

To the Student:

After your registration is complete and your proctor has been approved, you may take the Credit by Examination for Child Development.

WHAT TO BRING

- lined notebook paper

ABOUT THE EXAM

The examination for Child Development (CHILDEV) consists of 37 short answer and essay questions, and is based on the Texas Essential Knowledge and Skills (TEKS) for this subject. The full list of TEKS is included in this document (it is also available online at the Texas Education Agency website, <http://www.tea.state.tx.us/>). The TEKS outline specific topics covered in the exam, as well as more general areas of knowledge and levels of critical thinking. Use the TEKS to focus your study in preparation for the exam.

The examination will take place under supervision, and the recommended time limit is three hours. You may not use any notes or books. A percentage score from the examination will be reported to the official at your school.

In preparation for the examination, review the TEKS for this subject. All TEKS are assessed. It is important to prepare adequately. Since questions are not taken from any one course, you can prepare by reviewing any of the state-adopted textbooks that are used at your school. The textbook used with our CHILDEV course is:

Brisbane, Holly E. *The Developing Child*, 10th ed. Columbus, OH:Glencoe/McGraw-Hill, 2010. ISBN 978-0-07-888360-6

Good luck on your examination!

CHILD DEV CBE Review

Do you know...?

...the stages of pregnancy?

...environmental and hereditary factors affecting fetal development such as Mendel's Laws of Inheritance, genetics, and substances and how they affect the developing child and prenatal brain development?

...the nutritional needs during pregnancy?

...reasons for medical care and good health practices prior to and during pregnancy?

...some of the technological advances that influence prenatal care such as sonograms, amniocentesis, and the alpha-fetoprotein test?

...the process of labor and delivery?

...the advantages of breastfeeding an infant?

...information relevant to care and protection of infants such as child care options, abuse, guidance, services and agencies, immunizations, and appropriate health care?

...the impact of an infant on the family in areas such as roles, finances, responsibilities, and relationships?

...what knowledge and skills are required to be successful in careers involving infants?

...how individual and group identities are established in school-age children?

...resources available to protect children's rights?

...legislation and public policies affecting children and are prepared to discuss them?

...the forms, causes, effects, prevention, and treatment of child abuse and the responsibility of citizens to report child abuse?

...child care options and their advantages and disadvantages?

...appropriate licensing regulations for preschools?

...how to propose short- and long-term career goals in child development?

...careers involving school-age children?

For each of the stages of childhood (Infant, Toddler, Preschool Age, School-Age), know the following:

- the physical, emotional, social, and intellectual needs of the child;
- typical growth and development patterns of children in that group;
- activities that are age-appropriate and what developmental needs they fill;
- nutritional needs and portion control;
- proper care and protection of children at these ages;
- the influence of environment and family on the development and growth of children in that group.

Texas Essential Knowledge and Skills CHILDEV – Child Development

TTU: CHILD DEV CBE, v.3.0		
TEKS: §130.247. Child Development		
TEKS Requirement (Secondary)	Set A Question Numbers	Set B Question Numbers
§130.247. Child Development (One-Half to One Credit).		
(a) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Human Services.		
(b) Introduction.		
(1) This technical laboratory course addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.		
(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 parenting. The student is expected to:		
(A) investigate parenting skills and responsibilities, including child support and other legal rights and responsibilities that come with parenthood;	B2	Part B
(B) analyze relationship skills, including money management, communication skills, and marriage preparation;	B3, 4, 5	Part B
(C) examine skills relating to the prevention of family violence;	28, 29	25, 26
(D) demonstrate first aid and cardiopulmonary resuscitation skills;	NT	NT
(E) assess the safety of purchases for children such as cribs, toys, clothing, and food; and	11	7
(F) explain factors that contribute to literacy.	14	27
(2) The student investigates components of optimal prenatal care and development. The student is expected to:		
(A) identify signs and stages of pregnancy;	3	6
(B) analyze environmental and hereditary factors affecting fetal development such as Mendel's Laws of Inheritance, genetics, and substances and how they affect the developing child and prenatal brain development;	4, 5	3, 4
(C) describe nutritional needs prior to and during pregnancy such as impact of proteins, lipids, and carbohydrates on fetal brain development;	1	1
(D) analyze reasons for medical care and good health practices prior to and during pregnancy;	2	2
(E) critique technological advances on prenatal care and development such as sound waves used for sonograms, amniocentesis, and alpha-fetoprotein test; and	6	5
(F) analyze the process of labor and delivery.	7	8, 10
(3) The student investigates strategies for optimizing the development of infants of diverse backgrounds, including those with special needs. The student is expected to:		

