



CDA VIRTUAL CLASSROOM

Successful Solutions Professional Development LLC

WWW.MYCDACLASS.COM

(360) 602-0960 * info@mycdaclass.com * PO Box 727, Burley, WA 98322-0727

120 Hours of CDA training designed to meet the educational requirements to apply for the CDA Credential.



Table of Contents

CDA Course Requirements.....	6
CDA Process	6
CDA Portfolio.....	6
Unit 1: Planning a Safe and Healthy Learning Environment	6
Topic 1: Healthy Practices - Nutrition (2 hours).....	6
Topic 2: Healthy Practices - Physical Activity (2 hours)	7
Topic 3: Life on the Playground (3 hours).....	8
Topic 4: Healthy Learning Environment (2 hours)	9
Topic 5: Environmental Safety (2 hours)	10
Topic 6: Child Abuse and Mandated Reporting (1 hour)	11
Topic 7: Adverse Childhood Experiences (1 hour)	12
Topic 8: ACEs and Trauma-Informed Practices (2 hours).....	13
Competency Statement #1.....	14
Unit 1 Evaluation Form	14
Unit 1 Review.....	14
Unit 2: Advancing Children's Physical and Intellectual Development	14
Topic 1: Art Integration (1 hour)	14
Topic 2: Playdough (2 hours).....	15
Topic 3: STEM in the Early Childhood Program (2 hours)	17
Topic 4: Classifying and Sorting (1 hour)	18
Topic 5: Math for Young Children (2 hours)	19
Topic 6: Simple Science (2 hours).....	20
Topic 7: Music and Movement (2 hours).....	22
Topic 8: Promoting Early Literacy (3 hours).....	23
Competency Statement #2.....	24
Unit 2 Evaluation Form	24
Unit 2 Review.....	24
Unit 3: Supporting Children's Social and Emotional Development	25
Topic 1: Social and Emotional Development (2 hours).....	25
Topic 2: Interactions and Guidance (2 hours).....	26
Topic 3: Reinforcement and Redirection: A Positive Approach (2 hours).....	27
Topic 4: Supporting Self-Esteem (2 hours)	27
Topic 5: Teaching Self-Expression with Ezra Jack Keats (1 hour)	28
Topic 6: Easing Separation Anxiety (1 hour).....	29
Topic 7: The Anxious Child (1 hour).....	30
Topic 8: Building Community Through Circle Time (2 hours).....	31
Topic 9: Yoga with Children (1 hour).....	32
Topic 10: Basic Sign Language for Young Children (1 hour)	32
Competency Statement #3.....	33
Unit 3 Evaluation Form	33
Unit 3 Review.....	33



Unit 4: Building Productive Relationships with Families.....	33
Topic 1: Cultural Competency and Responsiveness (3 hours)	34
Topic 2: Spanish in the Early Childhood Classroom (1 hour).....	35
Topic 3: Family and Community Partnerships (3 hours)	35
Topic 4: Family Activity Nights (1 hour)	37
Topic 5: Supporting Families with Special Needs (3 hours)	37
Topic 6: Operation: Military Families (2 hours).....	39
Topic 7: Using Literature to Support Diverse Families (2 hours)	40
Competency Statement #4.....	41
Unit 4 Evaluation Form	41
Unit 4 Review.....	41
Unit 5: Managing an Effective Program Operation	41
Topic 1: Environments Which Nurture Children (1 hour)	41
Topic 2: Planning Developmentally Appropriate Activities (2 hours)	42
Topic 3: Back-to-School Transition Tools for the Early Childhood Teacher (2 hours).....	43
Topic 4: Early Childhood Classroom Schedules and Routines.....	43
Topic 5: Incorporating Montessori Elements in Program Planning (1 hour)	44
Topic 6: Organizing Learning Centers (1 hour).....	46
Topic 7: The Dramatic Play Learning Center (2 hours).....	46
Topic 8: Cooking Up Fun! (4 hours)	48
Competency Statement #5.....	49
Unit 5 Evaluation Form	49
Unit 5 Review.....	49
Unit 6: Maintaining a Commitment to Professionalism	49
Topic 1: A Teacher’s Guide to Pinterest (1 hour)	49
Topic 2: Student-Led Learning (1 hour)	50
Topic 3: Team Teaching Strategies (1 hour)	51
Topic 4: Everyday Etiquette for Educators (1 hour).....	52
Topic 5: Preventing Teacher Burnout (1 hour)	53
Topic 6: A Director's Guide to Evaluations (1 hour).....	54
Topic 7: Dream Team: Successful Team building (2 hours).....	54
Topic 8: Mindful Leadership (3 hours).....	55
Topic 9: Adult Learning (3 hours)	56
Topic 10: Managing Your Time (1 hour)	58
Competency Statement #6.....	58
Unit 6 Evaluation Form	58
Unit 6 Review.....	58
Unit 7: Observing and Recording Children's Behavior.....	59
Topic 1: Emotional Intelligence (2 hours)	59
Topic 2: Positive Strategies for Classroom Management (2 hours)	60
Topic 3: Understanding Autism (2 hours).....	61
Topic 4: Children and Nature (1 hour).....	62
Topic 5: Creating an Inclusive Classroom (3 hours)	63
Topic 6: Bullying Identification: A Developmentally Appropriate Approach (2 hours)	64



Topic 7: Observing and Recording (3 hours).....	65
.....	66
Unit 8: Understanding Principles of Child Development and Learning.....	66
Topic 1: The Whole Child (4 hours)	67
Topic 2: Theories of Child Development (2 hours)	69
Topic 3: Speech and Language Milestones (3 hours).....	70
Topic 4: Executive Function (2 hours).....	71
Topic 5: The Gifted Child (2 hours).....	72
Topic 6: Once Upon a Time: Fairy Tales in the Early Childhood Classroom (2 hours)	73
Unit 8 Evaluation Form	74
Professional Beliefs	74
Professional Portfolio Review	74
Preparing Your Professional Portfolio	74
CDA Credential Process Review	74
Wrapping it Up!.....	74
Glossary of Terms.....	74
ADHD	75
Analogy.....	75
Atypical development.....	75
Cognitive Development	75
Culture	75
Development	75
Developmental Continuum.....	75
Developmental Milestones	75
Developmental Stages	76
Developmentally Appropriate Practices	76
Diversity.....	76
Executive Function.....	76
Fine Motor Skills	76
Gross Motor Skills.....	76
Growth.....	76
Inclusion	77
Infant	77
Language.....	77
Learning Styles.....	77
Literacy	77
Mandated Reporter	77
Motor Skills.....	77
National Association for the Education of Young Children (NAEYC).....	77
Prenatal	78
Prenatal development	78
Preschool-age	78



Red Flags	78
Self-Regulated Behaviors	78
Sensorimotor Stage	78
Serve and Return	78
Special Needs	78
The Concept of Continuum	78
Toddler	79



CDA Course Requirements

- ✓ Curriculum and expectations for this course.

CDA Process

- ✓ CDA Candidate Checklist
- ✓ CDA Credentialing Process Overview

CDA Portfolio

- ✓ CDA Professional Portfolio Template
- ✓ CDA Professional Portfolio Examples

Unit 1: Planning a Safe and Healthy Learning Environment

(15 clock hours)

This Unit is designed to teach some of the basic procedures of cleanliness and infection control for keeping children and yourself healthy. Ensuring the children's health and safety is always your primary responsibility as an early childhood professional.

Topic 1: Healthy Practices - Nutrition (2 hours)

Unit 1 Topic 1 Course Description:

2 Clock Hours

When it comes to making healthy food choices and being physically active, adults need to be role models and involve children in making healthy living decisions. Give children building blocks for a healthy lifestyle by teaching them the importance of good nutrition and regular physical activity. Eating well and being physically active every day are keys to a child's health and well-being. Make healthy eating and daily physical activity fun, to help children learn good habits to last a lifetime. This topic will begin with reviewing your responsibilities, as a provider, to assure that the food that children eat is safe.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Identify food handling and preparation regulations that you find challenging to follow.
- ✓ Discuss challenges of providing nutritious snacks and meals for children.
- ✓ Identify why nutrition education is important.
- ✓ Identify activities that you can plan to promote healthy eating habits.
- ✓ Recall what research indicates about the relationship between eating foods high in sugar and hyperactivity.



- ✓ Identify two reasons why it is important for children to start out at a young age with healthy eating habits.

Topic 1 Content

1. Topic 1: Healthy Practices - Nutrition * Agenda
2. Supporting Healthy Eating
3. Food Safety
4. Food Handling
5. Planning Nutritious Meals and Snacks
6. Menus and Variety
7. Sample Menus
8. Healthy Practices Worksheet
9. Nutrition Education
10. Develop Good Eating Habits in Children
11. Nutrition Education Worksheet
12. Nutrition Activities
13. End of Topic Quiz: Healthy Practices - Nutrition
14. Professional Portfolio RC I-2 Weekly Menu
15. Professional Portfolio CS I a Sample Menu (from RC I-2)

Topic 2: Healthy Practices - Physical Activity (2 hours)

Unit 1 Topic 2 Course Description:

2 Clock Hours

This topic familiarizes students with the importance of physical activity to promote muscular development in infants, toddlers, and young children in a child care environment. It also suggests the amount of time children should spend engaged in physical activity, and activities for children with special needs.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Discuss the importance of physical development and physical activity in young children's lives.
- ✓ Identify examples of gross-motor and fine-motor skills in preschool children.
- ✓ Discuss how physical development is linked to overall health and learning.
- ✓ List examples of ways you can support children's physical development indoors and outdoors.
- ✓ Explore resources that provide information about ways you can engage children in physical activity outdoors.
- ✓ List examples of accommodations you can use to support the physical development of children with special learning needs.

Topic 2 Content



1. Topic 2: Healthy Practices – Physical * Agenda
2. Physical Development
3. Benefits of Physical Activity
4. Recommended Time for Physical Activity: Infants
5. Supporting Physical Development in Infants and Toddlers
6. Recommended Time for Physical Activity: Toddlers & Preschoolers
7. Active Playtime
8. Structured Physical Activities
9. Outdoor Active Play
10. Worksheet: Outdoor Active Play
11. Limit Inactive Time
12. Supporting Physical Activity Indoors
13. Supporting Physical Activity
14. Environments that Promote Physical Activity
15. Incorporating Motor Play in the Preschool Classroom
16. Special Needs
17. Involving Families in Children’s Physical Development
18. End of Unit 2 Assessment Quiz

Topic 3: Life on the Playground (3 hours)

Unit 1 Topic 3 Course Description:

3 Clock Hours

Imagine a childhood without playgrounds. It is difficult, isn’t it? Playgrounds are where we all learned valuable life lessons, de-stressed, and made friends. Playgrounds are an essential part of childhood. As educators, we are responsible for making sure time spent on the playground is not only engaging, but safe for the children in our care. This course delves into the licensing requirements for playgrounds in Washington state. We will take a look into how outdoor play helps children develop emotionally, physically, and intellectually. New and exciting lesson plans to use on the playground are included as well.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Participants will examine and interpret the state rules and regulations for making playgrounds safe
- ✓ Explain how play affects the brain and benefits children’s development
- ✓ Describe the difference between a risk and a hazard and explain why it is important for children to be given the opportunity to take risks
- ✓ Discuss how to create and implement expectations for safe outdoor play



Topic 3 Content

1. Unit 1 Topic 3: Life on the Playground * Agenda
2. Time to Play
3. Playground Q & A
4. The Outdoor Space Facts
5. Playground Hazards
6. More Playground Hazards
7. Surface Materials
8. Supervising the Playground
9. Proper Supervision on the Playground
10. Maintaining Equipment and Ground
11. Creating Rules for the Playground
12. Playground Skills
13. The Brain at Play
14. Healthy Risk Taking
15. Lesson Plan: STEAM Stone Stacking
16. Lesson Plan: End of the Rainbow Treasure Hunt
17. Lesson Plan: DIY Recycled Outdoor Music Station
18. Lesson Plan: Sight Word Hopscotch
19. Lesson Plan: Sensory Sandbox
20. Lesson Plan: Nature Tummy Time
21. Lesson Plan: Animal Actions
22. End of Topic 3 Assessment Quiz

Topic 4: Healthy Learning Environment (2 hours)

Unit 1 Topic 4 Course Description:

2 Clock Hours

Illnesses are common among young children, and those in the early childhood program are likely to be two to three times more at risk of getting sick. This risk can be reduced through educating educators and creating a healthy environment. This topic is designed to introduce the practices that keep children healthy and safe in early childhood programs.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Identify a healthy physical environment for children, including procedures for health, safety, and sanitation.
- ✓ Identify signs of and care for basic childhood illnesses and injuries.
- ✓ Understand what a communicable disease is
- ✓ Know why children in the child care setting have more illnesses



- ✓ Understand the techniques of infection control
- ✓ Understand the need for using universal precautions all the time
- ✓ Understand proper procedures for hand washing
- ✓ Understand the importance of cleaning and disinfecting

