**Child and Adolescent Development**

# Subject Code: 350035

Students will examine and apply the theoretical foundations of human growth and development to children and adolescents. Additionally, learners will determine children’s learning styles; stages of social, emotional, cognitive and physical development; and needed accommodations in educational settings.

Throughout the course, family and community engagement, cultural influences on learners and language growth and development will be emphasized.

# Outcome 1.1 Employability Skills

Develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings.

# Competencies

* + 1. Identify the knowledge, skills and abilities necessary to succeed in careers.
    2. Identify the scope of career opportunities and the requirements for education, training, certification, licensure and experience.

1.1.8 Identify the correlation between emotions, behavior and appearance and manage those to establish and maintain professionalism.

# Outcome 1.3 Business Ethics and Law

Analyze how professional, ethical and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance.

# Competencies

* + 1. Verify compliance with computer and intellectual property laws and regulations.
    2. Identify potential conflicts of interest (e.g., personal gain, project bidding) between personal, organizational and professional ethical standards.

# Outcome 1.5 Global Environment

Evaluate how beliefs, values, attitudes and behaviors influence organizational strategies and goals.

# Competencies

1.5.4 Recognize barriers in cross-cultural relationships and implement behavioral adjustments.

# Outcome 2.1 History and Philosophy

Examine and employ education’s historical and philosophical foundations to benefit from best practices and lessons-learned that can be used to enhance stakeholder understanding and interaction.

# Competencies

2.1.3 Explain the impact of constructivism on the learning environment, instruction, learning activities and assessment.

2.1.6 Compare theories and philosophies of education and training impacting learners with exceptionalities.

2.1.8 Explain social development theories and their implications for education and training practices.

# Outcome 2.2 Educational Systems

Understand the organization and structure of education systems, the roles of their stakeholders and the nature of their funding sources to enhance students’ contribution and role in education.

# Competencies

2.2.3 Distinguish among federal, state and locally mandated policies, rules and regulations.

* + 1. Describe the role and responsibilities of state and federal education agencies.
    2. Explain learners’ and stakeholders’ roles, rights and responsibilities in education systems.

# Outcome 3.1 Growth and Development Theories

Apply the theoretical foundations of human growth and development that can enhance work with learners.

# Competencies

* + 1. Describe the interdependence of the developmental domains (e.g., social, emotional, cognitive, language, sensory, creative, physical, adaptive).
    2. Explain developmental stages and milestones.
    3. Explain growth and development theories (e.g., Piaget’s stages of cognitive development, Erickson’s theory of human development, Kohlberg’s stages of moral development).
    4. Apply development theories to different ages and stages of learner development.
    5. Develop holistic view of learners through the application of growth and development theories.

# Outcome 3.2 Cognitive Growth and Development

Apply cognitive growth and development principles to develop a holistic picture of a learner.

# Competencies

* + 1. Describe how learning processes occur neurologically.
    2. Evaluate learners to determine their learning styles.
    3. Explain sequences, stages and milestones of cognitive development.
    4. Describe issues associated with cognitive development and growth.
    5. Explain how interactions and the environment impact brain function, growth and development.
    6. Create opportunities for learners to explore their self-interests.
    7. Observe, analyze, and determine a learner’s cognitive growth and development.
    8. Align instructional strategies and interventions to learners’ stages of cognitive development and learning.

# Outcome 3.3 Physical Growth and Development

Apply physical growth and development principles to develop a holistic picture of a learner.

# Competencies

* + 1. Describe the milestones of physical growth and development.
    2. Determine learners’ physical development stages and milestones.
    3. Analyze strategies to support learners’ physical growth and development.
    4. Implement activities and strategies that can be used to promote motor-skill development.
    5. Allocate time for structured and unstructured physical activity based on age band.
    6. Organize structured activities to promote learners’ health.
    7. Align strategies to learners’ stages of physical development.

# Outcome 3.4 Social and Emotional Growth and Development

Apply social and emotional growth and development principles to develop a holistic picture of a learner.

# Competencies

* + 1. Identify learner characteristics and differences, and explain how they impact learning.
    2. Explain genetic and environmental conditions that affect social growth and development.
    3. Identify how attachment impacts relationships.
    4. Identify factors impacting learners’ self-regulation.
    5. Describe how caring, consistent relationships with adults provide external supports.
    6. Implement strategies to ease separation anxiety.
    7. Use strategies to help learners express their emotions.
    8. Incorporate strategies that support social and emotional growth.
    9. Explain how play provides opportunity for learners to grow and develop.
    10. Model self-control for learners.
    11. Apply behavioral-management techniques to advance learners’ social and emotional growth.
    12. Use communication techniques that promote social growth and development.

