

**NORCO COLLEGE
SLO to PLO MATRIX**

PLOs

PLO 1: monstrate an understanding of family function and structure, along with familial need for information and support that respects and values diverse cultures, values, beliefs and behaviors

PLO 2: Demonstrate basic knowledge of laws and regulations pertaining to and protecting children with disabilities and their families. Understand and identify the process of accessing community agencies, referral systems and procedures for specialized support, specialized documents, resources and placement options;

PLO 3: Describe the typical child development milestones of children birth to adolescence and identify the strengths and special needs of the child in the context of his/her family, early childhood classroom, or early intervention setting;

PLO 4: Describe the developmental assessment process and outline its role in identifying, planning and intervening for a child with special needs and his/her family, including the process of curriculum development;

PLO 5: Demonstrate an understanding of the purpose and intent of an inclusive environment that supports the whole child while meeting the individual needs of children with disabilities;

CERTIFICATE/PROGRAM: EARLY CHILDHOOD INTERVENTION						
COURSE: EAR-19						
SLO 1	Identify the purpose, value and use of formal and informal observation and assessment strategies.					
SLO 2	Describe the major characteristics, strengths and limitations of selected assessment tools.					
SLO 3	Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions and curriculum on children’s development and behavior.					
COURSE: EAR-20						
SLO 1	Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.					
SLO 2	Analyze how cultural, economic, political, historical contexts affect children’s development. Identify cultural, economic, political and historical contexts that affect children’s development					
SLO 3	Identify and compare major theoretical frameworks related to the study of human development.					
SLO 4	Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.					
SLO 5	Differentiate characteristics of typical and atypical development.					
COURSE: EAR-24						
SLO 1	Recognize developmentally appropriate principles and teaching strategies and apply them in supervised settings with young children.					
SLO 2	Demonstrate an understanding of the many aspects of the teachers’ role in early childhood programs.					

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SLO 3	Identify theoretical and program model implications for curriculum. Analyze activity plans with regard to theory and program model foundations.					
SLO 4	Demonstrate an understanding of the assessment, curriculum planning, implementation, documentation cycle and use it to plan, implement, and evaluate sample ECE activities.					
SLO 5	Recognize variation in individual child needs and strategies to accommodate those needs.					
COURSE: EAR-26						
SLO 1	Identify health, safety, and environmental risks in children’s programs.					
SLO 2	Recall regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.					
SLO 3	Design strategies to maximize the mental and physical health of children and adults in programs for young children in accordance with culturally, linguistic and developmentally sound practice.					
SLO 4	Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.					
SLO 5	Define collaboration with families and the community around issues and roles for supporting healthy and safe environments for children.					
COURSE: EAR-28						
SLO 1	Interpret best and promising teaching and care practices as defined within the field of early care and education’s history, range of delivery systems, program types and philosophies and ethical standards.					
SLO 2	Develop one’s teaching philosophy and professional goals.					
SLO 3	Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.					

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SLO 4	Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.						
SLO 5	Examine a variety of guidance and interaction strategies to increase children’s social competence and promote a caring classroom community.						
SLO 6	Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development						
	COURSE: EAR-31						
SLO 1	Describe and justify situations in which early intervention services would more likely be provided in a child’s home, versus a site based location, or hospital.						
SLO 2	Label a variety of family structures and family dynamics that could affect the manner and success of the early intervention service delivery model.						
SLO 3	Distinguish appropriate and effective communication techniques, interpersonal skills, and cultural sensitivity to be employed when interacting with families and other professionals.						
SLO 4	Identify safety concerns, logistical difficulties, and planning needs when working in a variety of environments as a traveling paraprofessional.						
SLO 5	Demonstrate an understanding of the Infant Mental Health Initiative, analyze the role of the parents in the mental well being of a child, and examine ways in which to improve the service delivery model to better support parents.						
SLO 6	Employ the six developmental levels in the Functional Emotional Assessment Scale created by Dr. Stanley Greenspan, and present examples of a “coaching” model that could be employed with a family.						
SLO 7	Demonstrate how to complete the paperwork requirements of a mandated reporter for Child Protective Services and paraphrase the characteristics of reportable offenses.						

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COURSE: EAR-33						
SLO 1	Identify the components of a quality infant/toddler center or early intervention setting, and compare and contrast those to components of a quality preschool or special education setting.					
SLO 2	Describe specific aspects of curriculum routines and intervention.					
SLO 3	Analyze principles of health and safety in caring for typical and atypical infants and toddlers.					
SLO 4	Design a safe natural environment conducive to growth and learning.					
SLO 5	Describe the components of positive infant/toddler caregiver relationships as well as caregiver and parent relationships, with typically and atypically developing infants and toddlers.					
COURSE: EAR-34						
SLO 1	Observe, identify, document, and share with parents the developmental characteristics of typical and atypical infants and toddlers, including the implications of the child's culture for learning and development.					
SLO 2	Identify and develop assessment based developmentally appropriate activities and intervention strategies for typical and atypical infants and toddlers, creating an environment supportive of an emerging curriculum.					
SLO 3	Develop and analyze an assessment based developmentally appropriate toy and equipment list using various curriculum areas, including adaptive toys and equipment for typical and atypical infants and toddlers.					
SLO 4	Identify and list caregiver strategies and interventions, which may facilitate infant-toddler development and promote communication with parents of typical and atypical children.					
SLO 5	Connecting parents with infants/toddlers assessed to have special needs with intervention support services.					

