of 40.	14.3	(see attached sheet)

COURSE Child Care Services

TEST: 14.3

PERSONAL QUALITIES WHICH CONTRIBUTE TO JOB SUCCESS

Rate Yourself - Rating Scale

Directions: Rate yourself on each item as 1, 2, or 3 depending on whether you feel you fall into the category of the first column or the second column or somehwere in between. Add your own score.

DATE:_____

SCORE:_____

		1	2	3	
1.	I am not dependable.				I can be depended on.
2.	I lose my temper quickly.				I remain calm while on the job.
3.	I argue and make fun of people.				I try to be patient with people.
4.	I am frequently sick.				I maintain good health.
5.	I do only what I'm told.				I volunteer ideas and services.
6.	I am always late.				I am always prompt.
7.	I gossip about what others tell me.				I am reliable and trustworthy.
8.	I can never smile when things go wrong.				I always try to make the best of things when they turn out wrong.
9.	I dress only for comfort.				I am well-groomed and appropriately dressed.
10.	I work only for a salary.				I take pride in my job well done.
11.	I can't admit when I am wrong.				I am willing to accept suggestions for improvement.
12.	I don't follow instructions.				I follow instructions carefully and speak when it is appropriate.
13.	I interrupt a lot when others are talking.				I listen carefully and speak when it is appropriate.

COURSE Child Care Services

TEST: 14.3 (continued)

	1	2	3	
14. I make grammatical errors.				I use good English.
15. I make fun of people.				I sympathize and try to understand other viewpoints.
16. I find it difficult to forgive.				I forgive easily.
17. I am often rude.				I am courteous at all times.
18. I am moody.				I can usually pull myself out of a bad mood.
19. I never know how to show appreciation for what others do for me.				It is easy to be appreciative through actions and words.

RESUMÉ GUIDELINES

Full Name (first, middle, last) — Telephone Number (Area-code number)

Home Address (street, city, state, zip code)

Date of Birth (month, day, year)

Height: Weight: Health: Excellent, good, (if you have any physical disabilities, injuries, illness, etc., which would affect your work, you should so state)

Marital status:

Security clearance: (if known, primarly for veterans)

Objective: A position that offers opportunity and challenge, with growth potential commensurate with my experience. (or words to this effect) The idea is to invite the Personnel man to look at your experience and qualifications to see how he can use your service.

Education: List, not necessarily in chronological order, your highest and most significant educational achievement, i.e. college if you have any, then high school and grade school. College - High School equivalency credit by General Educational Development Tests (GED) is also worth showing. It is not necessary to show the length of the school or course, or the date that you participated. Location of school is helpful.

Experience: Month-year to present
Start with present job or assignment. Give position title, i.e. clerk, cashier, salesman, saleswomen, bookkeeper. Tell it exactly like it is - what you do; the number of personnel you supervise (if any); your responsibilities. If you have to work within - or are responsible for - a certain monetary budget, say how much in dollars. Describe your collateral duties (these can be as important, or as informative as your primary duty). If you have significant experience to show, go back chronologically at least 5 years or further (as you get older and use this form, go back 10 years).

Personal: Fraternal organizations; hobbies; civic affairs (PTA, Boy Scouts, Little League, etc.)
Date

References: List at least three - give name, address and phone number. Listing your references will expedite the processing of your application. These names should be someone other than relatives, i.e. neighbors, friends, associates. Do not list former employers because they will be needed and used on your job application form.

COURSE Child Care Services

TERMINAL PERFORMANCE OBJECTIVE NO. 14.0 (cont'd) Employment - Getting, Holding, Changing

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
14.4	After instruction, demonstration and practice in skills necessary for acquiring a job, the student will demonstrate his understanding by correctly accomplishing 4 of the 5 criterion items.	14.4	1. Identify 5 sources of information concerning the availability of jobs. 2. In the following list, circle the 6 persons one might use as references on a job application. a. former employer b. teachers c. aunts and uncles d. neighbors e. family minister f. mother g. family doctor h. grandparents i. Governor of the state j. counselors 3. Using the attached resumé form, prepare a personal resumé suitable for a job application. 4. Listed below are situations often found when interviewing people. Classify each into the categories of GOOD and BAD. a. show an interest b. chew gum c. wear blue jeans d. be punctual e. be at ease f. watch the clock constantly g. pronounce names correctly h. be polite i. say "please" and "thank you" j. respond to questions in clear concise language. 5. Using the attached application, prepare an application to be presented to a prospective employer.

