

**COMPETENCY SKILL AREA:  
CHILD GROWTH AND DEVELOPMENT**

**Self-Assessment  
Nebraska Core Competencies for Early Childhood Professionals  
Skill Area: Child Growth and Development**

**Scale for Evaluating Skill**

**0= Never/Rarely uses this skill**

**1=Occasionally uses this skill**

**2=Regularly uses this skill**

<b>Skill Area: Child Growth and Development</b>	<b>0</b>	<b>1</b>	<b>2</b>
<b>Level 1</b>			
1.1 Addresses the individual needs of each child.			
1.2 Helps children learn to communicate and get along with others.			
1.3 Recognizes that children learn and develop through play and meaningful experiences.			
1.4 Recognizes and respects individual personalities and temperaments of children.			
1.5 Engages in a safe, secure, and responsive relationship with each child to promote the child's optimal development.			
<b>Level 2</b>			
2.1 Accepts individual needs of children and the effects those variations may have on behavior and development.			
2.2 Encourages feelings of empathy and mutual respect among children and adults.			
2.3 Provides a variety of activities that foster the development of the whole child.			
2.4 Recognizes and accepts individual, family, cultural and community influences on the development of children.			
2.5 Adapts curriculum/learning experiences as children grow and develop.			
<b>Level 3</b>			
3.1 Recognizes different children's personalities and individual differences in development and their impact on children's needs.			
3.2 Understands the value of children's learning through trial and error and encourages exploration, experimentation, and creativity for the sake of learning.			

**COMPETENCY SKILL AREA:  
CHILD GROWTH AND DEVELOPMENT**

<b>Skill Area: Child Growth and Development</b>	<b>0</b>	<b>1</b>	<b>2</b>
3.3 Identifies based physical, cognitive, social/emotional, and language developmental milestones of children.			
3.4 Discuss first with families any suspicions that a child may have a disability, and then collaborates with other agencies in making referrals as needed.			
3.5 Recognizes risk factors, delays, or disabilities that may indicate a need for special services.			
3.6 Integrates inclusive practices into curriculum planning.			
<b>Level 4</b>			
4.1 Identifies and describes age-typical physical, social, emotional, cognitive, and language characteristics of children.			
4.2 Uses knowledge of children’s development as a framework to adapt curriculum/learning experiences into appropriate experiences for children.			
4.3 Describes individual children relative to developmental characteristics typical for their age.			
4.4 Collaborates with families and consultants in planning learning experiences for children’s individual needs.			
4.5 Employees teaching practices inclusive of children with variations in learning styles, cultural perspectives, abilities and special needs.			
4.6 Demonstrates understanding of the development of mental health, and importance of supportive relationships with adults and peers.			
4.7 Creates environments and experiences that affirm and respect cultural linguistic diversity.			
<b>Level 5</b>			
5.1 Shares information with families about the general principles of child growth and development, including information on early brain development.			
5.2 Applies information on growth, development and learning patterns of individual children and groups of children to their work with children in the classroom.			
5.3 Understands and describes various personality and learning styles of children.			

**COMPETENCY SKILL AREA:  
CHILD GROWTH AND DEVELOPMENT**

<b>Skill Area: Child Growth and Development</b>	<b>0</b>	<b>1</b>	<b>2</b>
5.4 Understands child development, developmental delays, and makes referrals to the Early Development Network, other agencies, school districts or professionals once parental/guardian permission has been obtained.			
5.5 Demonstrates knowledge of inclusive philosophy and practices and recognizes the range of development in young children.			
5.6 Demonstrates understanding of the developmental consequences of stress and trauma related to loss, neglect and abuse.			
<b>Level 6</b>			
6.1 Promotes and communicates information about promising practices, issues, research and theory relevant to child growth and development.			
6.2 Accesses, analyzes, and evaluates current theory and research and applicable policies on child growth and development.			
6.3 Understands how to use educational research to influence children's development.			
6.4 Expresses knowledge of cultural and linguistic diversity and the significance of family-child attachments and family dynamics as they influence children's development and learning.			
6.5 Understands and articulates a systems perspective on issues related to wellness, mental health, children with disabilities, childhood obesity, the effects of stress on development, and the child's need for support and protection.			
6.6 Articulates and understands the implications of research related to causes and effects of stress and trauma on children and families.			
6.7 Applies current theory and research to the design and implementation of quality services.			

**COMPETENCY SKILL AREA:  
CHILD GROWTH AND DEVELOPMENT**

**Self-Reflection Questions**

a. If the skill is rarely used is it because the skill isn't needed in your early childhood setting?

\_\_\_\_\_ Yes    \_\_\_\_\_ No    Explain

b. If the skill is rarely used is it because you need to know more about the skill?

\_\_\_\_\_ Yes    \_\_\_\_\_ No    Explain

Is there someone you know who could help you better understand this skill? Who would that be?