(A) explain the physical, emotional, social, and intellectual needs of the infant;	18	17
(B) generate ideas and gather information relevant to care and protection of infants such as child care options, abuse, guidance, services and agencies, immunizations, and appropriate health care;	13, 22, 23, 24, 25, 28, 29	13, 22, 25, 26, 27, Part C
(C) draw conclusions regarding the impact of the infant on the family in areas such as roles, finances, responsibilities, and relationships;	B3, 4, 5	Part B
(D) identify typical growth and development of infants such as brain development and mental health;	19	18
(E) select and use appropriate standard international units to identify nutritional needs for infants such as caloric requirements, protein, lipids, carbohydrates, and portion control;	8	21, Part C
(F) research the advantages of breast feeding; and	10	9
(G) describe and apply technical knowledge and skills required to be successful in careers involving infants such as neonatal intensive care specialist and infant mental health specialist.	D2	Part D
(4) The student investigates strategies for optimizing the development of toddlers of diverse backgrounds, including those with special needs. The student is expected to:		
(A) analyze the physical, emotional, social, and intellectual needs of the toddler;	18	17
(B) create play activities for a toddler's growth and development such as mathematics, science, physical movement, outdoor play, art, and music;	17	16
(C) identify patterns of typical growth and development of toddlers;	19	18
(D) identify community resources relevant to the care and protection of toddlers, including child care services, health care services, and organizations such as the National Association for the Education of Young Children; and	22, 23, 24, 25	22, 27
(E) work independently or collaboratively to prepare snacks or meals that meet nutritional guidelines for toddlers such as caloric, proteins, lipids, carbohydrates, and portion control.	8	21, Part C
(5) The student analyzes the growth and development of preschool children of diverse backgrounds, including those with special needs. The student is expected to:		
(A) analyze the physical, emotional, social, and intellectual needs of the preschool child;	18	17
(B) describe the role of play in a preschool child's growth and development;	17	16
(C) develop activities for meeting developmental needs of preschool children such as moderate to vigorous physical exercise, reading development, communication, listening skills, and self-reliance;	19, 21	20
(D) use complex inferences from text to support conclusions about care and protection of preschool children such as child care, family violence and abuse, guidance, services and agencies, and appropriate health care;	22, 23, 24, 25, C1, C2	22, 25, 26, 27
(E) work independently and collaboratively to prepare snacks or meals to meet nutritional guidelines such as caloric requirements, proteins, lipids, carbohydrates, and portion control; and	8	21
(F) identify appropriate licensing regulations for preschools.	26	27
(6) The student analyzes the growth and development of school-age children of diverse backgrounds, including those with special needs. The student is expected to:		
(A) analyze the physical, emotional, social, and intellectual needs of the school-age child;	18	17
(B) analyze the role of the school environment on the growth and development of the school-age child;	16	15

(C) analyze how individual and group identities are established and change over time to identify typical growth and development of the school-age child such as brain development and social, emotional, and physical development;	20	19
(D) investigate care and protection of school-age children such as child care, abuse, guidance, services and agencies, immunizations, and appropriate health care;	22, 23, 24, 25, 28, 29, C1, C2	22, 25, 26, 27, Part C
(E) develop activities appropriate for school-age children such as moderate to vigorous physical exercise, reading development, communication, listening skills, independence, conflict resolution, stress management, and self-discipline;	19, 21	20
(F) work independently or collaboratively to create nutritious snacks or meals appropriate for school-age children to prepare, including considerations such as caloric requirements, proteins, lipids, carbohydrates, and portion control;	9	23
(G) explore careers involving school-age children;	D2	Part D
(H) discuss legislation and public policies affecting children; and	27	24
(I) propose short-term and long-term career goals in child development.	D1	Part D
<i>Source: The provisions of this §130.247 adopted to be effective August 23, 2010, 34 TexReg 5929.</i>		