LEVEL V

JOB APPLICATION

ANYTOWN CORPORATION

PLEASE PRINT

Name _____ Date _____
(Last) (First) (Middle)

Applying for position of _____

Mailing Address _____ Telephone No. _____
(Street & No.) City State Zip

Birthdate _____ 19__ MALE ____ FEMALE _____

Place of Birth _____

Color of eyes ____ Color of hair ____ Height _____ Weight _____

Are you a U.S. citizen? YES ____ NO ____

Own home ____ Rent ____

Live with parents ____ Live with relatives ____

Single ____ Married ____ Widowed ____ Divorced _____

Name of husband or wife _____

Number of children ____ If single, are you engaged to be married? _____ If so, when? _____

Number of other dependents ____ Relationship _____

Age ____

Number of Brothers _____

Number of Sisters _____

Father's Occupation _____ How long?
(Present Position) (Employer)

Mother's Occupation _____ How long?
(Present Position) (Employer)

Nature of any physical defects _____

Recent illnesses _____

Date of last physical examination _____

Current health certificate: YES _____ NO _____

Date available for employment _____

Have you ever been arrested, indicted or convicted for violation of any law other than minor traffic violations?
YES _____ NO _____

If yes, explain _____

EDUCATION	Circle Highest Grade Completed	Location and Name of School	Year
ELEMENTARY	1 2 3 4 5 6 7 8		
HIGH SCHOOL	1 2 3 4		
COLLEGE	1 2 3 4		

PREVIOUS EMPLOYMENT (Last Employment First)

NAME OF EMPLOYER _____ DATE OF EMPLOYMENT _____

ADDRESS OF EMPLOYER _____ TITLE OF POSITION HELD _____

ASSIGNED DUTIES _____ SALARY _____

IMMEDIATE SUPERVISOR _____ REASON FOR LEAVING _____

NAME OF EMPLOYER _____ DATE OF EMPLOYMENT _____

ADDRESS OF EMPLOYER _____ TITLE OF POSITION HELD _____

ASSIGNED DUTIES _____ SALARY _____

IMMEDIATE SUPERVISOR _____ REASON FOR LEAVING _____

PERSONAL REFERENCES (Do not give names of relatives)

NAME	ADDRESS	OCCUPATION
1.		
2.		
3.		

Date _____ SIGNATURE OF APPLICANT _____

Taken from: Orientation to the World of Work, Part II - Texas Technological University (Department of Adult Education) Lubboch, Texas.

COURSE Child Care Services

TERMINAL PERFORMANCE OBJECTIVE NO. 14.0 (cont'd)

Employment - Getting, Holding, Changing

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
14.5	After instuction and class discussion on the importance of professional ethics, the student will evidence an understanding by identifying the correct answer in at least 4 of the 5 criterion situations.	14.5	Select the appropriate answer(s) for 1 thru 4: ___ 1. Steven, a four year old, was disciplined severely by a teacher in the child care center. As a child care aide you should a. correct the teacher b. comment to other workers c. take sides with the child d. silently disagree with the action of the teacher but go ahead with your work. ___ 2. Ellen is a nurse at the center. She has personal traits which you dislike. As a child care aide you a. make sarcastic remarks to her b. comment to other workers about her traits c. ignore her d. learn to face your conflicts and work with her. ___ 3. The adult's need to express negative feelings is best met by a. screaming b. "spilling it to a friend" c. hitting the door d. participating in art and music activities. ___ 4. If a child does not readily accept you, it is probably because he a. needs more time to know you b. has personal feelings against you c. does not like the color of your hair d. may have had unpleasant experiences with adults. 5. Using the following words, state 5 ethical principles of the child care worker: a. social attitude b. honesty c. dependability d. respect e. loyalty

COURSE Child Care Services

TERMINAL PERFORMANCE OBJECTIVE NO. 14.0 (cont'd) Employment - Getting, Holding, Changing

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
14.6	After a series of planned learning experiences, the student will demonstrate his attainment by selecting the correct response in 7 of the 10 criterion items.	14.6	1. Circle the following relationships with the employer that demonstrate good job etiquette: a. respects authority b. admits own errors readily c. accepts criticism well d. is tardy e. demonstrates lack of interest in job f. follows channel of authority g. uses correct titles h. tries to establish own dress code i. has self-confidence j. demonstrates tactfulness in making suggestions for changes.

