**School-Age Child Care**

This course introduces the basic concepts of program organization, planning, and implementation of school-age care for children in a before/after school setting. Instruction will include the use of library, computer, and written expression.

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| 1. The child care professional will understand the social, physical, emotional, motor, cognitive, and language stages of development in children five years to twelve years of age. | • Demonstrate an understanding of development in children five to twelve years of age.  
• Identify the developmental needs of school-age children.  
• Identify theory and theorist in relation to school-age children and approaches to learning. | • Extended Response  
• Restricted Response  
• Written Response | • Complete an observation of a school-aged child.  
• Compare and contrast major developmental theories.  
• Develop a newsletter, chart, etc. that outlines typical development in school-age children. |
| 2. The child care professional will understand how to support learning by encouraging children’s problem solving, thinking skills, and academic and social competence. | • Demonstrate an understanding of concepts within the activity and content area for:  
- The arts (dance, music, visual/performing arts)  
- Math/science/cooking – nutrition  
- Large and small muscle motor activities  
- Social studies  
- Language/literacy  
- Social activities  
• Demonstrate an understanding of how promoting an integrated curriculum including field trips and community resources promotes development.  
• Identify the elements of an appropriate lesson plan/activity.  
• Identify teaching techniques that supports a variety of learning styles.  
• Demonstrate an understanding of how appropriate materials, experiences, and interactions support the developmental needs of school-age children.  
• Identify curriculum and activity resources specific to school-age child care.  
• Demonstrate an understanding of how to successfully work with mixed-age groups. | • Extended response  
• Restricted response  
• Written Response  
• Project Demonstration | • Develop a lesson/activity plan appropriate for school-age children.  
• Review published school-age child care curriculum.  
• Develop a resource guide for activity development using the internet.  
• Develop an activity book of games for indoor and outdoor environments for school-age child care.  
• Demonstrate an activity that is appropriate for school-age children. |

Revised July 2011  
OCC-Credentialing Branch
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| 3. The child care professional will understand the importance of developing positive relationships when working with school-age children, staff, and families. | • Understand the elements of positive respectful relationships that include warm, nurturing interactions with children.  
• Demonstrate an understanding of how to establish positive relationships with children, co-workers, families and community members.  
• Identify and demonstrate positive guidance techniques that promote social competency and pro-social behavior.  
• Identify essential elements for effective communication with school-age children.  
• Identify strategies for communicating with parents and families.  
• Identify strategies to increase parent involvement. | • Extended Response  
• Restricted Response  
• Written Response  
• Demonstration | • Research positive guidance techniques and theory.  
• Demonstrate appropriate responses to situations addressing communication with children, staff, and parents.  
• Develop a community resource guide for parents.  
• Create a program newsletter or calendar.  
• Develop a program to promote parent participation. |
| 4. The child care professional will demonstrate an understanding of how environmental design and schedules promote successful learning experiences. | • Identify the key elements of environmental design in a school-age program.  
• Identify the challenges of developing an appropriate school-age environment.  
• Demonstrate an understanding of how to develop and implement a daily schedule. | • Extended Response  
• Restricted Response  
• Written Response | • Design a school-age environment.  
• Visit several school-age programs and compare environmental design.  
• Develop a daily schedule for a before and after school-age program.  
• Design an outdoor school-age environment.  
• Review the National Afterschool Associations recommended environment guidelines. |
| 5. The child care professional will demonstrate an understanding of how to effectively work with school-age children with a diagnosed disability including: program planning and environment and equipment modifications. | • Understand developmentally appropriate practices for school-age children with developmental, emotional, cognitive, language and/or physical needs.  
• Understand inclusionary practices.  
• Demonstrate an understanding of the ADA.  
• Demonstrate and understanding of how to implement an Individual Education Plan.  
• Identify resources for referral and services.  
• Demonstrate an understanding of how environment and equipment modifications support individual needs. | • Extended Response  
• Restricted Response  
• Written Response  
• Oral Presentation  
• Project demonstration | • Research theoretical and legal foundations for special programs.  
• Develop and demonstrate a modification to a lesson plan that will support a child with a diagnosed disability.  
• Read and interpret an Individual Education Plan.  
• Create an environment that supports inclusionary practices.  
• Develop a resource guide for resource and referral for children with a suspect/diagnosed disability. |
| 6. The child care professional will demonstrate an understanding of health and nutritional needs of school-age children. | • Demonstrate an understanding of physical growth and development in school age children and the impact it has on programming.  
• Identify the recommended nutritional needs of children five years to twelve years of age.  
• Identify health and safety curricular resources. | • Extended Response  
• Restricted Response  
• Written Response | • Develop a variety of activities that highlight health and nutritional needs.  
• Create a weekly snack menu.  
• Research health and nutritional studies that reflect the school-age population. |
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| 7. The child care professional will understand how to promote a healthy and safe environment. | - Understand how to maintain a safe environment under the guidance of the Office of Child Care Regulations.  
- Identify strategies that promote health and wellness.  
- Identify the signs of child abuse and neglect and demonstrate knowledge of appropriate reporting process.  
- Identify safety management and supervision practices. | - Extended Response  
- Restricted Response  
- Written Response | - Review Office of Child Care Regulations pertaining to School Age programs, environment, and health and safety.  
- Review existing policies and procedures established by school-age programs.  
- Identify the appropriate forms and procedures for reporting child abuse and neglect. |
| 8. The child care professional will understand the elements of professionalism and ethical and legal standards. | - Demonstrate supportive and effective communication skills.  
- Understand the importance of establishing professional relationships with co-workers and families.  
- Demonstrate an understanding of child care policies, licensing regulations, and legal and advocacy issues.  
- Demonstrate an understanding of staff development, evaluation, leadership techniques and supervision.  
- Identify positive leadership techniques. | - Extended Response  
- Restricted Response  
- Written Response  
- Demonstration | - Demonstrate appropriate responses to several child care related scenarios.  
- Reviews Office of Child Care regulations  
- Research leadership techniques.  
- Develop and/or review staff evaluation forms.  
- Interview a School-Age Director or group leader.  
- Review the National Afterschool Associations Standards of Quality School Age Care. |