

PARENTING AND CHILD DEVELOPMENT PROFILE OF TRAINING MASTERY

Instructor _____

Date _____

Program _____

Grade _____ School _____

Name _____ Soc. Sec. No. _____

Address _____ Phone _____

In Case of Emergency, Contact _____

Address _____ Phone _____

Allergies/Disabilities that might require special accommodation for training (please specify) _____

The above information can be used for school records and/or to ensure safety of students. This confidential information is not to be released to employers or the general public.

Date of Enrollment ____ - ____ - ____ Total Class Hours _____ Total Hours Absent _____

Date of Withdrawal ____ - ____ - ____ Total On-the-Job Training Hours _____ Total Hours Tardy _____

Date of Completion ____ - ____ - ____ Total Lab Hours _____

ON-THE-JOB TRAINING/WORK EXPERIENCE

Duration of Employment _____ Job Title _____ Supervisor's Name _____

Address of Employer _____ Phone _____

Duration of Employment _____ Job Title _____ Supervisor's Name _____

Address of Employer _____ Phone _____

Use of This Document

This document can be used to record information about the student and skills mastered. This information is useful in documenting student progress during training and in providing information about the student's qualifications to potential employers and/or for entry into advanced training programs. Instructors using these materials are authorized to reproduce this document as required for use in their training programs.



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Curriculum and Instructional Materials Center, Oklahoma Department of Career and Technology Education
1500 West Seventh Avenue, Stillwater, Oklahoma 74074-4364 1-800-654-4502 Fax 405-743-5154

SPECIFIC JOB COMPETENCIES

Instructor: As each competency is mastered, place your initials and the date in the blank on the left. This will verify that the student can perform the skill with a minimum of supervision.

Date/Initials

UNIT 1 — DESCRIBING THE FAMILY AND ITS FUTURE

- | | | |
|-------|-----|---|
| _____ | 1. | Identify functions of families. |
| _____ | 2. | Match types of family structures to their descriptions. |
| _____ | 3. | Discuss characteristics of families past and present. |
| _____ | 4. | Profile families past and present. |
| _____ | 5. | List the effects dual-career families have on family members. |
| _____ | 6. | Distinguish among stages of the family life cycle. |
| _____ | 7. | Develop a family life cycle chart. |
| _____ | 8. | Identify at-risk families. |
| _____ | 9. | Discuss the impact of changes affecting families. |
| _____ | 10. | Report about current issues affecting the family. |
| _____ | 11. | _____ |

UNIT 2 — EXPLORING PARENTING

- | | | |
|-------|-----|---|
| _____ | 1. | State responsibilities of parents to their children. |
| _____ | 2. | Distinguish among the types of parenthood. |
| _____ | 3. | Name parental adjustments after the birth of a baby. |
| _____ | 4. | Identify financial responsibilities parents face when raising children. |
| _____ | 5. | Determine the financial costs of raising a child. |
| _____ | 6. | Explain possible rewards and demands of parenting. |
| _____ | 7. | Discuss in writing basic characteristics of parent readiness. |
| _____ | 8. | Describe medical techniques available to help couples overcome infertility. |
| _____ | 9. | Distinguish among methods of contraception. |
| _____ | 10. | State special challenges faced by teenage parents. |
| _____ | 11. | List parenting skills needed for guiding healthy child development. |
| _____ | 12. | Develop a personal and family-life goal plan. |
| _____ | 13. | Explore personal attitudes toward and readiness for parenting. |
| _____ | 14. | Describe how characteristics are passed down from ancestors. |
| _____ | 15. | Determine possible gene combinations. |
| _____ | 16. | _____ |

UNIT 3 — DESCRIBING PREGNANCY, PRENATAL CARE, AND CHILDBIRTH

- | | | |
|-------|-----|--|
| _____ | 1. | Select from a list early possible signs of pregnancy. |
| _____ | 2. | List normal body changes and discomforts during pregnancy. |
| _____ | 3. | Identify danger signals that might indicate a complication during pregnancy. |
| _____ | 4. | Describe the stages of prenatal development. |
| _____ | 5. | Answer questions about healthy prenatal development. |
| _____ | 6. | Distinguish among available prenatal tests. |
| _____ | 7. | Plan a balanced diet for a pregnant woman. |
| _____ | 8. | Investigate factors influencing healthy prenatal development. |
| _____ | 9. | Name signs of approaching labor. |
| _____ | 10. | Name in order the stages of labor and delivery. |
| _____ | 11. | List methods of childbirth. |
| _____ | 12. | Analyze situations involving pregnancy, prenatal care, and childbirth. |
| _____ | 13. | _____ |