COURSE Child Care Services

TERMINAL PERFORMANCE OBJECTIVE NO. 14.0 (cont'd) Employment - Getting, Holding, Changing

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
14.7	After instruction and discussion regarding rules, regulations and policies in child care centers, the student will demonstrate his understanding by answering 4 out of 5 criterion situations.	14.7	1. State a rule or guideline for child care workers using the following items: a. hours of work b. illness or absence c. salary d. use of telephone e. housekeeping duties

COURSE Child Care Services

TERMINAL PERFORMANCE OBJECTIVE NO. 14.0 (cont'd) Employment - Getting, Holding, Changing

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
14.8	After instruction and discussion on the legal requirements and benefits as an employee in Child Care Services, the student will demonstrate his understanding of legal requirements by answering 3 out of 4 criterion items.	14.8	1. State the legal requirements for a person to be a Child Care Aide with regard to: a. age b. health test c. work permits d. wages 2. State the legal requirements for a person to be a Child Care Center owner with regards to: e. age f. health g. work permits h. wages 3. State the legal requirements for a person to be a Teacher Aide with regards to: i. age j. health k. work permits l. wages 4. Define the terms on the pay check stub. (see attached form)

COURSE Child Care Services

TERMINAL PERFORMANCE OBJECTIVE NO. 14.0 (cont'd) Employment - Getting, Holding, Changing

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
14.9	After a series of planned learning experiences on the proper methods of changing jobs, the student will show his understanding by correctly answering 5 out of the 6 criterion items.	14.9	The following is a list of practices that people often use when changing jobs. Indicate the acceptable practice by placing a "+" in the blank to the left of the statement and a "0" to indicate the unacceptable practices. ___ 1. Give your employer a one day notice that you will no longer be working because of the unacceptable salary. ___ 2. Just quit! ___ 3. Write a letter of resignation. ___ 4. Tell your employer that you cannot live with the policies of the firm. ___ 5. Have a poor attendance record so that you will be fired instead of having to resigh. ___ 6. Explain your reason to leave to your supervisor.

231

PAYCHECK STUB

Name	DatePaid	Gross Pay	Credit Union	FICA
Fed Tax	State Tax	Garnishee	Advances	Pension
Union Dues	Health Ins	Life Ins	Bonds	Net Pay

260

261

COURSE Child Care Services

TERMINAL PERFORMANCE OBJECTIVE NO. 14.0 (cont'd) Employment - Getting, Holding, Changing

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
14.10	After instruction in the benefits of continuing education in Child Care Services and possible ways to achieve this, the student will state the educational level needed for each position. 1. Professional (teacher) 2. Playground attendant 3. K-3 teacher aide 4. Foster mother 5. Head Start leader teacher 6. Family Group Care 7. Child Day Care Center worker 8. Homemaker 9. Assistant Nursery Director 10. Exceptional Child Care aide The criterion of success shall be to correctly complete 8 out of 10 of the associated criterion items.	14.10	For the following Child Care occupations, identify the educational level needed for each position from the list below: JOB — EDUCATIONAL LEVEL 1. Professional _____ 2. Playroom attendant _____ 3. K-3 Teacher Aide _____ 4. Foster mother _____ 5. Head Start Leader teacher _____ 6. Family Group Care _____ 7. Child Day Care Center worker _____ 8. Homemaker _____ 9. Assistant Nursery Director _____ 10. Exceptional Child Care aide _____ High School College Vocational-Technical School

CHILD CARE SERVICES

TEST ANSWER SHEET: 14.1 through 14.10 "Employment - Getting, Holding, Changing"

14.1

1. job
2. skilled, civil, women, mobility
3. federal aid program
4. True - 1 and 3

14.2

1. family - individual
2. local - national
3. local - national
4. local - national
5. family - individual
6. family - individual
7. family - individual
8. local - national
9. family - individual
10. local - national

14.3

Use the check list included with the criterion measures.