Topic 4 Content

1. Topic 4: Healthy Learning Environment * Agenda
2. Health Policies
3. Keeping Children Healthy
4. Daily Health Check
5. Worksheet: Health Policies
6. Medication Management
7. Medication Management Key Points to Remember
8. Worksheet: Medication Management
9. Understanding the Spread of Disease
10. Introduction to Blood Borne Pathogens
11. Hepatitis Information
12. Hepatitis Questions and Answers
13. HIV Awareness
14. Handwashing
15. Aprons, Gloves, and Hand Sanitizer
16. Cleaning, Sanitizing, and Disinfecting in Child Care
17. Cleaning Up Body Fluids
18. Children with Special Needs
19. End of Topic 4 Assessment Quiz

Topic 5: Environmental Safety (2 hours)

Unit 1 Topic 5 Course Description:

2 Clock Hours

This topic familiarizes students with indoor and outdoor safety hazards that may be present in a child care environment and discusses how educators can protect children from these hazards.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Understand what types of injuries are common in the child care setting, who gets injured, how, when and why
- ✓ Understand the connection between the developmental level of a child and the kind of injuries he or she may have
- ✓ Know the most common types of injuries for each age and developmental range and how to prevent them



- ✓ Discuss the importance of safe environments and describe a safe environment for all children
- ✓ Realize potential hazards in the indoor and outdoor environments
- ✓ Understand and explain preventive measures that will make their child care facility more fire safe
- ✓ Prepare evacuation plans in the event of a fire
- ✓ Recognize fall hazards in the child care environment
- ✓ Reduce the risk of fall injuries through control of the environment and teaching appropriate behaviors
- ✓ Understand and explain the hazards related to drowning
- ✓ Understand how to prevent drowning

Topic 5 Content

1. Topic 5: Environmental Safety * Agenda
2. Environmental Health and Safety
3. Preventing Injuries in Child Care
4. Worksheet: Hazards that Make the Environment Unsafe
5. Risk of Injury and Stages of Development
6. Worksheet: Hazards by Developmental Age
7. Safety Policies and Behavior Management
8. Worksheet: Hazard Analysis
9. Supervise the Children at All Times
10. Regular Safety Checks of Indoor and Outdoor Environment
11. Burns and Fire
12. Burn and Fire Prevention in the Child Care Environment
13. Choking, Strangulation and Suffocation
14. Falls
15. Poisoning
16. Drowning
17. Emergency Procedures
18. First Aid
19. Earthquake and Disaster Preparedness
20. Worksheet: Emergency Preparedness
21. Missing Child
22. Authorized Persons for Picking Up
23. After the Emergency
24. End of Topic 5 Assessment Quiz

Topic 6: Child Abuse and Mandated Reporting (1 hour)

Unit 1 Topic 6 Course Description:

1 Clock Hour

Though everyone should report child abuse, a number of professionals must report abuse or be held liable by law. Caregivers, teachers and other professionals in positions



that have close and frequent contact with children are considered “mandated reporters” of abuse. The first step in helping abused or neglected children is learning to recognize the signs of child abuse and neglect.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Describe how, when, and to whom a report must be filed
- ✓ Understand your rights to confidentiality and immunity as a mandated reporter
- ✓ Understand consequences of failing to report
- ✓ Recognize the role of early childhood educators in reporting child abuse and neglect
- ✓ Identify warning signs and indicators of abuse and neglect

Topic 6 Content

1. Topic 6: Child Abuse and Mandated Reporting * Agenda
2. What does being a mandated reporter mean?
3. Potential Signs of Neglect or Abuse
4. Suspecting Abuse
5. Recognizing the Signs and Symptoms
6. Worksheet: Your Role as a Mandated Reporter
7. Responding to a Child's Disclosure
8. Responding to the Child in Concerns of Abuse and Neglect "Do's" and "Don'ts"
9. Myths About Abuse and Reporting
10. End of Topic 6 Assessment Quiz
11. Professional Portfolio RC VI-3 Reporting Child Abuse and Neglect

Topic 7: Adverse Childhood Experiences (1 hour)

Unit 1 Topic 7 Course Description:

1 Clock Hour

Adverse Childhood Experiences (ACEs) are common in the United States and bring with them some very negative short and long-term effects. This topic serves the purpose of educating directors, trainers, and administrators about the basics of ACEs as well as neuroplasticity, brain development, and trauma-informed practices.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Discuss familiarity of ACEs related information as part of a peer discussion.
- ✓ Describe ACEs in your own words.
- ✓ Evaluate the key points of ACEs and trauma-informed practice and how to explain these points to adult learners.



Topic 7 Content

1. Topic 7: Adverse Childhood Experiences * Agenda
2. Pre-Discussion: ACEs
3. Adverse Childhood Experiences
4. Worksheet: ACEs in Your Own Words
5. The Relationship Between ACEs and Health
6. ACEs Video
7. End of Topic 7 Assessment Quiz

Topic 8: ACEs and Trauma-Informed Practices (2 hours)

Unit 1 Topic 8 Course Description:

2 Clock Hours

Adverse Childhood Experiences create prolonged toxic stress. There are very serious effects of that toxic stress. It can severely harm brain development, lower immune system responses, rewrite a person's DNA, and make them susceptible to a plethora of health conditions. In childhood, it can severely impact learning and development. This topic will discuss the differences between stress in adulthood and stress in childhood, as well as discuss how trauma effects behavior, social and emotional development, and cognitive development in children.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Discuss the difference between stress in adulthood and stress in childhood.
- ✓ Explain how reactions to stress change with age.
- ✓ Analyze an analogy for ACEs for fit.
- ✓ Identify support groups and resources for communities to help prevent ACEs.
- ✓ Discuss the effects of genetics and environment on childhood brain development.
- ✓ Explain myelination, the impact of negative experiences, and brain growth concepts.
- ✓ Identify the three main parts of the brain.
- ✓ Discuss how trauma effects behavior, social and emotional development, and cognitive development in children.
- ✓ Explain the correlation and cause of ACEs and future health effects.
- ✓ Compare brain plasticity and resiliency.
- ✓ Predict how ACEs can be prevented.

Topic 8 Content

1. Topic 8: ACEs and Trauma-Informed Practices * Agenda
2. Stress Mountain
3. Kinds of Stress
4. Effects of Stress in Kids
5. Support Systems



6. Worksheet: Tightrope Walker Scenario
7. The Brain
8. Brain Architecture
9. ACEs in Early Childhood
10. ACEs in Early Childhood
11. Myelination
12. Where do we go from here?
13. Supportive Communities
14. Supportive People
15. Supportive Families
16. Trauma Informed Practice
17. Moving Forward
18. End of Topic 8 Assessment Quiz

Competency Statement #1

Unit 1 Evaluation Form

Unit 1 Review

Unit 2: Advancing Children's Physical and Intellectual Development

(15 clock hours)

This Unit is designed to teach participants how to plan developmentally-appropriate activities for a group of children based on their ages and individual needs, and describe the role of caregivers in guiding and directing the child's learning process both indoors and out.

Topic 1: Art Integration (1 hour)

Unit 2 Topic 1 Course Description:

1 Clock Hour

Dancing, singing, drawing, painting, acting, and sculpting are all ways in which children learn. It's in their nature to be drawn toward the arts. Why not use that predisposition for creativity to enhance all areas of learning? This topic examines ways to incorporate art into different subjects and how to nurture imagination in your students.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)



Learning Outcomes:

- ✓ Discuss how to give children meaningful praise when it comes to children's artwork
- ✓ Explore the myths surrounding art education
- ✓ Explain how integrating art into other subject's benefits children
- ✓ Analyze several lesson plans on how they promote creativity

Topic 1 Content

1. Topic 1: Art Integration * Agenda
2. Art Integration: Exploring Creativity with Young Children
3. It's Okay to Make a Mistake
4. Exploring Art with Young Children
5. Teaching Art
6. Integrating Art into the Curriculum
7. Lesson Plan Example: Marble Painted Planet
8. Lesson Plan Example: Five Hearts Finger Play
9. Lesson Plan Example: "Little Cloud" Painting
10. Professional Portfolio: RC II-3 Creative Arts

Topic 2: Playdough (2 hours)**Unit 2 Topic 2 Course Description:**

2 Clock Hours

Playdough, slime, gak, flubber. Call it what you will, playdough and similar materials are a staple ingredient in programs everywhere. Having dough of some sort available to children gives them plenty of opportunities for creative open-ended sensory play, but that's not all! This course will help child care professionals and educators use playdough in new ways to expand and develop their program. Recipes, extensions, and new connections will be made for children birth to school-age.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Identify developmentally appropriate practices for playdough use
- ✓ Explain the potential uses for playdough
- ✓ Analyze lesson plan examples for the use of playdough
- ✓ Discuss new ways to use playdough and similar materials
- ✓ Analyze different playdough recipes for potential uses and appropriate groups
- ✓ Discuss math development and playdough play
- ✓ Examine videos of playdough use in child care programs for supportive language.

Topic 2 Content

1. Topic 2: Playdough * Agenda
2. A Dough by Many Names
3. What to Know About Playdough



4. Infants Can Play with Playdough
5. Toddlers Love Playdough
6. Preschool Playdough
7. School-Age Playdough
8. Social and Emotional Development
9. Physical Development
10. Creative Play and Playdough
11. Language and Literacy Development
12. Stress and Anxiety
13. Math and Playdough
14. Science and Playdough
15. Kinesthetic Learners and Playdough
16. Playdough for Special Needs
17. The Playdough Mess
18. Making Playdough
19. The Giant List of Playdough Additives
20. Dough Recipes
21. Slime Recipes
22. Oobleck Recipes
23. Goo Recipes
24. Select Setting: Assessment Assignments

Infant/Toddler

25. Use Your Noodle Playdough Play
26. Baby Bags Slime Exploration
27. Toddler Treasure Hunt
28. Playdough Impressions
29. End of Topic 2 Assessment Quiz

Preschool

25. Use Your Noodle Playdough Play
26. Flower Garden Fun
27. Playdough Nature Walk
28. Gingerbread Man Slime
29. End of Topic 2 Assessment Quiz

Family Home Provider

25. Use Your Noodle Playdough Play
26. Baby Bags Slime Exploration
27. Playdough Nature Walk
28. Gingerbread Man Slime
29. End of Topic 2 Assessment Quiz

30. Professional Portfolio: RC II-8 Social Skills



Topic 3: STEM in the Early Childhood Program (2 hours)

Unit 2 Topic 3 Course Description:

2 Clock Hours

Did you know that according to the US Department of Education by the year 2020 it is estimated that the demand for STEM professionals will add nearly 10 million new jobs to the American workplace? Young children are natural scientists and STEM is an area that most child care professionals and teachers are uncomfortable introducing to their students of all ages. Ideally, students will build their foundational STEM skills to the point of real-world applications and future careers. This course will discuss the basics of STEM and how early childhood education programs can benefit from introducing STEM to their students, as well as suggestions for how to do so. Lesson plan examples are also included.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Analyze infant and toddler STEM play examples for developmentally appropriate STEM support.
- ✓ Analyze one of the given STEM lesson plans for potential use in your program
- ✓ Explain STEM instruction for young children

Topic 3 Content

1. Topic 3: STEM * Agenda
2. What is STEM for young children?
3. Benefits of STEM
4. Science in the Early Childhood Program
5. STEM Experiences for Young Children
6. Supporting STEM Play for Infants and Toddlers
7. Creating a STEM-Friendly Play Environment
8. Technology in the Classroom
9. Engineering in the Classroom
10. Mathematics in the Classroom
11. Select Setting: Assessment Assignments

Infant/Toddler

12. Lesson Plan: Clear Tambourines
13. Lesson Plan: Disappearing Bottle Object Permanence Play
14. Lesson Plan: Light Table Nature Exploration
15. Lesson Plan: Magnet Busy Jar
16. End of Topic 3 Assessment Quiz



Preschool

12. Lesson Plan: How do Whales Stay Warm?
13. Lesson Plan: Not a Stick
14. Lesson Plan: Three Little Pigs Houses
15. Lesson Plan: Popsicle Stick Shapes
16. End of Topic 3 Assessment Quiz

Family Home Provider

12. Lesson Plan: Clear Tambourines
13. Lesson Plan: Not a Stick
14. Lesson Plan: Light Table Nature Exploration
15. Lesson Plan: Magnet Busy Jar
16. End of Topic 3 Assessment Quiz

17. Professional Portfolio: RC II-6 Self Concept

Topic 4: Classifying and Sorting (1 hour)

Unit 2 Topic 4 Course Description:

1 Clock Hours

Classifying is a life skill that children begin developing from a very young age. They are observing the world around them prior to being able to act on it. In early childhood, they begin naturally classifying things into categories and classifications by multiple properties and connections. This training will provide background on the many ways that classifying skills can be supported and enhanced in an early childhood program. Included are example lesson plan and peer discussions with fellow educators.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Analyze example lesson plans for use in an early childhood program
- ✓ Identify the importance of classification and sorting in an early childhood program.
- ✓ Define classification skills and their purpose
- ✓ Discuss common classification activities and uses in an early childhood program
- ✓ Explain at least one example of a classification activity for an early childhood program
- ✓ State how classifying supports school readiness

Topic 4 Content

1. Topic 4: Classifying and Sorting * Agenda
2. What is Classification?
3. Classification and Sorting Activities
4. Same and Different
5. Teaching Classification
6. Select Setting: Assessment Assignments



Infant/Toddler

8. Lesson Plan: Fabric Exploration
9. Lesson Plan: Nature Sorting and Classifying
10. Lesson Plan: Color Sensory Bag

Preschool

8. Lesson Plan: Color Sorting Tubes
9. Lesson Plan: Where's My Home?
10. Lesson Plan: Feelings and Emotions

Family Home Provider

8. Lesson Plan: Fabric Exploration
9. Lesson Plan: Nature Sorting and Classifying
10. Lesson Plan: Color Sensory Bag

11. End of Topic 4 Assessment Quiz
12. Professional Portfolio: RC II-4 Fine Motor (Indoor Activity)

Topic 5: Math for Young Children (2 hours)

Unit 2 Topic 5 Course Description:

2 Clock Hours

Math is a concept that is all around us all of the time. Young children are immersed in mathematical experiences almost constantly, whether it is in simple or complex forms. Patterns, shapes, measurement, numbers and classifying are all important mathematical concepts for young children to explore. This topic intends to educate the participants about the relationship that young children have with math as well as options for supporting early math education. This course also includes discussions with fellow educators and caregivers, lesson plan examples and the opportunity to create a math lesson plan for infants, toddlers and preschoolers.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Identify early math concepts for young children
- ✓ Analyze math concepts in early childhood classrooms
- ✓ Discuss daily math activities and exposure with fellow child care professionals
- ✓ Explain the difference between infant and toddler math or preschool math
- ✓ Analyze a hypothetical situation for best practice
- ✓ Analyze CDA Competency Standards in relation to example lesson plans
- ✓ Analyze effective lesson planning strategies
- ✓ Create a simple math lesson plan for their group



Topic 5 Content

1. Topic 5: Math for Young Children * Agenda
2. Early Math
3. Math Concepts
4. Everyday Infant and Toddler Math
5. Math for Infants
6. Math for Toddlers
7. Introduction to Math Centers
8. Early Childhood Math Centers
9. Math Stations Video
10. Math Friendly Environment
11. Math Center How To
12. Math Center Inspiration
13. Select Setting: Assessment Assignments

Infant/Toddler

14. Lesson Plan: Shape and Dimension Sensory Bin
15. Lesson Plan: Invisible Number Sensory Bin
16. Lesson Plan: Shape Sensory Bag

Preschool

14. Lesson Plan: Popsicle Stick Shapes
15. Lesson Plan: Weight and Measure Activity Center
16. Lesson Plan: Measuring with Worms

Family Home Provider

14. Lesson Plan: Popsicle Stick Shapes
15. Lesson Plan: Invisible Number Sensory Bin
16. Lesson Plan: Shape Sensory Bag

17. End of Topic 5 Assessment Quiz
18. Professional Portfolio: RC II-9 Mathematics

Topic 6: Simple Science (2 hours)

Unit 2 Topic 6 Course Description:

2 Clock Hours

Science consists of learning about the world around us even when this learning comes in simplified forms. Young children can benefit from scientific observations and exploration in many ways. This topic will explain the reasons for teaching science to young children and provide some valuable tools and examples for teaching simple science for young children. Included in the training are discussions with other child care professionals, worksheets, lesson plan examples that align with CDA Competency Standards, and the opportunity to create a simple science lesson plan.



CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Explain why science should be included in a program serving babies or toddlers
- ✓ Analyze CDA Competency Standards in relation to example lesson plans
- ✓ Analyze effective lesson planning strategies
- ✓ Identify real-life applications of simple science lessons in their classroom
- ✓ Create a simple science lesson plan for their group
- ✓ Discuss obstacles to teaching science to young children and how to overcome those
- ✓ List three ways to support science exploration and discovery for young children

Topic 6 Content

1. Topic 6: Simple Science * Agenda
2. Early Science
3. Why Teach Science to Infants, Toddlers and Preschoolers?
4. Science for Infants
5. Scientific Process for Infants
6. Science for Toddlers
7. Scientific Process for Toddlers
8. Science in Real Life
9. Fostering Science Exploration in Young Children
10. Why Include a Science Center?
11. Science Center Inclusion
12. Science Center Video
13. Select Setting: Assessment Assignments

Infant/Toddler

14. Lesson Plan: Smelling Bottles
15. Lesson Plan: Color Mixing Discovery Bottle
16. Lesson Plan: Cause and Effect Sensory Bag

Preschool

14. Lesson Plan: Colorful Carnations
15. Lesson Plan: Frozen Jell-O Excavation
16. Lesson Plan: Magic Milk

Family Home Provider

14. Lesson Plan: Smelling Bottles
15. Lesson Plan: Frozen Jell-O Excavation
16. Lesson Plan: Cause and Effect Sensory Bag

17. End of Topic 6 Assessment Quiz
18. Professional Portfolio: RC II-1 Science/Sensory



Topic 7: Music and Movement (2 hours)

Unit 2 Topic 7 Course Description:

2 Clock Hours

Creative movement is a must in early childhood programs! Young children are not at a point developmentally to sit like good little soldiers. Instead, give them opportunities to move and dance in creative and natural ways. Rhythm, music, movement, and expression are important exercises for children to experience while in early childhood. This topic will educate the participant about the benefits and importance of movement and dance as well as provide some creative movement activities written by a respected child care professional.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Discuss developmentally appropriate dance and movement activities
- ✓ Analyze lesson plan activities that include movement or dance
- ✓ Explain why a preschool program may include movement and dance

Topic 7 Content

1. Topic 7: Music and Movement * Agenda
2. Music Experiences
3. Music Experiences Young Children
4. Music Materials to Provide Based on Age Group
5. Examples of Materials that Develop Musical Awareness
6. Ideas for Music and Movement Experiences
7. Music and Culture
8. Let's Dance!
9. Hey, Get Rhythm
10. Hey, Get Rhythm
11. Rhythm Sticks Video
12. You Should be Dancin'
13. You Should be Dancin'
14. Don't Stop Believin'
15. Select Setting: Assessment Assignments

Infant/Toddler

16. Lesson Plan: Dancing Together
17. Lesson Plan: Drum Circle
18. Lesson Plan: Movement Songs
19. Lesson Plan: Activity Songs

Preschool

16. Lesson Plan: Walk and Stop



- 17. Lesson Plan: Drum Circle
- 18. Lesson Plan: Shake it up!
- 19. Lesson Plan: Hit, Tap and Strike

Family Home Provider

- 16. Lesson Plan: Dancing Together
- 17. Lesson Plan: Drum Circle
- 18. Lesson Plan: Shake it up!
- 19. Lesson Plan: Hit, Tap and Strike
- 20. End of Topic 7 Assessment Quiz
- 21. Professional Portfolio: RC II Music and Movement
- 22. Professional Portfolio: RC II-5 Gross Motor (Outdoor Activity)

Topic 8: Promoting Early Literacy (3 hours)

Unit 2 Topic 8 Course Description:

3 Clock Hours

Literacy skills are capitalized on in early childhood programs. Children are quickly acquiring the skills they need to become emergent readers and writers. A literacy center is a key learning center to include in a successful early childhood program for this very reason. Along with the literacy center, picture books are staples in early childhood programs. This training will discuss the importance of the literacy center and picture books along with quality activities and suggestions, how to implement or revamp centers, and how to use centers and picture books most effectively. This course will also include discussion boards, videos, and an assignment.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ State important factors in deciding what to include in a literacy center
- ✓ Explain what sight words are and how literacy centers can help with the acquisition of these words
- ✓ Describe how literacy centers develop phonemic awareness, letter recognition, and vocabulary skills
- ✓ Apply the knowledge gained from this course in developing quality literacy learning centers

Topic 8 Content

- 1. Topic 8: Promoting Early Literacy * Agenda
- 2. Literacy Development
- 3. Language is the Foundation of Literacy
- 4. Comprehension is the Heart of Literacy
- 5. The Importance of Print
- 6. Reading to Infants and Toddlers



7. Stages of Early Reading Experiences
8. The Importance of Literacy Centers
9. Phonemic Awareness and Letter Recognition
10. Narrative Skills and Vocabulary
11. Early Writing
12. Writing Activities
13. Effective Literacy Center
14. Designing Literacy Centers
15. Common Mistakes
16. Using Picture Books in the Classroom
17. Pictures and Words Together
18. Introducing Picture Books to Infants and Toddlers
19. Picture Books for Preschoolers
20. The Preschool Library
21. Picture Books for Classroom
22. Read-Aloud Strategies for Picture Books
23. Select Setting: Assessment Assignments

Infant/Toddler

24. Lesson Plan: Carrot Feet
25. Lesson Plan: The Giving Tree
26. Lesson Plan: 10 Apples Sensory Bag
27. Lesson Plan: Our Classroom Book

Preschool

24. Lesson Plan: Rhyming Locks
25. Lesson Plan: Sand Tray Prewriting
26. Lesson Plan: Montessori Pet Food Pouring
27. Lesson Plan: Phonemic Tic-Tac-Toe

Family Home Provider

24. Lesson Plan: Rhyming Locks
25. Lesson Plan: 10 Apples Sensory Bag
26. Lesson Plan: Montessori Pet Food Pouring
27. Lesson Plan: Our Classroom Book

28. End of Topic 8 Assessment Quiz
29. Professional Portfolio: RC II-2 Language and Literacy
30. Professional Portfolio: RC I-3 Weekly Lesson Plans

Competency Statement #2

Unit 2 Evaluation Form

Unit 2 Review



Unit 3: Supporting Children's Social and Emotional Development

(15 clock hours)

This Unit provides an introduction to social-emotional development during the early childhood years. A key learning point is the significance of social-emotional skills for children's overall development and learning.

Topic 1: Social and Emotional Development (2 hours)

Unit 3 Topic 1 Course Description:

2 Clock Hours

School readiness not only means that children are intellectually prepared for school, but also that they are socially and emotionally prepared for success in the classroom. One of the primary goals of a quality early childhood program is to foster healthy social and emotional development in young children. A key learning point is the significance of social-emotional skills for children's overall development and learning.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Define social-emotional development and discuss its importance in our lives.
- ✓ Reflect on your own ideas and experiences associated with social-emotional development.
- ✓ Discuss how social-emotional learning promotes development and learning in young children.

Topic 1 Content

1. Topic 1: Social and Emotional Development * Agenda
2. Social and Emotional Development
3. What is Social-Emotional Development?
4. Social-Emotional Development of Children
5. Love is Not Enough
6. Infant Emotional Development
7. Toddler Emotional Development
8. Preschool Emotional Development
9. Development of Emotions
10. Let's Talk More About Emotional Development
11. Children's Emotional Development
12. Self-Regulation
13. End of Topic 1 Assessment Quiz
14. Professional Portfolio: RC II-7 Emotional Skills/Regulation



Topic 2: Interactions and Guidance (2 hours)

Unit 3 Topic 2 Course Description:

2 Clock Hours

Young children who experience warm and respectful relationships are more likely to develop positive relationships with peers and teachers in elementary school. In this topic, you will learn how hereditary and environmental factors impact children's behavior. Understanding young children's developmental levels and characteristics helps early childhood teachers respond to children's behaviors as teachable moments that provide learning opportunities.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Explain how teachers can provide a supportive environment for young children that influence the
- ✓ development of pro-social behavior.
- ✓ Explain how your personal beliefs and values affect your interactions with children.
- ✓ Name positive strategies for communicating with young children.