Date/Initials

UNIT 4 — APPLYING CHILD DEVELOPMENT CONCEPTS

- | | | |
|-------|-----|--|
| _____ | 1. | List the basic needs of children. |
| _____ | 2. | Match major theorists in child development to their theories. |
| _____ | 3. | Profile major theorists in child development. |
| _____ | 4. | Define the developmental stages from infancy to school-age. |
| _____ | 5. | Distinguish among emotional, intellectual, physical, and social development. |
| _____ | 6. | Answer questions about the importance of play in child development. |
| _____ | 7. | Discuss the roles of heredity and environment in child development. |
| _____ | 8. | Discuss the impact of technology on children. |
| _____ | 9. | Evaluate the impact of technology on children. |
| _____ | 10. | _____ |

UNIT 5 — CARING FOR INFANTS AND TODDLERS

- | | | |
|-------|-----|---|
| _____ | 1. | Select from a list interactive abilities of infants. |
| _____ | 2. | List caregiver guidelines for responding to an infant. |
| _____ | 3. | Identify key points in the development of infants. |
| _____ | 4. | Select from a list feeding guidelines for introducing solids to an infant's diet. |
| _____ | 5. | List safety guidelines to follow when feeding babies. |
| _____ | 6. | List physical care and safety guidelines for infant care. |
| _____ | 7. | Identify key points in the development of toddlers. |
| _____ | 8. | State guidelines for influencing the development of infants and toddlers. |
| _____ | 9. | Distinguish among good toys for infants and toddlers. |
| _____ | 10. | Identify safe toys for infants and toddlers. |
| _____ | 11. | Evaluate a toy for an infant or toddler. |
| _____ | 12. | Describe the impact of an infant's schedule on parents. |
| _____ | 13. | Observe an infant or toddler. |
| _____ | 14. | Develop an activity for an infant or toddler. |
| _____ | 15. | _____ |

UNIT 6 — CARING FOR PRESCHOOL AND SCHOOL-AGE CHILDREN

- | | | |
|-------|-----|--|
| _____ | 1. | Identify key points in the development of preschool children. |
| _____ | 2. | List a preschool child's interactive abilities. |
| _____ | 3. | State guidelines for influencing the development of preschool children. |
| _____ | 4. | Identify key points in the development of school-age children. |
| _____ | 5. | List a school-age child's interactive abilities. |
| _____ | 6. | State guidelines for influencing the development of school-age children. |
| _____ | 7. | Describe the impact of the school experience on a child. |
| _____ | 8. | Explain the importance of family involvement in the school experience for preschool and school-age children. |
| _____ | 9. | Describe methods of family involvement in a child's progress in school. |
| _____ | 10. | List guidelines for caregivers of preschool and school-age children. |
| _____ | 11. | Observe a preschool or school-age child. |
| _____ | 12. | Interview a school-age child. |
| _____ | 13. | Develop an activity for a preschool or school-age child. |
| _____ | 14. | _____ |

Student ratings on specific competencies evaluated during the course are available upon student's written request and/or by calling the instructor. Parent's or guardian's signature is necessary if student is under 18 years of age.

