Tech Prep
In
Early Childhood Development & Educational Support

A consortium of High School, Community College and University Departments

This document contains student competency requirements for the specialized area of:

“STARS”
Introduction to Child Care
ECE 148
2 Credits

To receive college credit, a student must successfully complete at least 80% of the competencies. It is requested that the high school instructor initial each competency area that is successfully completed by the student. By initialing these competencies, the instructor is verifying the student has completed college level work and received a local grade of A or B.

Revision January 2008
# CHILD DEVELOPMENT

**COMPETENCY AREAS:**

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<thead>
<tr>
<th>Competency Area</th>
<th>Credit Earned</th>
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<tbody>
<tr>
<td>Child Growth &amp; Development</td>
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<tr>
<td>Child Guidance</td>
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<td>Health</td>
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<tr>
<td>Safety</td>
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**Student Name:** _______________________________________________________

**High School:** _______________________________________________________

**Student Identification Number:** _______________ / **SS Number:** _______________

Instructor signature verifying successful completion of a minimum of 80% of identified competencies and awarding of local grade of A or B:

___________________________________________

(signature)

**Date:** ________________
Rating Scale for Performance Tasks:

4 - Highly Skilled
   Performs the task independently and with high proficiency
   Score of 90% or above

3 - Skilled
   Performs the task independently with adequate proficiency
   Score of 80% or above

2 - Limited Skills
   Needs improvement in independently and satisfactorily complete tasks
   Score of 70% or above

1 - Exposure
   Received instruction but has not developed skill
   Score of 60% or above

0 - No exposure
### Introduction to Child Care / STARS

#### UNIT 1: Child Growth & Development

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<th>Competency Rating Scale</th>
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1.1 The student will demonstrate knowledge of age and culturally appropriate expectations.

1.2 The student shall categorize 20 behaviors typical of infants, toddlers, and preschool and school-age children from a list of behaviors.

1.3 The student shall identify activities which are appropriate for specific age groups.

1.4 The student shall list at least four ways to incorporate culture of the individual child into the curriculum.

1.5 The student shall identify at least five appropriate adult responses to scenarios of children talking about differences and diversity.

1.6 The student shall complete an assessment of cultural awareness and identify possible training steps to increase one’s cultural awareness.

1.7 The student shall demonstrate knowledge that children learn through play and active involvement in their environment by describing a skill a child might gain or enhance in each of the following activities: manipulative/blocks, dramatic play, woodworking, cooking, outdoor-play, team games, sensory exploration, painting, water-play, and board games.

1.8 The student shall demonstrate knowledge of planning activities based on the needs of children.

1.9 The student shall observe and record the activities of a child for at least ten minutes.

1.10 The student shall list at least three ways that the information obtained through observation can be used to assist the child and group of children.

1.11 The student shall identify from a scenario at least five things in a child care environment that helps or hurts the child’s play and learning activities.

1.12 The student shall list at least three components of a child centered learning environment.

1.13 Using a list of play materials, the student shall match at least 15 of 20 play materials with the appropriate age group(s).
# UNIT 2: Child Guidance

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2.1 The student shall list at least three ways that any of the following may influence a child’s behavior: environment, developmental needs, caregiver behaviors, inappropriate adult expectations, child’s physical needs (tiredness, hunger, onset of illness) and individual family practices or culture.

2.2 The student shall demonstrate knowledge of the relationship between the child’s developmental level and appropriate guidance techniques.

2.3 The student shall identify, from a list of appropriate and inappropriate guidance techniques, at least three of the five positive / appropriate techniques.

2.4 The student shall identify at least one culturally relevant community resource to assist in working with children who exhibit difficult behavior.

2.5 The student shall identify, from scenarios, cultural differences in guidance techniques and expectations.

# UNIT 3: Health

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3.1 The student shall demonstrate proper hand washing, appropriate diapering, toileting procedures and routine disinfecting of toys and equipment to help prevent the spread of communicable disease.

3.2 The student shall list the steps to proper hand washing.

3.3 The student shall identify from a child scenario each situation where hand washing should take place.

3.4 The student shall describe and demonstrate the procedures to be followed when changing diapers.

3.5 The student will identify from a list of bleach or water solutions the proper mixture for disinfecting diaper changing tables, other large surfaces, and the proper mixture for disinfecting toys or equipment.

3.6 The student shall identify proper and improper procedures for clean up and disposal from scenarios involving clothing or equipment soiled by fecal material, urine or other body fluids.

3.7 The student shall demonstrate an understanding of proper food handling procedures.
3.8 The student shall identify from a list of temperature settings proper food temperatures for both hot and cold food items.

3.9 The student shall identify from a scenario or video at least eight out of ten food handling errors that requires immediate correction.

3.10 The student shall list the steps involved in the three-step method to clean and sanitize dishes.

3.11 The student shall demonstrate knowledge of state licensing regulations related to medication management.

3.12 The student shall write or state at least three rules related to administering medications.

3.13 The student shall identify from a scenario which medications require separate storage (oral or topical).

3.14 The student shall list two storage methods that will make medications inaccessible to children.

3.15 The student shall properly complete a medication record keeping form.

3.16 The student shall list five community resources for children with special needs and include addresses and phone numbers for each.

UNIT 4: Safety

4.1 The student shall demonstrate knowledge of child abuse indicators and mandatory reporting procedures.

4.2 The student shall identify from a scenario at least 15 of 20 indicators of abuse and neglect.

4.3 The student shall list the steps to follow when abuse or neglect is suspected.

4.4 The student shall list the questions you are likely to be asked in making a Child Protective Services report.

4.5 The student shall demonstrate knowledge of safety procedures and accident prevention.

4.6 The student shall identify from a picture, video or scenario of an indoor play area at least 15 of the possible 20 hazards that need immediate correction.
4.7 The student shall identify from a picture, video or scenario of an outdoor play area at least 15 of the possible 20 hazards that need immediate correction.

4.8 The student shall properly complete an accident report incorporating all necessary information.

4.9 The student shall list at least 10 environmental safety precautions to prevent injury due to choking, falls, accidental poisoning, or shifting of materials during an earthquake.