Topic 2 Content

1. Topic 2: Interactions and Guidance * Agenda
2. Factors and Influences that Affect Children's Behavior
3. Environmental Factors that Impact Children's Behavior
4. Developing Social Behavior
5. Developing Positive Social Behaviors
6. Understanding Young Children's Developmental Levels
7. Communication and Interactions with Children
8. Teaching and Personal Beliefs
9. Teaching Styles
10. Communication Strategies
11. Direct and Indirect Guidance Techniques
12. Guiding Young Children's Behavior
13. Mistaken Behavior
14. Causes of Behavioral Issues in Child Care
15. Indirect Guidance Techniques: Prevention
16. What happens when mistaken/misbehavior occurs?
17. Direct Guidance Techniques
18. Time-Out
19. Taking Care of Yourself, and Knowing the Limits of Your Expertise
20. End of Topic 2 Assessment Quiz
21. Professional Portfolio: CS III a Developing Children's Self-Concept



Topic 3: Reinforcement and Redirection: A Positive Approach (2 hours)

Unit 3 Topic 3 Course Description:

2 Clock Hours

As children develop, their understanding of what is right and wrong does as well. It is important as educators to help them understand this distinction and to foster an environment for positive learning and growth. In this course, we will discuss what positive reinforcement and redirection are and how they can be used in an early childhood classroom to benefit children's development.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Explain how positive reinforcement is used
- ✓ Demonstrate the correct usage of positive reinforcement to shape behavior when working with children
- ✓ Interpret the difference between bribing and positive reinforcement
- ✓ Discuss effective redirection techniques with peers
- ✓ State some reasons why positive reinforcement is a useful technique

Topic 3 Content

1. Topic 3: Reinforcement and Redirection: A Positive Approach * Agenda
2. What is Positive Reinforcement?
3. Positive Reinforcement Tips
4. Methods of Reinforcement
5. Positive Reinforcement in the Classroom
6. Managing Problem Behavior
7. Preschool How To: Reinforcement
8. Worksheet: Positive Reinforcement Scenarios
9. Difference Between Reinforcement and Bribes
10. What is Redirection?
11. Redirecting Behavior
12. End of Topic 3 Assessment Quiz
13. Professional Portfolio: CS III b Guiding Young Children's Behavior

Topic 4: Supporting Self-Esteem (2 hours)

Unit 3 Topic 4 Course Description:

2 Clock Hours

Early childhood educators are integral components to a child's life. They are interacting with the children in their care for many hours each day and often witness a child's growth and development in many areas. This is why it is crucial for caregivers to have



the tools to support and encourage a child's positive self-esteem and to help them develop a healthy self-concept. This course will discuss the importance of self-esteem, as well as how to recognize low self-esteem, and understand the reasons behind it, as well as how caregivers can avoid biased expectations and be positive role models.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Explain the difference between self-esteem and self-concept.
- ✓ Discuss the best practices of supporting a child's developing self-esteem.
- ✓ List four ways to encourage a child's healthy self-esteem.
- ✓ Identify factors that contribute to the development of low self-esteem.
- ✓ Explain how biased expectations affect self-esteem and how caregivers can use that knowledge to support a child's self-esteem.

Topic 4 Content

1. Topic 4: Supporting Self-Esteem * Agenda
2. Supporting Self-Esteem
3. Building A Child's Self-Esteem
4. Nurture a Child's Self-Concept and Self-Esteem
5. Supporting Self-Esteem
6. Low Self-Esteem
7. High Self-Esteem
8. Biased Expectations
9. Improving Self-Esteem
10. Helping Children Build Self-Esteem
11. Activities to Promote Self-Esteem
12. Resource Links Specifically About Books
13. End of Topic 4 Assessment Quiz
14. Professional Portfolio: RC III Developmentally Appropriate Books

Topic 5: Teaching Self-Expression with Ezra Jack Keats (1 hour)

Unit 3 Topic 5 Course Description:

1 Clock Hour

Ezra Jack Keats wrote and illustrated many books in his literary career using a distinctive artistic style. Keats also began creating pieces of children's literature from what he knew, which was inner city children from many backgrounds and ethnicities. His book, *The Snowy Day* featuring an African American protagonist came out in 1962 which was a turbulent time for Civil Rights in America. Keats' books featured predominantly African American children in inner city settings which both caused a stir and opened up dialogue for diversity and common challenges that children face. Using Ezra Jack Keats books in



an early childhood setting lends itself to support social and emotional development, respectful interactions between peers, and self-expression.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ State the importance of teaching respect for diversity
- ✓ Discuss how teaching diversity changes with age groups
- ✓ Analyze several CDA competency standards with respect to lesson plans and activities
- ✓ Explain the importance of creative and self-expression for young children

Topic 5 Content

1. Topic 5: Teaching Self-Expression with Ezra Jack Keats * Agenda
2. Ezra Jack Keats Biography
3. Self-Expression
4. Supporting Self-Expression
5. Teaching Respect for Diversity
6. Lesson Plan: The Snowy Day Sensory Play
7. Lesson Plan: Respect Goggles
8. Lesson Plan: Montessori Pet Food Pouring
9. Lesson Plan: Infant Animal Petting
10. End of Topic 5 Assessment Quiz
11. Professional Portfolio: RC III Developmentally Appropriate Books (*continued – part 2*)

Topic 6: Easing Separation Anxiety (1 hour)

Unit 3 Topic 6 Course Description:

1 Clock Hour

Most children experience separation anxiety at some point in childhood. This can be a source of stress for parents and caregivers as they are inclined to ease the child's anxiety in any way possible. This course explains the developmental stages of separation anxiety as well as some helpful strategies for helping children of all ages cope with separation anxiety. Included with the training are videos, professional recommendations, information about separation anxiety disorder and discussion forums for communicating with fellow child care professionals.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Explain and describe separation anxiety



- ✓ Apply the knowledge in this course in easing a child's separation anxiety
- ✓ Analyze separation anxiety strategies

Topic 6 Content

1. Topic 6: Easing Separation Anxiety * Agenda
2. What is Separation Anxiety?
3. Separation Anxiety and Development
4. A Familiar Face
5. Temperament and Separation Anxiety
6. How Temperament Affects Separation Anxiety
7. Separation Anxiety Disorder
8. How to Ease Separation Anxiety
9. Managing Separation Anxiety
10. End of Topic 6 Assessment Quiz

Topic 7: The Anxious Child (1 hour)

Unit 3 Topic 7 Course Description:

1 Clock Hours

We all know the feeling. The restlessness, butterflies in your stomach, and racing heart, otherwise known as anxiety. Just like adults, children experience this feeling of worry in their lives as well. But what's the difference between a normal amount of fear and an anxiety problem? We will examine that question in this topic. We will also discuss some of the most common anxiety disorders and identify the differences between them, including Post-Traumatic Stress Disorder, Obsessive Compulsive Disorder, phobias, and general anxiety. Ways educators can work with parents and doctors to help alleviate stress for children will be discussed as well.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ List several physical and behavioral signs of stress and anxiety.
- ✓ Give examples of instructional strategies or modifications that can be made for students with anxiety.
- ✓ Name activities that teachers can do with children to help reduce anxiety in the classroom.

Topic 7 Content

1. Topic 7: The Anxious Child * Agenda
2. What is Anxiety?
3. What Teacher's Should Know
4. Anxiety in Kids
5. Signs of Stress and Anxiety in Children
6. Severe Anxiety



7. Instructional Strategies/Modifications
8. Children's Books for the Anxious Child
9. Classroom Activities
10. End of Topic 7 Assessment Quiz

Topic 8: Building Community Through Circle Time (2 hours)

Unit 3 Topic 8 Course Description:

2 Clock Hours

Circle time is a common element in early childhood programs which gives teachers prime opportunities for instruction and interaction with their students. Circle time is used to teach important lessons and can also be used to build a sense of community within the classroom. This topic is designed to instruct teachers, caregivers, directors and staff of the importance of using circle time to build a classroom community. This makes children feel safe, respected, confident and capable and gives them the tools they need to become members of a larger community.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Discuss the purpose of establishing a circle time routine for building a sense of community in an early childhood program
- ✓ Compare the circle time needs of different age groups
- ✓ Apply the knowledge from this course in developing community building circle time strategies
- ✓ Identify three ways to build community during circle time
- ✓ State the role of modeling desired behavior in an early childhood program
- ✓ Identify the benefits of building classroom community
- ✓ Determine the use of CDA Competency Standards that align with community building activities

Topic 8 Content

1. Topic 8: Building Community Through Circle Time * Agenda
2. Circle Time
3. Practicing Circle Time Routines
4. Establishing Routines for Circle Time
5. Planning Circle Time
6. Circle Time Activity Example
7. Considering Attention Levels: Toddlers
8. Considering Attention Levels: Preschoolers
9. Observations and Behavior
10. Guiding Circle Time
11. Real Approaches to Circle Time Community Building



12. Community Building Strategies
13. Lesson Plan: Class Bracelets
14. Lesson Plan: Big Ball, Medium Ball, Small Ball too!
15. Lesson Plan: Bear Hunt
16. End of Topic 8 Assessment Quiz

Topic 9: Yoga with Children (1 hour)

Unit 3 Topic 9 Course Description:

1 Clock Hour

Yoga has shown to be beneficial for children who encounter emotional, social, and physical challenges or conflicts. Children have the ability to learn how to cope with stressful situations, calm themselves in times of frustration, and learn resiliency. Yoga has many components such as balance, breathing, posing, and stamina. Teaching these skills to young children is believed to offer benefits that extend past the practice of yoga itself.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Learn about the history of yoga.
- ✓ Identify an understanding of common terminology associated with yoga.
- ✓ Identify rules for yoga with children.
- ✓ Identify potential health benefits that may be associated with yoga.
- ✓ Identify a breathing exercise that may be helpful before nap time.
- ✓ Describe how you will use yoga or yoga breathing to aid in your classroom.

Topic 9 Content

1. Topic 9: Yoga with Children * Agenda
2. What is Yoga?
3. Breathing Exercises for Kids
4. Breathing Techniques
5. Yoga Poses
6. Awareness and Safety
7. Yoga in the Classroom
8. End of Topic 9 Assessment Quiz

Topic 10: Basic Sign Language for Young Children (1 hour)

Unit 3 Topic 10 Course Description:

1 Clock Hour

Sign Language has become a popular and effective tool in communicating with young children. Caregivers, parents, and teachers are learning to utilize Sign Language as a tool



for communicating with infants and toddlers as well as a classroom management tool. This course is designed for teachers, caregivers, parents and others who are interested in learning a basic set of appropriate sign language skills to practice and teach to young children.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Recall basic signs to use with young children
- ✓ Explain the benefits of sign language use with young children
- ✓ Discuss why sign language may be helpful for young children

Topic 10 Content

1. Topic 10: Basic Sign Language for Young Children * Agenda
2. Introduction to ASL
3. Deaf Society and Culture
4. Cultural Influences on Language
5. Introduction to Basic Sign Language for Young Children
6. Why Sign?
7. Beginning Signs
8. Recommended Signs
9. Recommended Signs Video
10. Benefits of Learning Sign Language Video
11. Sign Language Supports Development
12. Sign Language Myths
13. Common Signs for Young Children
14. Incorporating Sign Language
15. Signing Field Trip
16. Practice Signing
17. Sign Language Games
18. Using Sign Language in the Classroom
19. End of Topic 10 Assessment Quiz

Competency Statement #3

Unit 3 Evaluation Form

Unit 3 Review

Unit 4: Building Productive Relationships with Families

(15 clock hours)



In this Unit, the student will learn the basics about communicating with parents. We will highlight ways to collect and share information with families in caring, supportive and easy-to-understand ways.

Topic 1: Cultural Competency and Responsiveness (3 hours)

Unit 4 Topic 1 Course Description:

3 Clock Hours

This topic will address the concepts of intentionally teaching, multi-cultural/diverse learning environments and working with children that have special needs. Culturally competent teachers can better prepare environments for learning, choose materials, and plan experiences that are respectful, stimulating and valuable for all.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Describe some of your own cultural beliefs and practices.
- ✓ Identify methods for interacting with children in fair, caring and respectful ways.
- ✓ Define Intentional Teaching.
- ✓ List 4 early childhood teaching strategies to assist in the learning of young children.
- ✓ Explain what it means to promote diversity in your classroom.

Topic 1 Content

1. Unit 4: Topic 1: Cultural Competency and Responsiveness * Agenda
2. What is culture?
3. Attributes of Culture
4. Components of Human Diversity
5. Self-Reflection
6. Cultural Diversity Self-Assessment
7. Development of Identity
8. The Importance of Deliberate Inclusion
9. A Diverse Classroom
10. How to Integrate Diversity
11. Inclusive Classrooms
12. Multicultural Education Curriculum
13. Interacting with Children Respectfully
14. Being Aware of Your Own Biases
15. Fairness and Consistency when Interacting with Children
16. Inclusive and Respectful Environment
17. Intentional Teaching
18. Applying Intentional Teaching Strategies
19. Respectful Environment



20. End of Topic 1 Assessment Quiz
21. Professional Portfolio: CS IV b Awareness of Children’s Home Life
22. Professional Portfolio RC IV-2 Family Resources Guide: Translation Service

Topic 2: Spanish in the Early Childhood Classroom (1 hour)

Unit 4 Topic 2 Course Description:

1 Clock Hour

The ability of being able to speak more than one language has lifelong benefits for children. Skills such as increased cognitive development, improved cultural awareness, and making students more marketable in the workplace are discussed. This topic debunks some of the common myths surrounding language acquisition and addresses strategies for implementing Spanish in the Early Childhood Classroom.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Describe 3 benefits of studying a second language
- ✓ Name one common myth about language learning and explain why it is not true
- ✓ Describe how using music and movement can assist children in learning Spanish

Topic 2 Content

1. Unit 4 Topic 2: Spanish in the Early Childhood Classroom - Agenda
2. Introduction to Spanish in the Classroom
3. The Benefits of Dual Language Learning
4. Speaking Another Language Keeps your Brain Sharp
5. Benefits of a Second Language
6. The Myths of Learning a Second Language
7. Appropriate Curriculum
8. Myths of Learning a Second Language
9. Strategies for Implementing Spanish
10. Spanish in the Early Childhood Classroom
11. End of Topic 2 Assessment Quiz

Topic 3: Family and Community Partnerships (3 hours)

Unit 4 Topic 3 Course Description:

3 Clock Hours

Strong partnerships with families are built on good communication. Families will communicate their needs to you, and in turn, you will communicate what resources are available. From welcoming parents and children in the morning to saying good-bye at pick-up time, your day will be filled with verbal interactions and conversations with parents, children, and other staff. When teachers understand families as a system and



the impact of parenting in early childhood, they are better able to develop partnerships with families and to help create an environment that meets the needs of each child. In this topic, you will learn the basics about communicating with parents, we will highlight appropriate ways to collect information from families, as well as the ways and opportunities to share information in a caring way.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ List the required licensing postings and interactions that apply to parent communication.
- ✓ Explain 2 ways teachers can communicate with parents.
- ✓ Summarize the rationale for maintaining confidentiality.
- ✓ Summarize how diversity impacts relationships with parents.
- ✓ Recognize family-centered practice as a key component of early childhood education.