Date/Initials

UNIT 7 — GUIDING CHILDREN

- _____ 1. Identify typical behaviors of infants and toddlers.
- _____ 2. Select from a list typical behaviors of preschoolers and school-age children.
- _____ 3. Select from a list typical behaviors of adolescents.
- _____ 4. Distinguish among three patterns of parenting.
- _____ 5. List roles of parents.
- _____ 6. Identify skills for effective parenting.
- _____ 7. List skills for effective communication.
- _____ 8. Describe methods of guiding behavior.
- _____ 9. Identify positive responses to misbehavior.
- _____ 10. Create positive statements for effective guidance.
- _____ 11. Respond to case studies in guiding children.
- _____ 12. Research the effects and effectiveness of corporal punishment.
- _____ 13. _____

UNIT 8 — PROMOTING CHILDREN'S WELL-BEING

- _____ 1. List examples of common childhood accidents and emergencies indoors and outdoors.
- _____ 2. Describe a safe nursery.
- _____ 3. Evaluate availability and cost of nursery items.
- _____ 4. State guidelines for preventing accidents and emergencies.
- _____ 5. State guidelines for responding to accidents and emergencies.
- _____ 6. State guidelines for "childproofing" the home.
- _____ 7. Evaluate the home for child safety.
- _____ 8. List childhood diseases and illnesses.
- _____ 9. Identify common tests and immunizations for children.
- _____ 10. Describe dental care for children.
- _____ 11. State the importance of proper handwashing procedures.
- _____ 12. Properly wash your hands.
- _____ 13. Explain the importance of good nutrition for children.
- _____ 14. Classify foods according to the Food Guide Pyramid.
- _____ 15. Describe nutritional requirements for children.
- _____ 16. Interpret a food label.
- _____ 17. State guidelines for handling a child's food likes and dislikes.
- _____ 18. Plan a one-day menu of meals and snacks for children.
- _____ 19. _____

UNIT 9 — SELECTING CHILDREN'S CLOTHING

- _____ 1. State purposes of clothing.
- _____ 2. List options for obtaining children's clothing.
- _____ 3. Identify criteria for selecting clothing for children.
- _____ 4. Evaluate children's clothing.
- _____ 5. State guidelines for helping children assume responsibility for their clothing.
- _____ 6. _____

Date/Initials

UNIT 10 — CARING FOR CHILDREN WITH SPECIAL NEEDS, GIFTS AND TALENTS

- _____ 1. Describe types of special needs.
- _____ 2. Select from a list the challenges for special needs children.
- _____ 3. Answer questions about the impact of special needs children on others.
- _____ 4. Discuss the rights of special needs children.
- _____ 5. List resources for meeting the needs of special needs children.
- _____ 6. Write a report about special needs children.
- _____ 7. Characterize a gifted and talented child.
- _____ 8. Answer questions about the impact of gifted and talented children on others.
- _____ 9. List resources for meeting the needs of gifted and talented children.
- _____ 10. Write a report about a gifted and talented person.
- _____ 11. Locate community resources.
- _____ 12. _____

UNIT 11 — CARING FOR CHILDREN IN CRISIS

- _____ 1. State ways in which crises can affect families.
- _____ 2. Define types of child abuse.
- _____ 3. List risk factors that increase the chance of child abuse.
- _____ 4. Answer questions about the reporting of suspected child abuse.
- _____ 5. List community resources for crisis management.
- _____ 6. Profile a community crisis management resource.
- _____ 7. Report on a crisis and the effective management of it.
- _____ 8. Respond to scenarios involving crisis situations.
- _____ 9. _____

UNIT 12 — EXPLORING CHILD CARE SERVICES AND COMMUNITY RESOURCES

- _____ 1. Discuss changing needs for child care.
- _____ 2. Explain considerations affecting child care choices.
- _____ 3. Match options for child care to their descriptions.
- _____ 4. Describe the effects of child care on children and families.
- _____ 5. State criteria for evaluating child care programs.
- _____ 6. Answer questions about licensing requirements for child care services.
- _____ 7. List responsibilities of parents in a child care arrangement.
- _____ 8. Identify responsibilities of a caregiver.
- _____ 9. Identify sources of information about child care.
- _____ 10. Evaluate community child care options.
- _____ 11. _____

UNIT 13 — EXPLORING CAREERS RELATING TO CHILDREN

- _____ 1. Describe career opportunities related to children.
- _____ 2. List personal qualifications for child care providers.
- _____ 3. State ethical practices.
- _____ 4. List steps in making career decisions.
- _____ 5. Profile child-related businesses in the community.
- _____ 6. Summarize personal interests.
- _____ 7. Profile career opportunities.
- _____ 8. Compare career opportunities.
- _____ 9. Develop a personal career plan.
- _____ 10. _____