

Early Childhood Education I

Identify the role of professionalism in early childhood care and guidance:

Summarize professional codes of ethical conduct.

Examine early childhood care and education professional organizations.

Examine the theories of human development:

Describe how major theories of human development provide a basis for planning an environment and activities that are developmentally appropriate.

Research and explain human development theories: cognitive, psychosocial, psychoanalytical, and behaviorist.

Analyze the impact of heredity and environment on the developing child.

Investigate major child development theorist and theory contributions to the field of early childhood education.

Explore prenatal development and the growth, development, and care of the infant:

Discuss the importance of prenatal care and proper nutrition for mother and child.

Examine the harmful effects of drugs, alcohol and tobacco on the unborn child.

Analyze the physical, emotional, social, and cognitive development of the infant.

Determine strategies that promote the health and safety of an infant.

Analyze recent research in brain development.

Explore the growth, development, and care of the toddler:

Analyze the physical, emotional, social, and cognitive development of the toddler

Explore the growth, development, and care of the preschool child:

Analyze the physical, emotional, social, and cognitive development of the preschool child.

Determine strategies that promote the health and safety of the preschool child, including those with special needs.

Survey the growth and development of the school age child, 6-12 years of age:

Analyze the physical, emotional, social, and cognitive development of the school age child.

Identify techniques for positive collaborative relationships with children:

Explain the components of effective communication with children.

Examine guidance approaches that include modeling, behavior modification, and cognitive and psychoanalytic approaches.

Determine developmentally appropriate practices that promote self-discipline.

Distinguish guidance strategies, including direct and indirect, that promote positive behavior in children.

Determine the impact of physical punishment, threats and other negative guidance on children.

Discuss principles for working with children displaying negative behavior.

Determine components of a well-organized, developmentally appropriate learning environment:

Identify ways that the activity/interest centers and learning stations enhance the development of children.

Describe and set up activity/interest centers and learning stations within the environment.

Describe the role of play as a basis for learning in infant, toddler, preschool, and elementary age children.

Evaluate strategies to adapt the learning environment for children with special needs.

Examine program management and curriculum in early childhood education and care:

Demonstrate the ability to identify children's needs, interests, and abilities.

Identify the components of a lesson plan.

Incorporate diversity throughout early childhood education and care:

Examine practices to include learning diversities in early childhood care and education.

Early Childhood Education II

Analyze techniques for observing intellectual, physical, and behavioral development of children:

Discuss the importance of observing child interactions, children's strengths and weaknesses in and across domains, children's reactions to curriculum implementation, and children's behaviors within the general education classroom.

Determine factors in choosing a method of assessment to document children's development and identify the advantages and disadvantages of the different approaches to and methods of observation.

Recognize, identify, and explore accommodations for children with exceptional needs:

Identify characteristics of children with exceptionalities across the major exceptionality categories (intellectual, physical, behavioral, social and emotional concerns), including the gifted child.

Describe inclusion practices for children with special needs in the general education classroom.

Research the history of federal laws associated with children with special needs.

Identify nutrition and food-safety principles for optimal child wellness:

Review appropriate hand washing technique as required by Bright from the Start, and measured by early childhood rating scales (e.g., ITERS and ECERS).

Describe the lifelong effects of childhood obesity.

Provide a safe environment for children:

Research and demonstrate standard safety rules and practices as required by Bright from the Start in an early childhood and education setting.

Identify the characteristics of appropriate adult supervision in both indoor and outdoor environments.

Demonstrate procedures to follow for accidents, medical emergencies, fire and natural disaster, and environmental alerts.

Describe safety procedures for arrival and departure, loading and unloading of children from transportation and the appropriate use of child passenger restraints.

Create guidelines that protect the use of children's identity and images on the internet, in social media, and other publication outlets that may be in use in the child care or learning setting.

Provide a healthy environment by applying procedures to reduce the infectious process for children in classrooms:

Demonstrate by implementing health and sanitation habits for and with children (i.e., hand washing, diapering and toileting, food routines) to limit cross contamination in a child care or other schooling environment.

Describe when and where disinfectants solutions should be used and safely housed in classrooms.

Identify the component elements of the communicable illness process:

Describe the three components of the communicable illness process.