Topic 3 Content

1. Unit 4 Topic 3 Family and Community Partnerships Agenda
2. Positive Relationships with Families
3. Family-Centered Practice
4. Honoring Diversity in Families
5. Families as Teachers
6. Family Engagement
7. Parent Participation
8. Helping Families Feel Welcome
9. Encouraging Family Involvement
10. Supporting Families
11. Ways of Communicating with Families
12. Parent Questions and Concerns
13. Confidentiality
14. Communicating with Collaborators
15. Transitions – From Home to Program
16. Transitions: Scenario
17. Making Good-Byes Easier
18. Providing Support to Families Under Stress
19. Types of Resources
20. Family Resources and Working with Volunteers
21. End of Topic 3 Assessment Quiz
22. Professional Portfolio: CS IV a Communication with Families
23. Professional Portfolio: RC IV-1 Family Resources Guide: Family Counseling



Topic 4: Family Activity Nights (1 hour)

Unit 4 Topic 4 Course Description:

1 Clock Hour

Families are an integral part of a successful child care program. Making families feel welcome and connected is one of many ways to develop positive working relationships. The simple act of planning after-hours family programs can provide an opportunity to bridge the relationship gaps between caregivers and families, strengthen family partnerships, assist children in adjusting to child care, and promote a positive self-concept in children. This training will cover the previous mentioned topics and support this with research-based issues as well as provide several fresh ideas for involving families.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Identify five considerations to make when planning a family program or event
- ✓ Identify one common pitfall when planning family events
- ✓ Explain how common pitfalls may be avoided
- ✓ Analyze a hypothetical situation
- ✓ State two factors to consider when staffing an after-hours event
- ✓ Discuss the benefits of family events or programs
- ✓ Apply the concepts covered in the training in their programs
- ✓ Discuss the importance of careful planning

Topic 4 Content

1. Unit 4 Topic 4 Agenda
2. Families in a Changing World
3. Family Statistics
4. Family Night Video
5. Familial Involvement
6. Family Involvement Discussion
7. Avoiding Common Pitfalls
8. Successful After-Hours Program Planning
9. Components of a Successful Family Night
10. Event Planning Tips
11. Staffing Events
12. Family Program Theme Ideas
13. End of Topic 4 Assessment Quiz

Topic 5: Supporting Families with Special Needs (3 hours)

Unit 4 Topic 5 Course Description:

3 Clock Hours



Child care centers will serve families of all sizes, make-ups, needs and concerns. Families with special needs often experience challenges when it comes to child care and are protected under the Americans with Disabilities Act. This topic will give directors and administrators more information on the Americans with Disabilities Act as well as how to create a program that strives to fit the needs of families with special needs. This includes realistic tools, regulations, and concepts to support families with special needs in your community and in your center.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Define the following terms:
 - People First Vocabulary
 - Reasonable Modification
 - The Americans with Disabilities Act
 - Inclusion
 - Positive Interaction Strategies
- ✓ Analyze environmental accommodations in classrooms for children with disabilities
- ✓ Identify Americans with Disabilities Act (ADA) compliance and non-compliance examples
- ✓ Discuss factors that influence families when choosing a child care center
- ✓ Determine staff roles in meeting the needs of families with special needs
- ✓ Describe assistive technology and what its purpose is in the early childhood classroom
- ✓ Identify “people first” phrases from a given list

Topic 5 Content

1. Unit 4 Topic 5: Supporting Families with Special Needs - Agenda
2. Families with Special Needs
3. ADA Accessibility
4. Provisions of the ADA
5. ADA Program Compliance Examples
6. Child Care Setting
7. Early Childhood Setting
8. Program Planning for Special Needs
9. Inclusion
10. Benefits of Inclusion
11. People First Language
12. Environmental Accommodations
13. Accommodations Worksheet
14. Positive Interaction Strategies
15. Staff Preparation



- 16. Parting Video
- 17. End of Topic 5 Assessment Quiz
- 18. Professional Portfolio: RC IV-3 Family Resources Guide: Children with Disabilities

Topic 6: Operation: Military Families (2 hours)

Unit 4 Topic 6 Course Description:

2 Clock Hours

Military families are growing and, in a society, that puts high demands on families and military members there are increasing stressors. Children from military families come with unique worldviews and needs in the child care and classroom setting. This topic aims to inform directors and administrators of the unique needs of military families and how to support them. Included are videos, peer discussion boards, analytical opportunities and more.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Analyze a hypothetical scenario in identifying a military family
- ✓ Explain how to support military families and children
- ✓ Describe how a current program or community supports military families
- ✓ State how to enhance an early childhood program to better support military families
- ✓ Identify stressors that military families experience
- ✓ List common behavioral problems for military children

Topic 6 Content

1. Unit 4 Topic 6 - Operation: Military Families Agenda
2. Military Families as Part of the Community
3. Military Family
4. Types of Military
5. Identifying Military Families
6. Getting to Know Military Families
7. Military Family Challenges
8. Military Children and Stress
9. Military Children and Stress Video
10. Supporting Military Families
11. Ways to Support Military Families
12. How do you support military families?
13. Early Childhood Education for Military Families
14. End of Topic 6 Assessment Quiz
15. Professional Portfolio: RC IV-4 Family Resources Guide: Child Development Resources



Topic 7: Using Literature to Support Diverse Families (2 hours)

Unit 4 Topic 7 Course Description:

2 Clock Hours

Children’s literature is a tool used in many early childhood and school-age programs for various purposes. Typically, literacy skills are the foundation of implementing certain children’s books, but there are more options. Consider the diverse families that you know and work with and how a literature rich environment that supports that diversity can help all of the children in your classroom thrive! This course will approach the concept of using literature to support diverse families, provide some sample lesson plans, consider best practice standards, and include peer discussions to enhance participant learning.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Discuss methods and strategies for supporting diverse families through children’s literature specifically
- ✓ Discuss other strategies used for supporting diverse families
- ✓ Describe how supporting a child’s sense of belonging in the classroom community can also support diverse families
- ✓ State how to use an activity that uses children’s literature to continue supporting diverse families throughout a longer span of time
- ✓ Explain how children’s social interactions can help to support their sense of belonging in the classroom

Topic 7 Content

1. Topic 7 Page 1
2. Unit 4 Topic 7 - Using Literature to Support Diverse Families Agenda
3. Family Community Partnerships
4. Family Literature
5. Early Literacy and Learning about Families
6. Monday is One Day
7. Valuing Diverse Families
8. Supporting Diverse Families
9. Communicating with Families
10. Choosing Literature to Include Diverse Families
11. Beyond Literature
12. Lesson Plan: My Family Tree
13. Lesson Plan: Hanging Family Mobiles
14. Lesson Plan: The Name Quilt
15. End of Topic 7 Assessment Quiz



Unit 5: Managing an Effective Program Operation

(15 clock hours)

In this Unit, the student will learn basic information about planning for an early care and education classroom. The daily schedule and weekly lesson plan are the planning tools that organize the daily routines and activities for the early childhood program. You will learn how curriculum and the planning and implementing of developmentally appropriate experiences and activities contribute to the management of your program.

Topic 1: Environments Which Nurture Children (1 hour)

Unit 5 Topic 1 Course Description:

1 Clock Hour

A well-arranged early childhood environment can help you meet young children's needs during play and routines. This topic highlights the importance of the environment and provides an overview of what to consider when creating and maintaining developmentally appropriate learning environments.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Identify the importance of the classroom environment on the learning process.
- ✓ Explain ways that environments inspire children's learning and keeps them engaged.
- ✓ Identify the components of a good early learning environment.

Topic 1 Content

1. Unit 5: Topic 1: Agenda
2. Planning the Early Childhood Environment
3. Healthy and Safe Environment
4. The Basics of the Room
5. Parent Communication Center
6. Dividing the Classroom
7. Age Appropriate Environment
8. Preschool Classroom
9. Looking at Safe, Appropriate Environments
10. Technology in the Classroom



11. Summary: A Child Centered Environment
12. End of Topic 1 Assessment Quiz
13. Professional Portfolio: Resource CS I b Room Environment

Topic 2: Planning Developmentally Appropriate Activities (2 hours)

Unit 5 Topic 2 Course Description:

2 Clock Hours

This topic is designed to teach participants how to plan developmentally-appropriate activities for a group of children based on their ages and individual needs. Program planning involves taking each child's strengths, ability levels, capabilities, and temperament into consideration. This information gives teachers and caregivers the tools they need to create a well-balanced program that values diversity, respect, and inclusion. The following topic will assist in planning program activities for students with different learning styles, exceptionalities, and temperaments.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ List 3 early childhood teaching strategies to assist in the learning of young children.
- ✓ Explain what it means to promote diversity in your classroom.
- ✓ Define Intentional Teaching

Topic 2 Content

1. Unit 5 Topic 2: Agenda
2. Developmentally Appropriate Practice
3. What is Curriculum?
4. Learning Styles
5. Planning Activities for Young Children
6. Visual and Auditory Learning
7. Attention
8. Temperament
9. Factors Affecting a Child's Temperament
10. Influencing Temperament
11. Treating all Children Respectfully and Individually
12. Self-Identity
13. Planning for Exceptionalities
14. Six Categories of Exceptionalities
15. Fostering Respect for Everyone
16. Curriculum Planning
17. Intentional Teaching
18. Applying Intentional Teaching Strategies
19. End of Topic 2 Assessment Quiz



Topic 3: Back-to-School Transition Tools for the Early Childhood Teacher (2 hours)

Unit 5 Topic 3 Course Description:

2 Clock Hours

For early childhood teachers and students alike, back to school can be one of the most exciting times of the year, as well as one of the most stressful. This course serves as a refresher for veteran teachers and a helpful guide for new teachers for the beginning of the school year. It discusses topics such as lesson planning, back to school night, and establishing routines for classroom management. Numerous engaging activities and games to get to know your new students will be presented also.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Explain why it is necessary to conduct assessments on each child at the beginning of the year
- ✓ Discuss the significance of connecting with parents and guardians
- ✓ Describe how appropriate arrangement of the classroom encourages learning
- ✓ Discuss ways to create a welcoming classroom environment for students

Topic 3 Content

1. Unit 5 Topic 3: Agenda
2. Supportive Environment for Learning
3. Redesigning the Classroom
4. Preparing the Classroom
5. Lesson Planning
6. Beginning of the Year Assessment
7. Back to School Night/Open House
8. Getting to Know Your Students
9. Providing Responsive Caregiving in Your Program
10. 10 Fantastic First Week of School Activities
11. Picture Books for the First Weeks of School
12. Creating a Classroom Community
13. Creating Classroom Rules with Children
14. Classroom Management
15. Classroom Management
16. Classroom Management Strategies
17. End of Topic 3 Assessment Quiz

Topic 4: Early Childhood Classroom Schedules and Routines (2 hours)

Unit 5 Topic 4 Course Description:



2 Clock Hours

Routines are critical to a well-run child care program that provides the basic fundamental needs for children of all ages. Planning routines creates a positive environment that can assist in social and emotional development as well as support for growing academic concepts and self-awareness. This topic provides beneficial information regarding establishing routines for periods throughout the day, as well as the intentions of establishing routines for children of all ages.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Identify strategies for helping children with separation anxiety
- ✓ Explain common routine challenges and how to overcome them
- ✓ Discuss with fellow child care professionals about the importance of routines
- ✓ Create a sample daily routine
- ✓ Analyze example daily routines for various age groups

Topic 4 Content

1. Unit 5 Topic 4: Agenda
2. Key Elements of the Daily Schedule: Routines
3. Routines and Schedules
4. DAP Teaching Style
5. Learning Centers and Activities
6. Learning Activities
7. Routines
8. How to Establish a Routine
9. Arrival Routines
10. Separation Anxiety
11. Morning Routine
12. Lunch or Mealtime
13. Afternoon Routine
14. Departure
15. Routine Challenges
16. Procedures
17. Transitions
18. Transition Rhymes for the Classroom
19. Lesson Planning
20. End of Topic 4 Assessment Quiz

Topic 5: Incorporating Montessori Elements in Program Planning (1 hour)

Unit 5 Topic 5 Course Description:

1 Clock Hour



Montessori instruction is a carefully planned out method of teaching children of all ages. This method is different from other teaching methods but is very effective. This course is designed for teachers, caregivers, child care professionals, and directors who are interested in learning about how they might include some Montessori elements in their existing programs. This course is not intended to provide Montessori accreditation, training, or certification by any means. Instead it is an informative and inspirational course that aims to educate the intended audience about the Montessori Method and how they may provide some common Montessori elements in their program to benefit the students in their care.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Explain how Montessori classrooms differ from traditional classroom settings.
- ✓ Describe how Montessori elements can benefit an early childhood program.
- ✓ State three elements of a Montessori program.
- ✓ Explain how to apply Montessori elements in their early childhood program.
- ✓ Identify and analyze what the role of the teacher is in a Montessori classroom.

