

# **DELAWARE FIRST PROFESSIONALISM**

## **TRAINING OBJECTIVES**

At the conclusion of the training, participants will be able to:

- Objective 1: Identify the attributes that make the early childhood field a profession
- Objective 2: Describe the commitments an early childhood professional is expected to make
- Objective 3: List the components of Delaware's vision for the early childhood profession
- Objective 4: Explain the competencies and qualifications Delaware has prescribed for its early childhood professionals
- Objective 5: Summarize the professional standards for personal conduct
- Objective 6: Apply the ideals and principles of the NAEYC Code of Ethics to everyday situations
- Objective 7: Summarize the standards for ongoing professional growth and development
- Objective 8: Identify the professional development resources available to Delaware's early childhood professionals
- Objective 9: Demonstrate a commitment to the early childhood profession

# **DELAWARE FIRST HEALTH ISSUES IN CHILD CARE**

## **TRAINING OBJECTIVES**

- Objective 1: Discuss concerns related to protecting and promoting children's health including children with disabilities.
- Objective 2: Select and use health assessment tools and methods for recording information.
- Objective 3: Outline the steps necessary for meeting state health requirements as determined by state licensing and public health standards.
- Objective 4: Define the caregiver's role in dealing with communicable, chronic, and special health problems, including communicating with families about these issues.
- Objective 5: Identify the signs and symptoms of major communicable and acute illnesses.

**DELAWARE FIRST  
SAFETY ISSUES IN CHILD CARE  
TRAINING OBJECTIVES**

- Objective 1: Discuss concerns related to protecting and promoting children's health and safety, including children with disabilities.
- Objective 2: Outline the steps necessary for meeting state health, safety, and sanitation requirements as determined by state licensing and public health standards.
- Objective 3: Describe what makes a safe environment for children at each stage of development.
- Objective 4: Demonstrate knowledge of procedures used in managing accidents, injuries, and emergencies.
- Objective 5: Identify the characteristics of child abuse and neglect.
- Objective 6: Demonstrate knowledge of reporting procedures in cases of abuse and/or neglect.
- Objective 7: Describe appropriate supervision of young children

# **DELAWARE FIRST NUTRITION ISSUES IN CHILD CARE**

## **TRAINING OBJECTIVES**

- Objective 1: Describe the influence of nutritional status on children's development.
- Objective 2: Discuss the relationship between food and children's behavior.
- Objective 3: Identify the major food nutrients: their functions and food sources.
- Objective 4: Discuss recommended daily allowances and other guides for feeding children from infancy through school age.
- Objective 5: Evaluate meals and snacks in terms of their nutritional value.
- Objective 6: Give criteria for selecting and serving nutritious foods to infants.
- Objective 7: State strategies for promoting good eating habits.
- Objective 8: Discuss the relationship of personal/cultural beliefs to the development of eating habits.
- Objective 9: Follow prescribed safety and health guidelines when doing nutrition activities with young children.
- Objective 10: Describe ways to involve children and families in nutrition-promoting activities.
- Objective 11: Plan for handling, storing, preparing and serving food safely, economically, and efficiently.

# **DELAWARE FIRST CHILD DEVELOPMENT**

## **TRAINING OBJECTIVES**

At the conclusion of this training, participants will be able to:

- Objective 1: Discuss human development as a life-long process, identifying the social-emotional issues that face individuals as they move from infancy to maturity and old age.
- Objective 2: Discuss NAEYC's core values and the goals and principles related to children's development and learning.
- Objective 3: Plan for ways to apply NAEYC's twelve principles of development and learning.
- Objective 4: Describe the critical importance of the family to the development of young children including the family's cultural background.
- Objective 5: Give examples of the influence of temperament, culture, and maturation on children's development.
- Objective 6: Identify factors that may place a child's development at risk.
- Objective 7: List the important points of the major theories of child development.
- Objective 8: Summarize the current theoretical "thinking" regarding children's development.
- Objective 9: Describe the typical sequence of development for children birth through school age in each of the developmental domains: physical, cognitive, language, social, and emotional.
- Objective 10: Describe developmental characteristics for each of the following age groups: infants, toddlers, preschoolers, and school age children in each of the developmental domains.
- Objective 11: List factors that support positive physical, cognitive, language, social, and emotional development.
- Objective 12: Talk about how children learn, discussing how that learning changes as children develop.
- Objective 13: Describe ways to positively influence the development and learning of young children.

Objective 14: Apply knowledge of child development during interactions with children and curriculum planning.

Objective 15: Use knowledge of child development milestones and developmental "alerts" when observing young children.

Objective 16: Use observation and developmental checklists to informally assess children's development.

Objective 17: Know the community resources that can be recommended to families when there are developmental concerns.

Objective 18: Form partnerships with families to support children's development.

Objective 19: Act as a source of information about children's development for families and colleagues.

