

COURSE OUTLINE

Licensed Home Day Care Practicum I

Course Description

CD 213. Licensed Home Day Care Practicum I. 3 hours credit. Prerequisite: Three credit hours of early childhood education classes with a C or better. This course will enable the student to develop and implement developmentally appropriate practices and environments for young children in a licensed home day care setting. The student will prepare policy and procedures, establish recordkeeping, and plan activities appropriate for multi-age children in home day care. The student will complete and document 150 hours of working directly with children in a licensed home day care setting.

Course Relevance

One of the most common small businesses in the United States is licensed home day care. Society must ensure educationally appropriate practices for instructing young children in a licensed, safe and nurturing environment. This course will provide the student with experience in managing a licensed home day care.

Required Materials

Steelsmith, S. (2007). *How to start a home-based day-care business*. (5th ed.). Guilford, CT: The Globe Pequot Press.

Kansas Department of Health and Environment. (2001). *Regulations for licensing day care homes and group day care homes for children*. Topeka, KS. (Provided)

Harms, T. (1989). *Family day care rating scale*. New York, NY: Teachers College Press.

Learning Outcomes

The intention is for the student to be able to:

1. Create developmentally appropriate environment and curriculum appropriate for home day care.
2. Develop policies and procedures for operating a home day care business.

Learning PACT Skills that will be developed and documented in this course

Through involvement in this course, the student will develop ability in the following PACT skill area(s):

Analytical Thinking

1. Critical thinking
 - Through written assignments, the student develops curriculum, record-keeping systems, policies and procedures appropriate for licensed home day cares.

Major Summative Assessment Task(s)

These learning outcome(s) and the Learning PACT skill(s) will be demonstrated by:

1. Creating developmentally appropriate environment and curriculum appropriate for home day care.
2. Developing policies and procedures for operating a home day care business.

Course Content

I. Skills or Competencies – Actions that are essential to achieve the course outcomes: (The following skills and competencies are taken from the Core Competencies for Early Care and Education Professionals in Kansas and Missouri second edition.)

Content Area I: Child Growth and Development

Level 1

- A. Identifies basic developmental milestones of children.
- B. Recognizes that children learn and develop through play.

Level 2

- A. Identifies physical, cognitive, social/emotional, and communication developmental milestones of children.
- B. Recognizes different children's personalities and individual differences in development and their impact on children's needs in the program.
- C. Adapts care and education to children's changing needs.

Content Area II: Learning Environment and Curriculum

Creating the Learning Environment and General Curriculum

Level 1

- A. Follows a daily schedule.
- B. Gives children choices.
- C. Supports and encourages children's participation in a variety of activities.

Level 2

- A. Maintains and monitors daily schedule.
- B. Provides an interesting and secure environment that encourages play, exploration, and learning, using space, relationships, materials, and routines as resources.
- C. Encourages children's learning through play.
- D. Arranges effective and appropriate learning centers.
- E. Selects materials appropriate to the developmental levels of all children.
- F. Provides space balanced between active and quiet, child-directed and teacher-directed, individual and group, indoor and outdoor.

Promoting Physical Development

Level 1

- A. Actively participates in children's activities.
- B. Interacts appropriately with children during physical activities.

Level 2

- A. Plans indoor and outdoor activities for large and small motor skills.
- B. Introduces sensory experiences to children.

Promoting Cognitive Development

Level 1

- A. Encourages children to ask questions and actively listens to their responses.

Level 2

- A. Asks children relevant open-ended questions.
- B. Maintains adult's role as facilitator or partner in play.
- C. Encourages play to promote cognitive development.
- D. Provides activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of children.

Promoting Language Communication Development

Level 1

- A. Talks with children and stimulates conversation among children.
- B. Demonstrates realistic expectations for children's understanding and use of speech.
- C. Reads to children, modeling proper inflection, emphasis, and meaning.

Level 2

- A. Actively communicates with children.
- B. Helps children communicate with each other.
- C. Encourages and supports children's verbal interactions with others.
- D. Uses conversations to enrich and expand vocabulary.
- E. Provides opportunities and support to help children understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.
- F. Uses a variety of songs, books, and games, including those from many cultures.
- G. Encourages the relationship between spoken and printed words.

Promoting Social Development

Level 1

- A. Engages in everyday conversation with children.
- B. Treats children as individuals with their own strengths and needs.
- C. Recognizes that periods of stress, separation, and transition may affect children's social development.

Level 2

- A. Helps children learn to communicate and get along with others.
- B. Models recognition and expression of feelings.
- C. Encourages feelings of empathy and mutual respect among children and adults.
- D. Helps children feel valued as members of the group.
- E. Helps children through periods of stress, separation, and transition.
- F. Helps children identify positively with the events and experiences of their lives.