Topic 5 Content

1. Unit 5 Topic 5: Agenda
2. Montessori Basics
3. Create a Montessori Environment
4. Montessori Materials
5. Montessori Program Planning
6. Independence
7. The Teacher
8. Community and Practical Life Skills
9. Community
10. Traditional Classrooms vs Montessori
11. Benefits of Montessori
12. Montessori and Special Needs
13. Montessori Lesson Planning
14. Select Setting: Assessment Assignments

Infant/Toddler

15. Lesson Plan: Shell Cleaning Practical Life Skills Practice
16. Lesson Plan: Lentil Pouring Practical Life Skills
17. Lesson Plan: Nature Sensory Board

Preschool

15. Lesson Plan: Lentil Pouring Practical Life Skills



16. Lesson Plan: Bean Sorting Fine Motor Skills
17. Lesson Plan: Cutting Practice for Fine Motor Skills

Family Home Provider

15. Lesson Plan: Hole-Punch Counting Practice
16. Lesson Plan: Shell Cleaning Practical Life Skills Practice
17. Lesson Plan: Nature Sensory Board

Topic 6: Organizing Learning Centers (1 hour)

Unit 5 Topic 6 Course Description:

1 Clock Hour

Early childhood classrooms are usually divided into carefully planned learning centers to help children discover and play. Here children can work in small groups, individually or with a teacher on concepts they are learning during whole group instruction. This topic serves as an introduction to learning centers including what areas to have in your classroom as well as how teachers can effectively organize and prepare centers.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Describe the need for quality learning centers in the early childhood classroom
- ✓ Explain why it is essential for educators to connect what students are being taught at group learning time to the concepts presented at learning centers
- ✓ Give examples of how to manage centers
- ✓ Explain how to arrange centers in their classroom to benefit students

Topic 6 Content

1. Topic 6: Organizing Learning Centers * Agenda
2. What are Learning Centers?
3. Typical Learning Centers in an Early Childhood Classroom
4. Typical Learning Centers in an Early Childhood Classroom
5. Why are Learning Centers Needed?
6. The Classroom Environment
7. Learning Centers Themes
8. Arranging the Classroom
9. Managing Centers
10. End of Topic 6 Assessment Quiz

Topic 7: The Dramatic Play Learning Center (2 hours)

Unit 5 Topic 7 Course Description:

2 Clock Hours



Many people often think of play as children running around the playground, climbing on the jungle gym, or shooting some hoops. However, this physical play is not the only type of play that children need. Dramatic or pretend play is a critical component in the development of young children. This course explores the significance of dramatic play and explains how educators can better organize the dramatic play center in their classrooms. Additionally, it includes unique ideas for pretend play that can be used.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Describe the areas of learning the dramatic play center supports
- ✓ Explain the steps that should occur when preparing the dramatic play center
- ✓ Tell how to arrange the dramatic play area
- ✓ Explain the teacher's role while engaging in dramatic play with children

Topic 7 Content

1. Topic 7: The Dramatic Play Learning Center * Agenda
2. What is Dramatic Play?
3. Benefits of Dramatic Play
4. Benefits of Dramatic Play
5. Organizing the Dramatic Play Center
6. Dramatic Play Center Tour
7. Prepping for Dramatic Play
8. Prepping for Dramatic Play
9. Supporting Children to Succeed
10. Select Setting: Assessment Assignments

Infant/Toddler

11. Lesson Plan: Car Wash Pretend Play
12. Lesson Plan: Drying Mittens Pretend Play
13. Lesson Plan: Raking Leaves Pretend Play
14. Lesson Plan: Make it Rain: Sensory Bin

Preschool

11. Lesson Plan: Pizza Parlor Dramatic Play
12. Lesson Plan: Gingerbread Man Dramatic Play
13. Lesson Plan: Flower Shop Dramatic Play
14. Lesson Plan: Garden Sensory Bin

Family Home Provider

11. Lesson Plan: Car Wash Pretend Play
12. Lesson Plan: Raking Leaves Pretend Play
13. Lesson Plan: Flower Shop Dramatic Play
14. Lesson Plan: Garden Sensory Bin



15. End of Topic 7 Assessment Quiz

Topic 8: Cooking Up Fun! (4 hours)

Unit 5 Topic 8 Course Description:

4 Clock Hours

A child's health is directly linked to the food that they eat. Guiding children, from a very young age, to choose healthy meals can pose a challenge for many educators and parents. Including the children in the process of preparing and cooking meals and snacks can support social development, health and safety skills, executive function, fine motor skill practice and more. This course will outline the benefits of cooking with children of all ages as well as some realistic suggestions and healthy recipe ideas. The culminating course assignment will be an opportunity for providers to create their own healthy cooking lesson plan to use when cooking with kids!

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Explain the connections between program planning, curriculum, and cooking
- ✓ State the lifelong benefits of cooking with children
- ✓ Describe the impact of cooking and social development in young children
- ✓ Summarize executive function as it relates to cooking
- ✓ Examine fine and gross motor skills as they relate to cooking
- ✓ Create a sample cooking activity for young children

Topic 8 Content

1. Topic 8: Cooking Up Fun! * Agenda
2. Cooking is King
3. Cooking in Your Program
4. Toddlers can cook?
5. Preparing Community Lunch Reflection
6. Cooking with Preschoolers
7. Teaching Preschoolers about Cooking
8. School-age Chefs
9. Connecting Cooking
10. Social Development and Cooking
11. Check for Understanding * Social Development
12. Fine and Gross Motor Skills
13. Cooking Supports Motor Development
14. Check for Understanding * Motor Skills
15. Executive Function while Cooking



16. Check for Understanding * Executive Function
17. Cooking for Life
18. Nutrition in the Kitchen
19. Making it Work
20. Share Your Tips
21. Great List of Kid Friendly Recipes
22. Creating Healthy Recipes Example Lesson Plan
23. End of Topic 8 Assessment Quiz

Competency Statement #5

Unit 5 Evaluation Form

Unit 5 Review

Unit 6: Maintaining a Commitment to Professionalism

(15 clock hours)

This Unit is designed to expand the participants knowledge of researched-based early childhood practices and promote high-quality early childhood programs. Course content includes topics for personal and professional growth for the benefit of children and families.

Topic 1: A Teacher's Guide to Pinterest (1 hour)

Unit 6 Topic 1 Course Description:

1 Clock Hour

Pinterest has quickly become one of the fastest growing social network sites and is a favorite resource among many teachers. This course provides educators with an introduction on how to operate the Pinterest website, organize their account, and use it as a tool to help create lesson plans. It also discusses ways to be time efficient and avoid common pitfalls when operating the site.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ After completing this course, students will be able to create a Pinterest account
- ✓ Students will describe 3 ways educators can use Pinterest in the classroom
- ✓ Students will list ways they can better organize and use their Pinterest account
- ✓ Students will describe the difference between process and product-oriented art



Topic 1 Content

1. Topic 1: A Teacher's Guide to Pinterest * Agenda
2. All Things Teacher
3. Organizing the Resources in Your Classroom
4. What is Pinterest?
5. Getting Started with Pinterest
6. Navigating Pinterest
7. Pinterest for Teachers
8. Using Pinterest for Your Classroom
9. Using Pinterest as an Educator
10. Keeping Organized
11. Process vs. Product
12. End of Topic 1 Assessment Quiz

Topic 2: Student-Led Learning (1 hour)

Unit 6 Topic 2 Course Description:

2 Clock Hours

With the ever-changing pedagogical methods in the American education system, it is often difficult to sort through current trends and standards. Coupling student-led learning with the current climate of education can create a perfect storm of efficient instruction, engaged and invested students, and deeper knowledge and understanding of key concepts. This course will provide a fresh take on student-led learning for early childhood through school-age programs as well as provide some real-world applications and ideas for using student-led learning in a beneficial way.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Discuss the concept of student-led learning as it pertains to their program
- ✓ Analyze hypothetical situations that pertain to student-led learning
- ✓ Explain the evolving role of the teacher in a student-led activity or classroom
- ✓ Identify developmentally appropriate CDA Competency Standards to coincide with lessons and activities
- ✓ Apply best practice standards for student-led learning

Topic 2 Content

1. Topic 2: Student-Led Learning * Agenda
2. What is Student-Led Learning?
3. The Flipped Classroom
4. Child-Centered Learning
5. Peer-Led Learning
6. Discussion: Johnny's Scenario



7. Student-Led Learning Strategies
8. Student-Led Preschool Programs
9. Student-Led School-Age Classroom
10. Student-Led Early Childhood Programs
11. Intentional Teaching
12. The Teacher's Role
13. Administrative Support
14. 21st Century Skills
15. Unlocking That Learning
16. Student-Led Dramatic Play Centers
17. Student-Led Learning Centers
18. Select CDA Setting

Infant/Toddler

19. Lesson Plan Example: Sponge Puzzles
20. Lesson Plan Example: Sensory Crawl
21. Lesson Plan Example: Ball Toss Challenge
22. Lesson Plan Example: Light Box

Preschool

19. Lesson Plan Example: Autumn Tree
20. Lesson Plan Example: Busy Box
21. Lesson Plan Example: Ball Toss Challenge
22. Lesson Plan Example: Light Box

Family Home Provider

19. Lesson Plan Example: Sponge Puzzles
20. Lesson Plan Example: Busy Box
21. Lesson Plan Example: Sensory Crawl
22. Lesson Plan Example: Parade Float Research Project

23. End of Topic 2 Assessment Quiz

Topic 3: Team Teaching Strategies (1 hour)

Unit 6 Topic 3 Course Description:

1 Clock Hour

Co-teaching, or team teaching, has become typical for most infant, toddler and preschool classrooms in traditional early education centers. The goal of co-teaching is to meet the needs of all students and improve teaching instruction. This course examines common struggles for co-teachers and discusses how co-teachers can work together to create a highly effective classroom. Ideas for establishing expectations, implementing useful co-teaching strategies, and developing positive relationships will be studied as well.

