

Child and Family Development



Strengthen and enhance the well-being of children and families



Students learn about human development and how systems of people work and function, to prepare for a career in helping professions such as teacher, social worker, or counselor. Assist in operating a pre-school age play group.

Units of Study

- Protecting Children's Health and Safety
- Program Management
- Early Childhood Ed. in Group Setting
- Learning Through Play
- Meeting Children's Special Needs
- Families Today- Life Challenges
- Preparing for Parenting
- Nutrition and Healthy Eating
- Pregnancy and Special Circumstances
- Physical Development
- Social-Emotional Development
- Cognitive Development
- Preparing for a Child-Related Career
- Family Development
- Communicating with Skill and Heart
- Presence and Mindfulness: Cornerstones of Healthy Relationships
- Taking Good Care of Yourself
- Our Diverse World
- Strengths-Based Assessment
- Helping Families Set and Reach Goals
- Helping Families Access Services
- Home Visiting
- Collaboration and Community Support

Integrated Academics

English

College Credits

MCC Dual Enrollment:

- HED 130: Foundations of Personal Health and Wellness
- ECE 150: Exploring Early Care and Education
- ECE 151: Developmentally Appropriate Practice for Young Children

Licensing / Industry- Based Certifications

- Red Cross First Aid/CPR/AED certification
- Child Abuse Identification and Reporting
- Safe Schools Against Violence
- Child Development Associate Credential
- Family Development Credential

Work-Based Learning

CTE programs bring students into the workplace for real life experiences. Businesses that support our Child and Family Development students:

- The ARC of Monroe
- The Children's Institute
- CP Rochester
- Homesteads for Hope
- Loving Touch Daycare
- St. Peter's Kitchen
- U of R Kinder Care

Articulation Agreements

- Monroe Community College
- Niagara Community College



Career Paths

All CTE programs correlate to many career paths.

↓ **Start Here**

- Preschool Lead Teacher
- Family Development Worker
- Navigator
- Occupational/Physical Therapy Assistant

Go Here ↓

with more education & experience

- School Counselor
- Occupational/Physical Therapist
- K-12 Teacher

Explore more:

<https://www.careerzone.ny.gov/>
<https://www.onetonline.org/find/>



WEMOCO Career & Technical Education Center
Monroe 2-Orleans Board of Cooperative Educational Services
Monroe2BOCES.org/cte 585-352-2471
3589 Big Ridge Road, Spencerport, New York 14559



Child and Family Development

Employability Profile

Work-Related Skills

Productivity and Accountability	_____
Follows procedures to meet expectations and deadlines	_____
Displays consistent work performance and quality of work	_____
Flexibility and Adaptability	_____
Works effectively in varied roles and responsibilities	_____
Responds well to and implements feedback	_____
Initiative and Self-Direction	_____
Identifies, prioritizes, and completes tasks without direct oversight	_____
Seeks to learn and develop new knowledge and skills	_____
Leadership and Responsibility	_____
Leverages strengths of others to accomplish a goal	_____
Takes ownership of one's work, performance, behavior, and actions	_____
Communication	_____
Articulates thoughts and ideas clearly and effectively through speaking and writing	_____
Practices active listening skills	_____
Collaboration	_____
Works effectively with others	_____
Open and responsive to new and diverse perspectives	_____
Critical Thinking and Problem Solving	_____
Asks questions to lead to better solutions	_____
Identifies possible options and their outcomes	_____

Safety, Health, Learning Environment

Supervise and model safe behavior	_____
Are able recognize and report unsafe equipment or practices	_____
Apply safety rules in the pre-school and theory rules	_____
Maintain appropriate learning centers	_____
Recognizes behaviors and symptoms of children who may be abused or neglected	_____
Able to describe and practice the steps of making a child abuse report	_____
Utilizes knowledge of proper universal precautions when dealing with infection control in the preschool/daycare setting	_____
Is able to demonstrate and use knowledge of proper hand washing in the pre-school/daycare setting	_____
Is able to plan and execute a daycare/pre-school menu based on state and federal regulations	_____

Human services

Identify and use active listening when working with clients	_____
Understanding and Implementing reflective thinking	_____
Understanding and able to explain all different kinds of therapies people my need to be referred to; I.e. speech therapy, occupational therapy, physical therapy, mental health therapy, art therapy, music therapy, etc....	_____
Knowing and understanding what types of resources are available to people in need	_____
Understanding different family dynamics	_____
Able to understand and maintain healthy boundaries when working with clients in need	_____
Is able to recognize when it is time to refer clients to another case worker	_____
Is able to support families that have children with special needs	_____
Is able to work in a team to help solve human service problems in the field	_____
Is able to use understand and implement stress management techniques	_____
Understanding and accepting diversity within the human service field	_____

Guidance, Self-Concept, Social Development

Demonstrates positive prevention, Intervention, and reinforcement techniques	_____
Is able to demonstrate classroom management techniques, such as positive reinforcement and redirection	_____
Model accepting and respectful behaviors	_____
Demonstrates acceptance of diversity	_____
Encourages cooperation between children	_____

Professionalism

Maintain confidentiality in the pre-school setting	_____
Maintain confidentiality in the human services setting/shadowing experience	_____
Critically observe, discuss and practice ethical behaviors in the pre-school setting	_____
Critically observe, discuss and practice ethical behaviors in the human services setting/shadowing experience	_____
Maintains professionalism and speaks appropriately with parents upon drop-off and pick-up	_____
Maintains professionalism outside of the classroom	_____

Cognitive, Physical, Communication, Creative Development

Plan/implement activities using basic concepts to promote children's curiosity and problem-solving	_____
Plan/implement activities to motivate children's listening, speaking, emergent reading and emergent writings skills	_____
Read stories aloud to small groups of children with intonation and appropriate questioning for accessing reading comprehension and interest.	_____
Assess children's physical development	_____
Plan/implement large and small motor activities	_____
Plan/implement development ally appropriate creative lessons children birth to age 8	_____

Observation/Growth and Development

Identify developmental milestones, birth- 8 years	_____
Implement observation guidelines to observe children, birth- 8 years	_____
Use appropriate observation tools to gather information about a child	_____