Promoting Creative Expression

Level 1

- A. Values process as more important than product.
- B. Encourages individuality, including unique individual expression.
- C. Accepts cultural differences that may affect children's ways of expressing themselves creatively.

Level 2

- A. Emphasizes the process of creating instead of the end product.
- B. Allows time for spontaneous and extended play.
- C. Provides unstructured materials.

- D. Encourages children to express their creative abilities.
- E. Models and encourages creativity through language, music, dramatic play, and art.
- F. Develops curriculum and activities to promote creative expression.

Content Area IV: Families and Communities

Relationships with Families

Level 1

- A. Respects the family’s role as primary educator.
- B. Establishes positive communication and relationships with families.
- C. Acknowledges the varying structures of children’s families.
- D. Accepts differences in children.
- E. Follows rules of confidentiality.

Level 2

- A. Invites family members to play an active role in their child’s education, recognizing that families’ attitudes influence children’s ability and interest in learning.
- B. Creates and maintains open, friendly, and cooperative relations with families and communicates daily events.

Content Area V: Health, Safety, and Nutrition

Knowledge of Regulations

Level 1

- A. Releases children only to authorized persons.
- C. Follows regulations regarding health and safety.
- D. Maintains emergency supplies and equipment.
- F. Verbalizes and adheres to ratio requirements.

Level 2

- A. Ensures safety equipment, such as smoke detector and fire extinguisher, is in place and operable.

Environmental Safety

Level 1

- A. Maintains all areas, following regulations for safety.
- B. Selects safe toys.
- C. Actively supervises and interacts with children to ensure safety both indoors and outdoors.

Responding to Health Needs of Children

Level 1

- A. Practices appropriate hand-washing techniques.
- B. Helps children practice appropriate hand-washing techniques.
- C. Practices safe diapering procedures.

Nutrition

Level 1

- A. Practices safe food handling and observes general sanitation practices.
- B. Maintains sanitary environments.
- C. Monitors eating habits to ensure a healthy diet, including the need of children to eat frequently.

- D. Recognizes health hazards in meals (choking, allergies, etc.) and takes steps to prevent dangerous situations.

Level 2

- A. Provides appropriate food and snacks in a pleasant environment.
- B. Communicates with families about the food children need and prefer.
- C. Plans and guides cooking experiences with children.
- D. Teaches children about nutrition.

Level 3

- A. Recognizes nutritional concerns.
- B. Plans and evaluates menus.

Content Area VI: Interaction with Children

Providing Individual Guidance

Level 1

- A. Avoids actions that would cause physical and emotional harm.
- B. Provides appropriate supervision.
- C. Interacts in a manner reflecting respect for self and others.
- D. Cares for children based on positive, warm, nurturing relationships.
- E. Uses positive behavior guidance.
- F. Addresses problem behavior or situation, rather than labeling the child.

Enhancing Group Experiences

Level 1

- A. Provides organization and flexibility when working with children.
- B. Handles activities and changes in schedule with clear directions and patience.

Content Area VII: Program Planning and Development

Financial Management

Level 1

- A. Performs basic math computations and makes basic money transactions.
- B. Follows bookkeeping procedures.

Level 2

- A. Utilizes generally accepted business practices.
- B. Operates within budget.

Level 3

- A. Assists in planning budget.
- B. Conducts and maintains the inventory of supplies, materials, and equipment.

Content Area VIII: Professionals Development and Leadership

Displaying Professionalism in Practice

Level 1

- A. Enjoys working with children and models a positive attitude.
- B. Exhibits good hygiene and personal appearance.
- C. Demonstrates good work habits.
- D. Supports and complies with regulations and licensing standards.

Ongoing Professional Growth

Level 1

- A. Seeks out knowledge to improve practice.
- B. Evaluates his or her own performance and sets goals to advance knowledge of field.

Leadership and Advocacy

Level 1

- A. Recognizes professional behavior.

Level 2

- A. Demonstrates support for licensed care.
- B. Models professional behavior.

Learning Units

- I. Licensing regulations
- II. Policies and procedures
- III. Daily schedule
- IV. Curriculum activities
- V. Positive guidance
- VI. Business aspect
- VII. Environmental rating

Learning Activities

The student will complete 150 contact hours working with children in a state licensed home day care, complete a packet of course work provided by the instructor, and schedule two observations from the instructor at the home business in which their field work is completed.

Grade Determination

The student will be graded on completion of packet work, completion of 150 contact hours working with children in a licensed home day care, and instructor's observations.