

Chapter 130. Texas Essential Knowledge and Skills for Career and Technical Education

Subchapter J. Human Services

§130.248. Child Guidance (One to Two Credits).

(a) General requirements. This course is recommended for students in Grades 10-12.
Recommended prerequisites: Principles of Human Services and Child Development.

(b) Introduction.

(1) This technical laboratory course addresses the knowledge and skills related to child growth and guidance equipping students to develop positive relationships with children and effective caregiver skills. Students use these skills to promote the well-being and healthy development of children, strengthen a culturally diverse society, and pursue careers related to the care, guidance, and education of children, including those with special needs.

(2) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(c) Knowledge and skills.

(1) The student analyzes roles and responsibilities of caregivers. The student is expected to:

(A) determine the roles and responsibilities of caregivers related to the physical, intellectual, emotional, and social development of children;

(B) apply ethical codes of conduct to positive role modeling behaviors;

(C) identify strategies for optimizing the physical, intellectual, emotional, and social development of children, including those with special needs;

(D) write with proper voice, tense, and syntax, assuring it conforms to standard English, in creating examples of coherent written communication between parents and children;

(E) investigate the legal responsibilities and laws involved in caring for children;

(F) analyze the impact of changing societal patterns and demographics on the role of parents, children, and other family members;

(G) access resources available for effective management of multiple adult roles that affect child care;

(H) investigate parenting skills and responsibilities, including child support and other legal rights and responsibilities that come with parenthood;

(I) analyze relationship skills, including money management, communication skills, and marriage preparation; and

(J) examine skills relating to the prevention of family violence.

(2) The student analyzes child care options. The student is expected to:

(A) compare child care options for children of various ages;

- (B) compare and contrast the financial considerations of child care options;
- (C) examine criteria for selecting quality child care; and
- (D) review minimum standards for licensing and regulations for center-based and home-based programs.

(3) The student analyzes responsibilities that promote health and wellness of children. The student is expected to:

- (A) identify signs of good health and symptoms of illness in children;
- (B) describe child guidance practices that contribute to the health and wellness of children such as requirements for rest, exercise, obesity prevention, public and personal safety, and sanitation;
- (C) apply safe procedures in creating environments for children;
- (D) prepare nutritious snacks or meals for children following the food guidelines in promoting children's health such as portion control, caloric requirements, and nutrient needs;
- (E) determine resources available for managing the health care of children such as children's insurance, Children's Health Insurance Program, and county health clinics;
- (F) recognize symptoms of children in family crisis situations; and
- (G) discuss society's role in the protection of children and families.

(4) The student analyzes the effect of play in the development of children. The student is expected to:

- (A) create examples of play that promote the physical, intellectual, emotional, and social development of children;
- (B) describe characteristics and safety features of developmentally appropriate play activities, toys, and equipment for children;
- (C) describe strategies caregivers may use to encourage constructive and creative play;
- (D) determine potential uses and management of technology, media, and resources to foster healthy child development; and
- (E) determine safeguards to prevent misuse and abuse of technology and media with children.

(5) The student summarizes appropriate guidance techniques for children of various ages and developmental levels. The student is expected to:

- (A) identify the various types of guidance and the effects on children;
- (B) determine appropriate guidance techniques;
- (C) explain behaviors that may lead to child abuse; and
- (D) identify strategies that deter abusive behavior.

(6) The student makes informed career decisions that reflect personal, family, and career goals. The student is expected to:

- (A) analyze the impact of career decisions on care giving;
- (B) propose short-term and long-term career goals;

- (C) assess personal interests, aptitudes, and abilities needed in the child-care profession;
- (D) exhibit employability skills such as communication, problem solving, leadership, teamwork, ethics, and technical skills;
- (E) demonstrate effective verbal, nonverbal, written, and electronic communication skills;
- (F) demonstrate skills and characteristics of leaders and effective team members; and
- (G) evaluate employment and entrepreneurial opportunities and educational requirements for early childhood development and services.