14.4

1. See the state guide
2. Circle: a b d e g j
3. (resume)
4.

GOOD	BAD
a	b
d	c
e	f
g	
h	
i	
j	

5. (job application)

14.5

1. d
2. d
3. d
4. d
5. See state guide

14.6

1. a b c f g i j

14.7

See state guide

14.8

See state guide

14.9

1. 0
2. 0
3. +
4. +
5. 0
6. +

14.10

1. college
2. high school
3. vocational-technical school
4. high school
5. college
6. high school
7. high school
8. high school
9. college
10. high school

CHILD CARE SERVICES

H E R O A C T I V I T I E S

T.P.O. 1.0 - 14.0

HERO ACTIVITIES

CHILD CARE SERVICES

T.P.O. 1.0 THE CHILD CARE WORKER - SKILLS OF THE JOB

1. Role-play careers in club meeting or with children
2. Bring in resources on job opportunities
3. Teach mini-units in consumer education to elementary
4. Make shopper guides for parents

T.P.O. 2.0 WORKING WITH CHILDREN

1. Take children on field trip to Zoo
2. Children of Yesterday Bi-centennial Project
3. Observe children for referral

T.P.O. 3.0 UNDERSTANDING GROWTH AND DEVELOPMENT

1. Assist with measuring and weighing children
2. Make puzzles, toys for different age levels
3. Work with retarded, handicapped, etc.
4. Tutoring pre-school or elementary children
5. Plan and make equipment for large and small motor development

T.P.O. 4.0 DAY CARE - WHAT IS IT?

1. Make a mural for child care center, hospital playroom, etc.
2. Visit an orphanage, make gifts
3. Volunteer in Head Start, day care centers, kindergartens, church centers

T.P.O. 5.0 THE CHILD CARE WORKER KNOW YOURSELF

1. Public speaking contest
2. Bring in community resources on job etiquette
3. Bring in school psychologist for personal problems
4. Camping trip or trip to Six Gun, Disney World, etc.

5. Bi-centennial roject
6. Valentines Day carnation orders
7. Big Sister/Brother Club for pre-schoolers

T.P.O. 6.0 NEEDS OF ALL CHILDREN

1. Raise money for shoes, clothing, health needs for needy children
2. Provide speech services and play for handicapped
3. Provide safety program for center or elementary school
4. Collect for UNICEF, March of Dimes, etc.
5. Ecology day - clean up environment for health and safety
6. Grooming project for pre-school
7. Show films to children on health, safety, relations

T.P.O. 7.0 MEETING NUTRITIONAL NEEDS OF ALL CHILDREN

1. Plan party with nutritious snacks instead of empty calories
2. Teach nutrition to pre-school and elementary
3. Teach food safety to children
4. Present skit or puppet show on nutrition

T.P.O. 8.0 INFANT CARE

1. Resource on fire retardant infant clothing and furnishings
2. Conduct a Beautiful Baby Picture Contest

T.P.O. 9,0 CHILDREN PLAY

1. Collect odds and ends, teach children how to make toys
2. Collect toys and repair for needy
3. Toy safety demonstration, radio spot or newspaper article

4. Teach games to pre-schoolers
5. Make climbing, crawling and balance equipment
6. Halloween Trick-or-Treat for Toys for Tots
7. Arrange to clean up vacant lot for playground

T.P.O. 10.0 FACILITIES FOR CHILD CARE SERVICES

1. Painting party - paint a child care center for a church
2. Have Open House for Parents, school
3. Make and frame pictures for center
4. Make outdoor playground equipment

T.P.O. 11.0 THE LIVING CURRICULUM

1. Let children help with baking and bake sale
2. Develop games for pre-schoolers
3. Make field trip resource guide for pre-schoolers
4. Include snack preparation by children and teach food safety and nutrition
5. Make learning dolls for buttons, zippers, lacing practice
6. Have story hour and puppet shows for pre-schoolers
7. Teach table manners to pre-schoolers
8. Present skit on occupation
9. Tape stories for children and lend to centers
10. Arrange to use a vacant lot for garden, earth science

T.P.O. 13.0 SETTING UP AND OPERATING

1. Repair equipment, paint center, etc., for school or church
2. Participate in school project
3. Conduct rummage sale
4. Set up nursery school in lab for community service for day/night school

T.P.O. 14.0 THE JOB

1. Role-play
2. Competi...
3. Field trip
4. Cooperate ...
staff.