Child Care Provider Program Overview

The Care Provider Program discusses the fundamentals of early childhood education, the child care profession, and developmentally appropriate practices for dealing with children from birth through school age. The program also provides instruction on office technology, English usage and written communication, time and stress management, management theory, critical thinking skills, and interpersonal communications. The program prepares the student for entry-level employment as a child day care worker and provides guidance for starting a home-based day care.

Program Objectives

- To identify common learning strategies
- To demonstrate knowledge of guidelines for grammar, punctuation, and written correspondence
- To identify the parts of a computer and explain how technology is used in the office
- To improve basic keyboarding speed and accuracy
- To describe the developmental milestones of infants and children
- To create a safe and healthful environment for infants and children
- To create a variety of learning experiences for children using all of the senses
- To work with parents and other community resources to plan engaging curriculum
- To guide children through daily routines
- To develop effective oral communication skills
- To develop critical thinking skills
- To improve time mastery and productivity skills
- To plan for the start-up and maintenance of a home-based day-care business
- To explain principles of effective management
- To describe the process for writing effective resumes and cover-letters
- To describe how to proactively search for work as a child day care worker
Program Outline

Unit I: Blackstone’s Skills for Success
   Chapter 1: Discover How You Learn
   Chapter 2: Find a Place to Study
   Chapter 3: Learn How to Study
   Chapter 4: Keyboarding:

Unit II: English Usage and Written Communication
   Chapter 1: Parts of Speech
   Chapter 2: Parts of a Sentence
   Chapter 3: Pronouns, Verbs, and Agreement
   Chapter 4: Sentence Types and Punctuation
   Chapter 5: Written Communications

Unit III: Introduction to Computers, Keyboarding, and Office Technology
   Chapter 1: Introduction to Computers
   Chapter 2: The Internet
   Chapter 3: Other Types of Office Technology

Unit IV: Time & Stress Management
   Chapter 1: LifeTime Patterns (Values)
   Chapter 2: The Power of LifeTime Habits
   Chapter 3: Goals, Objectives, and Outcomes
   Chapter 4: Choosing Your Priorities
   Chapter 5: Planning and Scheduling Activities
   Chapter 6: Interruptions, the #1 TimeThief
   Chapter 7: TimeLogs
   Chapter 8: TimeTips
   Chapter 9: Self-Esteem and Time Management
   Chapter 10: Stress Management
Unit V: Critical Thinking Skills

Chapter 1: Introduction to Critical Thinking and the PANIC Method
Chapter 2: Inference and Judgment
Chapter 3: Metacognition
Chapter 4: Forming Strong Conclusions through Predicting
Chapter 5: Rhetorical Strategies
Chapter 6: Critical Theories
Chapter 7: Deductive Reasoning
Chapter 8: Emotional Intelligence and Critical Thinking

Unit VI: Child Day Care 1

Chapter 1: You: Working with Young Children
Chapter 2: Types of Early Childhood Programs
Chapter 3: Observing Children: A Tool for Assessment
Chapter 4: Child Development Principles and Theories
Chapter 5: Understanding Children from Birth to Age Two
Chapter 6: Understanding Two- and Three-Year-Olds
Chapter 7: Understanding Four- and Five-Year-Olds
Chapter 8: Middle Childhood

Unit VII: Child Day Care 2

Chapter 9: Preparing the Environment
Chapter 10: Selecting Toys, Equipment, and Educational Materials
Chapter 11: Promoting Children’s Safety
Chapter 12: Planning Nutritious Meals and Snacks
Chapter 13: Guiding Children’s Health

Unit VIII: Child Day Care 3

Chapter 14: Developing Guidance Skills
Chapter 15: Guidance Challenges
Chapter 16: Establishing Classroom Limits
Chapter 17: Handling Daily Routines
Unit IX: Child Day Care 4

Chapter 18: The Curriculum
Chapter 19: Guiding Art, Blockbuilding, and Sensory Experiences
Chapter 20: Guiding Storytelling Experiences
Chapter 21: Guiding Play and Puppetry Experiences
Chapter 22: Guiding Manuscript Writing Experiences

Unit X: Child Day Care 5

Chapter 23: Guiding Math Experiences
Chapter 24: Guiding Science Experiences
Chapter 25: Guiding Social Studies Experiences
Chapter 26: Guiding Food and Nutrition Experiences
Chapter 27: Guiding Music and Movement Experiences
Chapter 28: Guiding Field Trip Experiences

Unit XI: Child Day Care 6

Chapter 29: Programs for Infants and Toddlers
Chapter 30: Programs for School-Age Children
Chapter 31: Guiding Children with Special Needs
Chapter 32: Involving Parents and Families
Chapter 33: A Career for You in Early Childhood Education

Unit XII: Starting a Home-Based Day-Care Business 1

Chapter 1: Family Child Care—Is It for Me?
Chapter 2: Starting Out
Chapter 3: Policies and Procedures

Unit XIII: Starting a Home-Based Day-Care Business 2

Chapter 4: Your Daily Schedule
Chapter 5: Fun Activities for Children
Chapter 6: Positive Guidance Tools
Unit XIV: Starting a Home-Based Day-Care Business 3
   Chapter 7: Back to Business
   Chapter 8: Solving Common Problems
   Chapter 9: Planning for the Future

Unit XV: Management Practices & Principles
   Chapter 1: The Supervisor: Manager and Leader
   Chapter 2: Effective Communication
   Chapter 3: Creating a Positive Work Climate
   Chapter 4: Building Teams and Managing Conflict
   Chapter 5: Delegation
   Chapter 6: Developing Job Expectations
   Chapter 7: Recruiting Employees
   Chapter 8: Selecting Employees
   Chapter 9: Orienting and Training Employees
   Chapter 10: Performance Evaluation
   Chapter 11: Disciplining Employees

Unit XVI: Interpersonal Communications
   Chapter 1: Aspects of a Positive Workplace Environment
   Chapter 2: Communication
   Chapter 3: Diversity in the Workplace
   Chapter 4: Team Building

Unit XVII: How to Find a Job in Child Day Care
   Chapter 1: Job Search Correspondence
   Chapter 2: The Job Search
   Chapter 3: Job Interviews