Objective 20: Give examples of how young children's development influences their behavior.

Objective 21: Describe the way that developmental disabilities or special needs impact an individual child's developmental progress.

# **DELAWARE FIRST EARLY CHILDHOOD CURRICULUM**

## **TRAINING OBJECTIVES**

At the conclusion of the training the participant will be able to:

- Objective 1: Define early childhood curriculum and developmentally appropriate practice.
- Objective 2: Describe ways to implement developmentally appropriate practice (DAP).
- Objective 3: Discuss the importance of play in supporting young children's development and learning.
- Objective 4: Describe appropriate play experiences for young children.
- Objective 5: Discuss the role of the early childhood professional in the early childhood curriculum, including play situations.
- Objective 6: List goals for young children's development and learning in each of the developmental domains.
- Objective 7: Use a variety of teaching methods and strategies to support young children's learning and development.
- Objective 8: Take advantage of opportunities for spontaneous interactions and "teachable moments" to support young children's development and learning.
- Objective 9: Explain to families how developmentally appropriate curriculum supports young children's learning.
- Objective 10: Use knowledge of child development and developmentally appropriate practice to support young children's learning.
- Objective 11: Participate in experiences and activities that support the development and learning of infants and toddlers.
- Objective 12: Participate in developmentally appropriate activities for before and after school programs.
- Objective 13: Arrange the physical environment, both indoors and outdoors, to support young children's development and learning.

- Objective 14: Describe how activity areas are used in the early childhood curriculum.
- Objective 15: Describe appropriate schedules, routines, and transitions for different age children.
- Objective 16: Describe ways to support young children's learning in emergent academic areas.
- Objective 17: Use observation to support young children's development and learning.
- Objective 18: Describe ways to individualize curriculum to meet children's needs.
- Objective 19: Describe how curriculum can enhance children's awareness of individual and cultural differences.
- Objective 20: Describe how *Delaware Early Learning Foundations* and *Delaware Infant and Toddler Early Learning Foundations* can be used to support children's development and learning.
- Objective 21: Choose toys that support children's learning.

# **DELAWARE FIRST UNDERSTANDING CHILDREN'S BEHAVIOR**

## **TRAINING OBJECTIVES**

- Objective 1: Discuss the early childhood profession's commitment to fostering children's social and emotional development.
- Objective 2: Describe the positive guidance approach to supporting young children's social and emotional development and managing their behavior.
- Objective 3: Discuss the legal and ethical issues that impact the management of young children's behavior.
- Objective 4: Describe the typical pattern of young children's social and emotional development.
- Objective 5: Discuss how children's development, temperament, family situation, and culture can influence their behavior.
- Objective 6: Discuss the concept of "mistaken behavior."
- Objective 7: Discuss the adult's role in the positive guidance approach.
- Objective 8: Examine personal beliefs, attitudes, and caregiving style in relation to the management of young children's behavior.
- Objective 9: Demonstrate communication techniques that promote positive adult-child interaction.
- Objective 10: Use observation techniques to plan for ways to support children's development and to deal with challenging behavior situations.
- Objective 11: Demonstrate the ability to arrange the physical and temporal environment to promote a positive learning environment.
- Objective 12: Describe how a developmentally appropriate curriculum can help to prevent challenging behavior situations.
- Objective 13: Discuss ways to build relationships with young children, to treat them with respect, and to provide encouragement.
- Objective 14: Identify strategies to enhance children's self-esteem and foster social competence and prosocial behaviors.

- Objective 15: Practice problem-solving strategies with young children.
- Objective 16: Select positive guidance strategies and techniques that are developmentally appropriate for an individual child and for a group of young children.
- Objective 17: Avoid using negative discipline strategies.
- Objective 18: Develop ways to collaborate with families to promote children's self-esteem and social competence.
- Objective 19: Adapt behavior management strategies to individual children, including children who are coping with special situations or special needs.

# **DELAWARE FIRST WORKING WITH FAMILIES**

## **TRAINING OBJECTIVES**

At the conclusion of the training the participant will be able to:

- Objective 1: Describe the family as the primary context for children's development and learning.
- Objective 2: Explain the differences between the roles of parent and early childhood professional.
- Objective 3: List the areas of an early childhood professional's responsibilities to families.
- Objective 4: Explain the key principles that inform best practice in each area of responsibility.
- Objective 5: Identify the benefits of positive relationships between early childhood professionals and families.
- Objective 6: Adopt effective strategies for building positive relationships with families.
- Objective 7: Apply principles of customer service to interactions with families.
- Objective 8: Identify areas of misunderstanding or problems which commonly occur between families and early childhood professionals.
- Objective 9: Adopt positive, effective strategies for dealing with misunderstandings or problems that involve families.
- Objective 10: List the kinds of information that should be communicated to families.
- Objective 11: Identify effective strategies for communicating with families.