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COURSE:	EAR-38					
SLO 1	Demonstrate guidance, supervision and evaluation techniques for adults working in ECE/CD environments and classrooms.					
SLO 2	Examine and recognize the developmental learning stages of teachers, assistant teachers, student teachers and other adults, as well as the potential diversity of individuals (ethnic/racial, experience, age) within a staffing pool that influences learning and performance.					
SLO 3	Examine the effects of human behavior and communication on the functioning of Early Childhood organizations and individuals within the organization.					
SLO 4	Identify styles of management and apply effective conflict management skills with teachers, assistant teachers, student teachers and other adults.					
SLO 5	Develop, utilize and assess teacher performance evaluation tools.					
SLO 6	Develop proficiency in analysis of organizational relationships and application of problem solving and decision making strategies that lead to attainment of goals in the Early Childhood program.					
SLO 7	Attain competency in determining content and applying technical skills in writing reports, letters, and newsletters applicable to personnel management.					
SLO 8	Attain competency in managing a clinical supervision system of personnel management and performance evaluation.					
SLO 9	Analyze various techniques to manage stress, avoid “burn out” and develop effective time management plans for Early Childhood programs.					
COURSE:	EAR-40					
SLO 1	Describe appropriate models, guidance, and evaluation for student teachers.					
SLO 2	Demonstrate recognition and support developmental stages of student teachers.					
SLO 3	Describe positive interactions between student teachers, children, parents and other staff.					
SLO 4	Analyze a safe and developmentally appropriate environment for young children while fostering growth of student teachers					

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SLO 5	Apply ethical and professional standards weighing the competing needs of all parties in the teaching-learning environment.					
SLO 6	Describe the importance of professional advocacy in the training of student teachers.					
SLO 7	Compare and contrast the importance of the Mentor’s own professional challenges and development.					
SLO 8	Demonstrate enhanced advocacy and communication skills.					
SLO 9	Investigate career options, current trends and legal issues in early childhood education and early intervention.					
SLO 10	Identify the relationship between observation, assessment and goal development for curriculum development and the IFSP/IEP process.					
SLO 11	Identify the relationship between observation and designing and/or adapting the natural environment for children with and without special needs or other disabilities.					
<p>COURSE: EAR-41</p>						
SLO 1	Recognize the significant social and legal issues related to the rights and needs of infants and children with disabilities.					
SLO 2	Analyze the role of an early intervention/special education aide with regard to confidentiality issues, interaction with families, staff relations, and professional ethics.					
SLO 3	Identify feeling states and grief responses in the family system following the birth of a child with disabilities.					
SLO 4	Demonstrate an understanding of parental expectations, concerns, and desires for their infants and children with disabilities or other special needs.					
SLO 5	Describe the IFSP/IEP process.					
SLO 6	Identify community agencies and services, which are available to families.					
SLO 7	Identify methods of assessment and prescriptions for learning and evaluation for infants and children with disabilities and other special needs.					

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SLO 8	Compare and contrast the similarities and differences in the teaching methods for, and learning abilities of, infants and children with and without disabilities and other special needs.					
SLO 9	Propose ways in which materials, equipment, and the environment can be adapted to meet the needs of infants and children with disabilities and other special needs.					
COURSE: EAR-42						
SLO 1	Demonstrate knowledge of socialization theories that address the interrelationship of child, family and community					
SLO 2	Assess the impact of educational, political, and socioeconomic factors on children and families					
SLO 3	Demonstrate a basic understanding of social issues, changes, and transitions that affect children, families, schools, and communities.					
SLO 4	Describe effective strategies that empower families and encourage family involvement in children's development.					
SLO 5	Demonstrate knowledge of community support services and agencies that serve families					
SLO 6	Identify one's own values, goals, and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.					
COURSE: EAR-43						
SLO 1	Identify reasons for child misbehaviors.					
SLO 2	Develop and apply plans to manage common misbehavior problems based on an analysis of observational and other forms of data.					
SLO 3	Design a positive classroom environment based on problem-solving techniques.					

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SLO 4	Develop a crisis management plan.					
SLO 5	Evaluate the principles of classroom and child management.					
SLO 6	Apply strategies and techniques borrowed from early intervention and special education models.					
SLO 7	Develop and apply proactive, remedial, and verbal interventions based on problem-solving techniques.					
SLO 8	Demonstrate ability to effectively communicate behavioral concerns to parents and other essential personnel.					
COURSE: EAR-44						
SLO 1	Define and interpret current legislative mandates, educational trends, and professional ethics in Early Childhood Education and Early Intervention.					
SLO 2	Analyze the importance of Title 22 – California Health and Safety Code.					
SLO 3	Identify the responsibilities inherent in working with a staff to establish organizational policies and procedures in support of Developmentally Appropriate Practices.					
SLO 4	Identify the responsibilities inherent in working with a staff to establish organizational policies and procedures in support of Developmentally Appropriate Practices.					
SLO 5	Create a start up and operating budget for an Early Childhood/Early Intervention program.					
SLO 6	Plan for widely accepted procedures involved in staff recruitment/evaluation/termination, and the development of personnel policies.					
SLO 7	Analyze professional roles and responsibilities including ethical conduct					
SLO 8	Plan for basic business practices and marketing strategies.					
SLO 9	Organize information management systems (record keeping procedures).					

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SLO 1	Understand how stress and trauma affect brain development in early childhood.													
SLO 2	Compare and contrast common and uncommon stress.													
SLO 3	Understand the difference between Traumatic Stress Disorder and Post Traumatic Stress Disorder, their causes and effects on children.													
SLO 4	Identify the symptoms and reactions of trauma exhibited by children and the affect it has in their development.													
SLO 5	Analyze the affect stress and trauma has on relationships at home and in the classroom.													
SLO 6	Discuss Psychological First Aid and the healing process.													
SLO 7	Evaluate judgments and skills necessary to be a support to children and families experiencing uncommon stress and trauma.													
SLO 8	Assess the appropriateness of intervention strategies.													