



# FLORIDA DEPARTMENT OF CHILDREN & FAMILIES



## CHILD CARE SERVICES STUDY GUIDE FOR

# Behavioral Observation and Screening

Behavioral Observation and Screening  
Study Guide

The Department of Children and Families (DCF) would like to extend congratulations on your recent completion of its course, Behavioral Observation and Screening. It is hoped that you enjoyed the experience and are ready to apply your new skills in the workforce.

Now that you have completed Behavioral Observation and Screening, please consider registering for other DCF courses.

For more information on training and licensing requirements, please visit the Department of Children and Families' Web site at [www.myflorida.com/childcare/](http://www.myflorida.com/childcare/).

#### How to use this study guide

This study guide will assist you in preparing for DCF's Behavioral Observation and Screening competency exam. Please be aware that this study guide does not replace the participant's guide you used during the course. You are encouraged to use your participant's guide to study for the exam. This study guide will help you focus your studies. However, it does not contain the specific questions and answers you will see on the exam. Use this study guide, and the key points, and objectives in your participant's guide to prepare for your exam.

## 5 Tips to Help You Get the Most from Your Study Time

### #1 Budget your time.

Make sure you have time to study and review your work both during the course and before the exam.

### #2 Set aside time immediately after class to start your review.

This is the best time to review your notes and identify if you have any questions concerning the material presented in the course. The night before the exam would be too late for this step.

### #3 Review all material again before the exam.

Organize all of your class notes and other material you may have received during the course sessions. Pay specific attention to your participant's guide.

### #4 Create your own study guide.

Organize your notes into key ideas and other information you want to remember on one sheet of paper. If you need more than one sheet, that's all right, but try to keep the ideas organized, brief, and to the point.

### #5 Space out your studying.

You will learn more if you study a little each day rather than trying to "cram" all the information into your head the night before the exam. Studying a little each day will help the material stay in your long-term memory.

## 10 Tips for Success on Your Competency Exam

### #1 Take care of your personal needs.

Make sure you rest well the night before the exam. Eat before taking your exam; do not take the exam hungry. Leave enough time to take care of all your personal needs before the exam so that you can concentrate during the exam.

### #2 Be well-prepared.

Being well-prepared, and arriving early will reduce anxiety. Bring at least two #2 pencils, a photo ID and the confirmation letter you received after you registered.

### #3 Listen carefully, read the instructions and ask questions if you don't understand.

It is important to listen carefully to the directions you are given. Read the instructions carefully, and ask questions if you do not understand them.

### #4 Read through the entire exam.

Read through the entire exam first to get a feel for the exam. Pay attention to how it is structured and how the questions are written.

### #5 Tips for multiple choice questions.

Read the question first. Eliminate answers you know are not correct. If you do not know an answer, try to guess.

### #6 Do the easy questions first.

Do the easy questions first and then go on to harder questions or questions that require additional thought. This strategy will help ensure that you answer all the questions you know before you go on to the challenging questions. This strategy also helps build your confidence.

### #7 Have a problem with a question? Skip it!

If you have a problem with a question, skip it and come back to it later. Just as you worked on the "easy" questions first, it is important that you not get "stuck" on one question and that you use your time answering questions you can.

### #8 Read all options.

Be sure that you read all of your choices before selecting an answer.

### #9 Stay focused.

Don't let your mind wander or worry about other students who may be completing an exam before you do. Stay focused and work on one question at a time.

### #10 Before you turn in your exam, check your work.

Make sure you have answered all the questions. Double check!

This is an example of the Scantron sheet you will use when taking the exam for this course.

**State of Florida**  
 Department of Children and Families  
 Child Care Program Office  
 Child Care Competency Examinations

Name: \_\_\_\_\_  
 (Please print your full name)

Date: \_\_\_\_\_

**Student Identification Code:**


0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9


**Test Code**

0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

**Marking Instructions:**

- Use a No. 2 pencil or blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make solid marks that fill the circle completely.
- Make no stray marks on this form.
- Do not fold, tear, or mutilate this form.

  
 CORRECT MARK

  
 INCORRECT MARKS

**Booklet Number:** \_\_\_\_\_

1. (A) (B) (C) (D)	11. (A) (B) (C) (D)	21. (A) (B) (C) (D)	31. (A) (B) (C) (D)
2. (A) (B) (C) (D)	12. (A) (B) (C) (D)	22. (A) (B) (C) (D)	32. (A) (B) (C) (D)
3. (A) (B) (C) (D)	13. (A) (B) (C) (D)	23. (A) (B) (C) (D)	33. (A) (B) (C) (D)
4. (A) (B) (C) (D)	14. (A) (B) (C) (D)	24. (A) (B) (C) (D)	34. (A) (B) (C) (D)
5. (A) (B) (C) (D)	15. (A) (B) (C) (D)	25. (A) (B) (C) (D)	35. (A) (B) (C) (D)
6. (A) (B) (C) (D)	16. (A) (B) (C) (D)	26. (A) (B) (C) (D)	36. (A) (B) (C) (D)
7. (A) (B) (C) (D)	17. (A) (B) (C) (D)	27. (A) (B) (C) (D)	37. (A) (B) (C) (D)
8. (A) (B) (C) (D)	18. (A) (B) (C) (D)	28. (A) (B) (C) (D)	38. (A) (B) (C) (D)
9. (A) (B) (C) (D)	19. (A) (B) (C) (D)	29. (A) (B) (C) (D)	39. (A) (B) (C) (D)
10. (A) (B) (C) (D)	20. (A) (B) (C) (D)	30. (A) (B) (C) (D)	40. (A) (B) (C) (D)

## Module 1: An Introduction to Observation and Screening

1. What are the three main reasons child care programs observe and screen children?

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2. Define the following terms:

Assessment: \_\_\_\_\_

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Evidence: \_\_\_\_\_

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Developmental Domains: \_\_\_\_\_

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Evaluation: \_\_\_\_\_

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Natural Environment: \_\_\_\_\_

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Observation: \_\_\_\_\_

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Screening: \_\_\_\_\_

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3. Give examples of professional groups that perform each of these four activities: observation, screening, assessment, and evaluation.

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### Module 2: The Principles of Observation and Screening

4. Relate the four guidelines for observations and screenings that take place in child care settings.

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5. Name characteristics seen in effective child care professionals who observe and screen children.

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6. Describe best practices used by skilled practitioners to obtain valid and usable results.

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### Module 3: Observation and Screening Basics

7. List characteristics shared by quality screening instruments.

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8. Explain how to select a screening tool for specific children.

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9. Describe guidelines and best practices for implementation.

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10. Describe ways to guide families through the screening process.

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Module 4: Methods of Observation and Screening

11. List observation methods commonly seen in child care settings.

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12. Describe how and when to use different observation methods.

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Module 5: Children at Risk

13. State the role of observation in screening as it relates to developmental delays, developmental disabilities and at-risk populations.

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14. Describe ways to support children with delay or disability, or who are at risk, through observing and screening.

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15. Identify laws related to children with disabilities.

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Module 6: Referral Process and Resources

16. Describe best practices used by skilled practitioners when data supports further assessment and evaluation.

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17. List agencies and organizations who participate in the screening, assessment, and evaluation process.

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18. Describe the function of each of these agencies.

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19. Explain how to help parents appropriately and responsibly after learning their child may be at risk of developmental delay or disability.

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