# Outcome 3.5 Language Growth and Development

Apply linguistic principles and practices in the development of language skills.

# Competencies

* + 1. Explain the interrelationships of language development with cognitive, physical and social/emotional development.
    2. Explain how language is developed.
    3. Describe the importance of listening, conversing and gesturing as foundations for learning languages or multiple languages.
    4. Identify the relationship between oral language development and reading.
    5. Explain the purposes for which learners use oral language.
    6. Describe the significance of learners’ self-talk.
    7. Use the technique of recasting to support a learner’s language skills and development.
    8. Explain stages of English acquisition for multi-language learners.
    9. Explain the role of the home language in promoting development of English language and literacy.
    10. Identify the home-language environment of each learner.
    11. Determine stage of a learner’s English language development sequence.
    12. Demonstrate purposeful, intentional use of language that encourages conversation.
    13. Apply techniques to respond to code switching.
    14. Use code switching as a teaching strategy.
    15. Model correct use of language (e.g., structures, grammar, tone, volume, expression).
    16. Collaborate with families to set language learning goals for their learners.
    17. Promote development of home language while facilitating English language acquisition.
    18. Determine staff supports needed to assess and individualize instruction for multi-language learners.

# Outcome 3.6 Literacy Development

Apply strategies to determine a learner’s stage of literacy development, and implement needed supports to facilitate literacy growth.

# Competencies

* + 1. Explain the interaction of reading, writing, speaking and listening in literacy development.
    2. Describe factors impacting a learner’s preparation to read.
    3. Describe stages of literacy development.
    4. Explain factors impacting the progression of the learner through the stages of reading development.
    5. Describe how content areas support literacy development.
    6. Identify characteristics of proficient readers.
    7. Identify the knowledge and skills that learners need to read with comprehension and fluency.
    8. Analyze a learner’s writing samples to determine literacy growth and development.
    9. Evaluate a learner’s reading readiness through classroom observation and assessment.

# Outcome 3.7 Cultural Growth and Development

Determine the impact of culture on learner development and behaviors to guide interactions, curriculum decisions, resource selections and instructional planning and delivery.

# Competencies

* + 1. Explain the growth and development of a person’s culture.
    2. Describe the role of cultural and environmental influences on a learner’s development.
    3. Describe the impact of culture on adults’ behavior with learners.
    4. Acquire unbiased information about cultural groups in the community.
    5. Obtain information about a learner’s culture.
    6. Implement strategies and techniques that encourage self-esteem and responsibility in learners.
    7. Determine personal contributions to working with culturally diverse communities and learners by reflecting on one’s own personal culture.
    8. Address cultural relevance in making curriculum choices and adaptations.
    9. Establish goals for multilingualism, multi-literacy and multiculturalism.

# Outcome 3.8 Learner Characteristics

Select educational services aligned to learner characteristics.

# Competencies

* + 1. Identify a learner’s interests, abilities and developmental progress.
    2. Compare the relationship between academic achievement and a learner’s physical, emotional and mental health.
    3. Identify types of accommodations and modifications that support learners’ social, emotional, cognitive and physical growth.
    4. Identify exceptional learners based on established criteria and provide aligned services as needed.
    5. Identify multi-language learners to determine needed support services.
    6. Compare the purposes, value and uses of Individualized Family Service Plans (IFSPs), Individualized Education Programs (IEPs), and Section 504 Plans.
    7. Identify the processes and procedures for writing a plan for intervention services.

# Outcome 4.4 Environmental Design

Create and maintain an environment to promote learning, encourage interaction and facilitate classroom management.

# Competencies

4.4.6 Create an inclusive learning environment by implementing Universal Design principles and guidelines.

# Outcome 4.5 Responsive Environment

Establish and maintain a productive and respectful learning environment.

# Competencies

4.5.7 Interact with learners in responsive, consistent, encouraging and supportive ways.

4.5.9 Create a supportive and inclusive learning environment that promotes positive interactions and behaviors to minimize risks.

# Outcome 4.6 Stakeholder Relationships

Establish and maintain productive relationships with family members, caregivers and community partners.

# Competencies

4.6.1 Describe the advantages and importance of family or caregiver involvement in learner development.

4.6.10 Collaborate with stakeholders and intervention team to meet requirements of learners.

# Outcome 5.2 Instructional Planning

Plan instructional strategies and activities to promote learner development.

# Competencies

5.2.3 Describe types of learning styles and their influence on instruction.

# Outcome 7.2 Observation

Administer formal observations to evaluate learners’ growth and development progress and to diagnose problems.

# Competencies

7.2.3 Screen learners’ overall health status, developmental strengths and weaknesses.

* + 1. Create a developmental plan for the learner.
    2. Utilize ongoing learner observation to recognize developmental goal attainment.