Identify types and characteristics of child abuse and neglect:

Identify signs of abuse and neglect including conditions that may be in place in environments where abuse may be more likely to occur.

Evaluate how child abuse affects child behavior, health, and ability to learn and develop.

Discuss strategies for supporting the needs of children who have experienced abuse or neglect.

Explain the role of the mandated reporter in reporting suspected child abuse.

Analyze licensing and accreditation standards in Georgia and the United States:

Demonstrate an understanding of Georgia's early care and education licensing rules and regulations (Bright From the Start).

Examine the NAEYC accreditation standards for early childhood classrooms.

Explore the Infant/Toddler Environmental Rating Scale (ITERS) & Early Childhood Environmental Rating Scale (ECERS) elements, emphasizing the areas of play, transitions, health and safety, routines, and schedules.

Early Childhood Education III

Recognize, identify, and explore the benefits of child-directed play:

Identify the types and stages of age appropriate play.

Explain the difference between child-directed play and teacher-directed play.

Analyze the value of play as children's work as it relates to learning and development.

Model open-ended questions that will extend children's learning and interactions with others.

Determine activities necessary to support early childhood communication and language development:

Describe the importance of reading to children from infancy throughout childhood.

Using observational and research methods, provide appropriate responses to children who might exhibit challenging behavior and employ various guidance methods for redirecting undesirable behavior in a positive, nurturing manner:

Identify appropriate and inappropriate methods of discipline and child guidance as it relates to the state laws of Georgia.

Explore the changing dynamics in family culture and diversity:

Devise methods of recognizing and incorporating a child's home culture in the classroom.

Examine the causes and effects of stress on young children:

Discuss internal and external stressors (i.e. hypersensitivity to environmental conditions, over- and under-stimulation, poverty, hunger, pain, chronic/life-threatening illness, change in family composition, death, bullying, exposure to violence/terrorism, excessive expectation for accomplishment) that may be present in children's lives.

Formulate concepts using Georgia's Better Brains for Babies training materials as background information to study the importance of early brain development:

Review the basic organization of the brain and explain the cells that make the brain.

Describe the basic processes and timeline of brain development.

Discover an infant's nutritional needs as well as foods to avoid:

Identify food-related hazards for infants and young children.

Sample Test Items

1. Which one of the following is the clearest example of Piaget's concept of assimilation?
 - A. Learning that a green light means "go" and a red light means "stop."
 - B. Learning to paint with a new type of brush.
 - C. Looking at a worm and thinking that it is a snake.
 - D. Looking at teachers as they lecture.
2. According to NAEYC's view of developmentally appropriate practice, play
 - A. is a primary vehicle for and indicator of developmentally appropriate practice.
 - B. should not be stressed in programs serving children living in conditions created by poverty.
 - C. contributes to all areas of a child's development except mental growth.
 - D. should be teacher-initiated and carefully structured by adults.
3. Which of the following is the most appropriate thing to say to a child by a teacher using positive guidance strategies?
 - A. "Don't leave your coat on the floor."
 - B. "No running in the room."
 - C. "Put the blocks on the shelf when you are finished. Then the other children can use

- them.”
- D. “Do you want to clean up now?”
4. Which of the following is a reason for the difficulty that 3 year olds have in understanding their own emotions?
- A. they do not recognize that they can experience different emotions at the same time
 - B. they only experience strong emotions when others around them show emotions
 - C. they don't realize that anyone besides them actually has emotions
 - D. they do not understand that emotions depend on innate, temperamental factors
5. Bob is playing with the playdough at the table. When he gets up to go to the bathroom, he takes the playdough with him. The best response for the teacher to make is
- A. “The playdough stays on the table, Bob”
 - B. “Don't take the playdough in the bathroom”
 - C. “I'll take the playdough back to the table for you.”
 - D. “You know better than to take the playdough to the bathroom”
6. Make-believe play is important to a child's development because
- A. it helps children understand and express their feelings
 - B. it helps make sense of the adult world
 - C. they can be successful, feel important, and gain confidence in their abilities
 - D. all of the above
7. Guidelines established by the NAEYC require that centers give parents an active voice in decisions about how their children are cared for.
- A. False
 - B. True

Answers:

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