CDA Settings:



- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Explain the importance of developing rapport with fellow co-teachers
- ✓ Describe how co-teaching benefits students
- ✓ Discuss potential co-teaching pitfalls and how to resolve them
- ✓ Describe the steps needed to successfully co-teach

Topic 3 Content

1. Topic 3: Team Teaching Strategies * Agenda
2. What is Co-Teaching?
3. Co-Teaching is a Marriage
4. Experience with Co-Teaching
5. The Benefits of Co-Teaching: Teachers
6. The Benefits of Co-Teaching: Students
7. How to Co-Teach 101
8. Effective Co-Teaching Strategies
9. Potential Challenges
10. Collaborate with Co-Teachers
11. End of Topic 3 Assessment Quiz

Topic 4: Everyday Etiquette for Educators (1 hour)

Unit 6 Topic 4 Course Description:

1 Clock Hours

Professionalism is an essential component of working with children. The teaching profession requires educators to show competence in all aspects of their work, including how they conduct themselves on a daily basis. This course discusses the basics for professional behavior, maintaining appropriate relationships with parents, coworkers, and students, as well as how to mindfully navigate social media.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Explain why preparedness is a vital component of successful teaching
- ✓ Identify components of a professionally written email
- ✓ List 2 ways to protect yourself as an educator on social media
- ✓ Describe what can be done to maintain a positive attitude in the classroom

Topic 4 Content

1. Unit 6 Topic 4 Agenda
2. Qualities of a Child Care Professional
3. General Etiquette for Professionals



4. Timeliness
5. Interacting with Coworkers and Staff
6. Relationships with Parents and Guardians
7. Email Communication
8. Email Reflection
9. Social Media
10. All About Attitude
11. End of Topic 4 Assessment Quiz

Topic 5: Preventing Teacher Burnout (1 hour)

Unit 6 Topic 5 Course Description:

1 Clock Hour

Whether you're an infant, toddler, preschool, or school-age teacher, the concept of teacher burnout should be something that you are aware of and familiar with. Teachers, having a very stressful job, are at higher risk of professional burnout from prolonged stress and increasing pressure. This course will deliver valuable information about the causes, signs, and potential avoidance techniques to aid teachers and administration in issues related to teacher burnout. This important information will be coupled with discussions, scenarios to be analyzed and questions to check for understanding.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Discuss the causes of burnout
- ✓ Explain the difference between stress and burnout
- ✓ Identify the signs of burnout
- ✓ State some preventative measures for avoiding burnout for teachers and directors

Topic 5 Content

1. Topic 5: Preventing Teacher Burnout * Agenda
2. What is Burnout?
3. Stress in Child Care Video
4. Causes of Teacher Burnout
5. Teacher Burnout
6. Recognizing Signs of Burnout in Your Staff
7. Outward Signs of Teacher Burnout
8. How Teachers Can Help Curb Burnout
9. How Directors Can Help Curb Teacher Burnout
10. Stress Relief
11. End of Topic 5 Assessment Quiz



Topic 6: A Director's Guide to Evaluations (1 hour)

Unit 6 Topic 6 Course Description:

1 Clock Hour

Evaluations are a necessary component of child care and education. Whether you are observing and evaluating an employee's performance as part of a regular evaluation system or for potential advancement or credentialing there are some important things to know to make the process run as smoothly as possible. This course will give directors and administrators a basic background in evaluations and provide reasonable suggestions to make the process easier and more effective for all parties involved.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Analyze current evaluation systems for efficacy and quality
- ✓ Explain the process in choosing an evaluation system
- ✓ Identify answers to frequently asked questions about evaluation models
- ✓ Explain data collection during evaluations and how to use it
- ✓ Reflect on quality feedback methods

Topic 6 Content

1. Topic 6: A Director's Guide to Evaluations * Agenda
2. Choosing an Evaluation System
3. Evaluate your Current System
4. Inquiry Meetings
5. Observations
6. Example Observation Notes
7. Post Evaluation Meeting
8. Moving Forward
9. Evaluation FAQs
10. Evaluation Video
11. End of Topic 6 Assessment Quiz

Topic 7: Dream Team: Successful Team building (2 hours)

Unit 6 Topic 7 Course Description:

2 Clock Hours

Directors and administrators can benefit from building a solid team of professionals to fill the positions in their centers. Lead teachers and support staff are not the only members of the team that should mesh well together. The children and families that a center serves will trust and appreciate a team of caregivers that is cohesive and effective. This course will give directors and administrators practical information, tools, and resources to assist in building a terrific team for their center.

CDA Settings:



- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ After reading required course materials participants will identify strengths and weaknesses within a team through peer discussion.
- ✓ After reading required course materials participants will describe the basics in creating a strong team through a digital worksheet to check for understanding.
- ✓ After completing required reading and videos about building a strong team participant will analyze hypothetical situations for effective team building principles through self-reflection and assessment.
- ✓ As a result of analyzing a mock mission statement participant will explain a mission statement and how to create one through a digital worksheet.

Topic 7 Content

1. Topic 7: Dream Team: Successful Team Building * Agenda
2. A Roadmap to Success
3. Build a Tower Build a Team
4. Why do I Need a Strong Team?
5. Habits of Strong Teams
6. Team-Building Elements
7. Mission or Vision Statement
8. New Staff
9. Respectful Communication
10. Acknowledge the Elephant in the Room
11. Building a Foundation of Teamwork
12. More than Professional Development
13. End of Topic 7 Assessment Quiz

Topic 8: Mindful Leadership (3 hours)

Unit 6 Topic 8 Course Description:

3 Clock Hours

Child care professionals enter the field because of a passion and desire to help children grow and develop in a safe and nurturing environment. Directors, assistant directors and lead teachers also share in this passion and are responsible for supporting and encouraging their colleagues. This course is designed to provide real-world suggestions and information to leadership staff in supporting staff members to boost morale, encourage program efficiency, build community within the program, and ultimately create a positive work environment that carries over to the individual classrooms. Also included in this training is a detailed explanation of common professional development opportunities.

CDA Settings:

- Infant/Toddler



- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Discuss and reflect upon past experiences in child care with the intent to form positive outcomes in the future
- ✓ Explain the importance of a positive work environment for staff members and children alike
- ✓ Identify potential stressors in child care
- ✓ State some real-world options for building community within the program.
- ✓ Identify areas of improvement as well as areas of strength during an end of course leadership self-assessment

Topic 8 Content

1. Topic 8: Mindful Leadership * Agenda
2. Leading the Way
3. Leadership Characteristics
4. Characteristics of Effective Leaders
5. Self-Assessment
6. Creating a Positive Work Environment
7. Causes of Stress in Child Care: Change
8. Change
9. Causes of Stress in Child Care: Lack of Support
10. Lack of Support
11. Causes of Stress in Child Care: Long Hours
12. Long Hours
13. Identifying Stressors
14. Professional Development
15. Professional Development Details
16. Child Development Associate Credential (CDA)
17. Team Building for ECE Educators
18. Community Building that Isn't Cheesy
19. End of Topic 8 Assessment Quiz

Topic 9: Adult Learning (3 hours)

Unit 6 Topic 9 Course Description:

3 Clock Hours

No matter your role in your early childhood program, you will likely have multiple opportunities where being knowledgeable about adult learning is important. Even if you are not currently working in training or mentoring other staff members this is beneficial information that you can use. Utilize the materials presented in this topic to cultivate your experience as a mentor and trainer, and to foster relationships with families and community members that you work with.



Let's move past adult learning principles and framework and see if we can spark that "a-ha" moment in adult learners. Trainers, administrators, directors, and leaders in early childhood fields will often experience the need for teaching adults. Whether it is a formal professional development session or an impromptu staff meeting, adult learning encompasses many variables that must be addressed. This course will explain what adult learners bring with them to a training session as well as how trainers can meet adult training needs in an engaging and effective way. Whether training is done online or in-person this course will be beneficial to meet the listed objectives.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Discuss challenges in teaching adult learners
- ✓ Analyze your role as a trainer via peer discussion after viewing an informative video about teaching adult learners
- ✓ Examine how schema effects adult learning
- ✓ Evaluate how to engage different types of adult learners
- ✓ Plan an appropriate response to hypothetical situations that a trainer may encounter
- ✓ Summarize the pros and cons of teaching adult learners

Topic 9 Content

1. Topic 9: Exploring Adult Learning * Agenda
2. Why Teach Adults
3. Biggest Challenges in Teaching Adult Learners
4. The Pros of Teaching Adults
5. The Cons of Teaching Adults
6. Why do I have to be here?
7. Preconceived What?
8. Reflection: Your Role as a Trainer
9. Schema
10. Emotions and Schema
11. Understanding Schema
12. Diversity, Diversity, Diversity
13. Golden Rules
14. Engaging Adult Learners
15. Creating a Safe Place
16. Suggestions for Creating a Safe Place
17. Avoiding Stereotypes
18. Adult Learner Hypothetical Situation
19. Hypothetical Situation #2: Your Turn
20. Hypothetical Situation #3: Your Turn



21. End of Topic 9 Assessment Quiz

Topic 10: Managing Your Time (1 hour)

Unit 6 Topic 10 Course Description:

1 Clock Hour

Time is a hot commodity for professionals in child care and education fields. Between working, observing, assessing, and surviving there are many things to juggle each and every day. Time can be one's friend or one's enemy and learning tips and tricks to help manage time wisely can never hurt. This course will discuss the most prevalent "time thieves" and how to combat them with tools, planning, and new systems.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Identify common "time thieves" and discuss how best to avoid them
- ✓ Explain methods of managing your time and resources
- ✓ Reflect on how to use the concepts in this training to better manage time.

Topic 10 Content

1. Topic 10: Managing Your Time * Agenda
2. Time Thieves
3. Biggest Time Thieves that You Encounter
4. The Paperwork Problem
5. Division - Not Just for Math
6. How to be Productive
7. If I Could Turn Back Time
8. Keep Calm and Remain Prepared
9. A Series of Unfortunate Events
10. Overcoming Obstacles
11. Communicate to Save Time
12. End of Topic 10 Assessment Quiz
13. RC VI-1 Child Care Regulations
14. RC VI-2 Early Childhood Associations

Competency Statement #6

Unit 6 Evaluation Form

Unit 6 Review



Unit 7: Observing and Recording Children's Behavior

(15 clock hours)

It is important to provide a variety of experiences to support children's positive guidance. This Unit describes how you can create developmentally appropriate experiences that engage children in meaningful interactions. You will learn about the importance of evaluation as a way to know whether the curriculum that you provide to children in your classroom are successful and what aspects program need improvement. This lesson describes how your environment can create meaningful opportunities for children's growth and learning about positive guidance. You will also learn about addressing children's individual differences and what do to if you are concerned about a child's development.

Topic 1: Emotional Intelligence (2 hours)

Unit 7 Topic 1 Course Description:

2 Clock Hours

Often considered a "soft skill," emotional intelligence is the practice of monitoring a person's own emotions as well as other people's emotions. Young children are still practicing this skill and require more support and learning opportunities as they develop. This course will define emotional intelligence and give educators the tools and information they need to support children through their emotional intelligence journeys. Included are peer discussions, worksheets, videos, strategies, and more.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Defend your opinion on emotional intelligence versus cognitive intelligence
- ✓ State the importance of emotional intelligence
- ✓ Analyze example social and emotional learning lesson plans
- ✓ Define emotional intelligence
- ✓ Choose the benefits of strong emotional intelligence in young children.

Topic 1 Content

1. Topic 1: Emotional Intelligence * Agenda
2. Emotional Intelligence vs Cognitive Intelligence
3. Why is Emotional Intelligence So Important?
4. Emotional Intelligence and Behavior
5. EQ versus IQ
6. Emotional Intelligence and Social Interactions
7. Emotional Intelligence and Education
8. Supporting Emotional Intelligence
9. Literature to Support Emotional Intelligence
10. Lesson Plan: Identifying Emotions



11. Lesson Plan: Character Emotions
12. Lesson Plan: Tell me, Show me!
13. Lesson Plan: Kindness Challenge
14. Lesson Plan: Making Faces
15. Lesson Plan: Guess That Emotion
16. End of Topic 1 Assessment Quiz

Topic 2: Positive Strategies for Classroom Management (2 hours)

Unit 7 Topic 2 Course Description:

2 Clock Hours

Teachers with all levels of experience use classroom management to meet their daily routines, student expectations, and behavioral challenges among other things. It is a central component to a well-run classroom setting of any kind. Early childhood programs and traditional classrooms of all levels can benefit from a clever classroom management plan. This course will give new and veteran teachers alike a fresh perspective on classroom management as well as some unique and engaging ideas to apply to the classroom environment. There are several interactive pieces in this training as well as hypothetical situations and educator experience articles. This course will also provide an overview of why biting behavior occurs and how child care professionals can understand the behavior and respond appropriately.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Apply new classroom management skills to their program
- ✓ Discuss the purpose of classroom management
- ✓ Analyze several hypothetical classroom management plans and make necessary corrections
- ✓ Identify a positive approach to guidance
- ✓ Identify reasons for biting
- ✓ Explain developmentally appropriate measures to help prevent biting behavior
- ✓ Explain best practice methods of reacting to biting behavior

Topic 2 Content

1. Topic 7: Positive Strategies for Classroom Management * Agenda
2. Introduction to Classroom Management
3. Where to Begin?
4. Goal Setting
5. Setting Routines and Schedules
6. Appropriate Expectations
7. Appropriate Expectations
8. Setting Expectations



9. Setting Rules Early on is Important
10. Involving Students
11. Behavior Management
12. Real Positive Guidance Techniques
13. Real Strategies from an Experienced Educator
14. Sign Language for Classroom Management
15. Motivation
16. Group Motivation
17. Individual Motivation
18. Classroom Analysis Review
19. Ouch! Coping with Biting in the Classroom
20. Biting in Child Care
21. Why do Children Bite?
22. Biting Causes
23. Preventing Biting Behavior
24. Reacting to Biting Behavior
25. Biting Crisis
26. Hanging on During a Biting Crisis
27. End of Topic 2 Assessment Quiz

Topic 3: Understanding Autism (2 hours)

Unit 7 Topic 3 Course Description:

2 Clock Hours

Autism Spectrum Disorder (ASD) is a lifelong condition that affects the way a person communicates and relates to those around them. Teaching and caring for those with ASD presents a unique set of challenges and responsibilities. This course serves as an introduction to the topic of autism. Causes, symptoms, and misconceptions will be presented as well as information on recognizing signs and common behaviors in children. Additionally, strategies and approaches on how educators can better support students with autism and their families will be included.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Identify and debunk myths regarding Autism Spectrum Disorder
- ✓ Describe typical symptoms associated with autism
- ✓ Give examples of helpful instructional strategies that educators can use with children with autism in their classrooms
- ✓ List several medical issues that may accompany ASD
- ✓ Identify common “red flags” of development that educators should be familiar with



- ✓ Describe your role as an educator for assisting parents and guardians with the diagnosis of autism

Topic 3 Content

1. Topic 3: Understanding Autism * Agenda
2. What is Autism?
3. Autism — What We Know
4. Autism Facts and Statistics
5. Common Myths
6. Signs and Symptoms
7. Communication Difficulties
8. Autism Awareness
9. Early Signs and Red Flags
10. Developmental Red Flags
11. Early Signs of Autism
12. Physical and Medical Issues
13. Your Role as an Educator
14. Autism Tool: Sensory
15. Autism Tool: Visual Aids
16. Autism Tool: Social Stories
17. Social Story - Check for Understanding
18. What a Child with Autism Wants You to Know
19. What it Feels Like to be Autistic
20. End of Topic 3 Assessment Quiz

Topic 4: Children and Nature (1 hour)

Unit 7 Topic 4 Course Description:

1 Clock Hour

New research actually shows that nature is essential for the brain. Even fleeting exposures to natural settings outside the windows can improve brain performance. One study demonstrates that just looking at a natural scene can improve scores on tests of attention and memory. Nature also has a calming effect on the brain. It can catch our attention without overloading our brain. Allowing children, the time to nurture a connection with nature, we are granting them the freedom to develop intrinsic motivation - the ability to recognize what it is they want and to develop the desire and focus to achieve their goals. The experience of children and nature has to be part of daily life--the opportunity not only for playing in green space, but also the opportunity for being alone, having the chance to daydream, to wonder, to just be there.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:



- ✓ Understand the growing concern regarding children’s lack of engagement with nature and the possible fear of nature by family members.
- ✓ Identify the negative health consequences that can result from the lack of children’s’ contact with nature.
- ✓ Identify the physical, social, and psychological impacts of nature on child development.
- ✓ Gain an understanding of the importance of nature play to the healthy development of the young child.
- ✓ Become knowledgeable about and gain skills in developing and facilitating nature play experiences.
- ✓ Identify ways to create a nature play environment indoors and outdoors to support the need for children to connect with the natural world.

Topic 4 Content

1. Topic 4 * Children and Nature * Agenda
2. How Lifestyle Affects Children and Nature
3. Children and Nature Now
4. The Children & Nature Movement
5. Kids and Outdoor Play: Tips for Parents
6. What is Nature Deficit?
7. Possible Health Effects
8. Outdoor Environments
9. Nature in the Classroom
10. Classroom Environment
11. The Outdoor Classroom
12. Natural Playscape
13. Playing Outside in Cool Weather
14. End of Topic 4 Assessment Quiz

Topic 5: Creating an Inclusive Classroom (3 hours)

Unit 7 Topic 5 Course Description:

3 Clock Hours

Every child needs special attention in certain areas of learning and development from time to time. However, children with disabilities usually require consistent, long-term help and accommodation in the classroom. Including all children in the classroom, despite their needs, is crucial to having a diverse and inclusive classroom experience that everyone benefits from. It is the responsibility of the educator to teach and support each child to the best of their abilities. In this course, we will learn about creating an inclusive classroom and how to support development in children with disabilities.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)



Learning Outcomes:

- ✓ Identify the benefits of an inclusive classroom
- ✓ Discuss ways to create a welcoming and inclusive classroom environment
- ✓ Apply knowledge of accommodation to various lesson plan examples
- ✓ Identify ways to incorporate more inclusiveness and diversity in their own classrooms

Topic 5 Content

1. Topic 5: Creating an Inclusive Classroom * Agenda
2. What is an Inclusive Classroom?
3. Reverse-Mainstreaming
4. Everyone Benefits from Inclusion
5. Benefits of Inclusion
6. Supporting Students with Special Needs: Speech Delays
7. Supporting Students with Special Needs: Developmental Delays
8. Supporting Students with Special Needs: Hearing Loss
9. Supporting Students with Special Needs: Physical Disabilities
10. Making the Classroom More Inclusive
11. Inclusive Education
12. Inclusivity During Circle Time
13. Teaching Young Children About Diversity
14. Picture Books About Inclusion and Diversity
15. Lesson Plan: Our Classroom Book
16. Lesson Plan: All the Colors I am Inside
17. End of Topic 5 Assessment Quiz

Topic 6: Bullying Identification: A Developmentally Appropriate Approach (2 hours)**Unit 7 Topic 6 Course Description:**

2 Clock Hours

Bullying is a word that we often hear along with a sad or sometimes tragic ending. Programs with children of all ages incur bullying behaviors and educators should be developing tools and strategies to help prevent and manage these behaviors. This course will explain the definition of bullying behavior, provide some real-world examples to be analyzed, and recommend many tools and strategies that are simple and effective to work through bullying behaviors and support victims of bullying.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Identify types of bullying
- ✓ Distinguish between bullying behavior and typical childhood development



- ✓ Discuss experiences reacting to bullying behavior in a peer discussion
- ✓ Analyze lesson plan examples to teach positive social supports
- ✓ Identify the educator's role in identifying bullying behaviors
- ✓ Analyze a video for positive teacher supports to encourage positive social interactions

Topic 6 Content

1. Topic 6: Bullying Identification * Agenda
2. What is Bullying?
3. Types of Bullying
4. When and Where Does Bullying Occur?
5. What Makes a Bully?
6. Identifying Bullying
7. Share Your Experiences
8. Bullying and Childhood Development
9. Bullying or Development?
10. Gender and Bullying
11. Observation is the Key
12. Positive Supports for Bullies Video 0-3 Years
13. Positive Supports for Bullies Video 3-5 Years
14. Positive Supports for Victims of Bullying
15. Bullying Prevention, Identification, and Support
16. Lesson Plan: Soothe the Baby
17. Lesson Plan: Friendship Charades
18. End of Topic 6 Assessment Quiz

Topic 7: Observing and Recording (3 hours)

Unit 7 Topic 6 Course Description:

3 Clock Hours

Young children are working on learning and developing socially, emotionally, cognitively, and physically. It is the role of the early childhood educator to observe, record, and assess young children as they move through milestones and stages in their development. This course will discuss the importance of early childhood development in regard to educator observations, recording of data, types of records, and assessing for future lesson and activity planning.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Assess challenges in observing children or recording observations
- ✓ Analyze example documentation to determine best use of information
- ✓ Respond to observation videos with appropriate observational data



- ✓ Create a personal definition of assessment
- ✓ Discuss the use and evolution of assessment in the early childhood classroom
- ✓ Describe early intervention services for young children
- ✓ Cite an example of a developmental red flag for a specific age group
- ✓ Explain the early childhood educator's role in early intervention services

Topic 7 Content

1. Topic 7: Observing, Recording and Looking Ahead * Agenda
2. Observation, Recording, Assessing, and Child Development
3. Challenges When Observing and Recording Children
4. Recordkeeping 101
5. Observing
6. Types of Observations: Objective vs. Subjective
7. Types of Observations: Quantitative vs. Qualitative
8. Observing Young Children
9. Observation Types
10. Recording and Documenting
11. Document Observations
12. Definition of Assessment
13. Assess
14. Types of Assessment
15. Collecting and Using Video
16. Caution and Risk with Assessments
17. Following Standards
18. Planning Ahead
19. Developmental Assessments
20. Early Intervention
21. Select Age Setting
 22. Document Your Observations: Infants
 22. Document Your Observations: Toddlers
 22. Document Your Observations: Preschoolers
23. End of Topic 7 Assessment Quiz
24. RC V Record Keeping Forms
25. CS V a Observation Tool (from RC V)

Unit 8: Understanding Principles of Child Development and Learning

(15 clock hours)



This unit is designed to provide an overview of growth and development in infants, toddlers, and preschoolers. As an early childhood educator an awareness of the developmental ages and stages is important in understanding the abilities of children and forming reasonable expectations of children's behavior and skills. Your role as an early childhood educator is to observe the child and plan activities and interactions based on their current level of development while facilitating the child's learning to the next developmental stage.

Topic 1: The Whole Child (4 hours)

Unit 8 Topic 1 Course Description:

4 Clock Hours

Early childhood educators should consider their role as an approach to teaching the whole child. Children are complicated little creatures with vast differences and many considerations to be had. There are countless developmental milestones to be familiar with and to consider when working with children. This course will discuss developmental milestones, child development domains, brain development and how early childhood educators can use this information to inform their interactions with the children in their classroom.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Discuss developmental guidelines for certain ages
- ✓ Explain an analogy for serve and return
- ✓ Analyze common developmental milestones and red flags through different levels of development
- ✓ Differentiate between development and growth
- ✓ Examine developmentally appropriate practice strategies

Topic 1 Content

1. Unit 8 Topic 1: The Whole Child * Agenda
2. The Basics
3. Four Domains of Development
4. Favorite Age
5. A Good Start
6. A Developmental Continuum
7. The Concept of Continuum
8. Select CDA Setting

Infant/Toddler

9. Infant Development
10. Developmental Milestones: Age 1 Month
11. Developmental Milestones: Age 3 Months



12. Developmental Milestones: Age 7 Months
13. Developmental Milestones: Age 1 Year
14. Supporting Infant Development: Tummy Time
15. Tummy Time Q and A
16. Tummy Time Solutions
17. Tummy Time Timeline
18. Babies Who Hate Tummy Time
19. Lesson Plan: Water Play for Infants
20. Toddler Development
21. Developmental Milestones: Age 18 Months
22. Developmental Milestones: Age 2 Years
23. Red Flags and Atypical Development
24. Understanding Red Flags
24. 26. Infant/Toddler Scenarios

Preschool

9. Preschool Development
10. Developmental Milestones: Three-Year-Old
11. Developmental Milestones: Four-Year-Old
12. Developmental Milestones: Five-Year-Old
13. Supporting Preschool Development through Play
14. Children are Playful by Nature
15. Play Matters
16. Preschool Independence
17. Preschool Behavior
18. School Readiness
19. Preschool Logic and Reasoning
20. Self-Regulation and Preschoolers
21. Self-Regulation Skills
22. Common Challenges in Preschool
23. Red Flags and Atypical Development
24. Red Flags: Preschool 4-Years
25. Red Flags: Preschool 3-Years
26. Red Flags: Preschool 5-Years

Family Home Provider

9. Infant Development
10. Developmental Milestones: Age 1 Month
11. Developmental Milestones: Age 3 Months
12. Developmental Milestones: Age 7 Months
13. Developmental Milestones: Age 1 Year
14. Supporting Infant Development: Tummy Time



15. Tummy Time Q and A
16. Toddler Development
17. Developmental Milestones: Age 18 Months
18. Developmental Milestones: Age 2 Years
19. Preschool Development
20. Developmental Milestones: Three-Year-Old
21. Developmental Milestones: Four-Year-Old
22. Developmental Milestones: Five-Year-Old
23. Red Flags and Atypical Development
24. Understanding Red Flags
- 25.-26. Infant/Toddler/Preschool Scenarios

27. Family Partnerships and Development
28. Developmental and Individual Needs
29. Temperament and Development
30. Development of the Individual Child
31. Considering the Individual Child
32. Brain Development
33. Your Impact on Brain Development
34. Serve and Return
35. Serve and Return Explained
36. Behavior and Development
37. Program Planning to Support Development
38. End of Topic 1 Assessment Quiz

Topic 2: Theories of Child Development (2 hours)

Unit 8 Topic 2 Course Description:

2 Clock Hours

Early childhood theorists are the people who develop ideas and beliefs about how children grow and learn. Theorists use a variety of methods in developing their ideas including observations of children. Early childhood theories may include ideas about education, social development, health, physical development, and language development. Early childhood caregivers and teachers look to the various theories to provide the foundations for working with young children. As an early childhood education professional, you will use the theories in your work with children. After you have gained experience and learned more about early education, you will use the theories to form your own philosophy of early childhood education.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:



- ✓ Explain the core idea of each of the theorists as it pertains to early childhood education
- ✓ Discuss how knowledge of different theories influence teaching practices
- ✓ State activities that support different theorists
- ✓ Compare your program to other programs that adhere to various theories of child development
- ✓ Discuss which child development theory reflects your own personal beliefs
- ✓ Identify fundamental characteristics of child development theories

Topic 2 Content

1. Topic 2: Theories of Child Development - Agenda
2. Child Development Theorists: Erikson (1902-1994)
3. Erikson's First Four Stages of Social-Emotional Development
4. Applying Your Knowledge - Erikson
5. Theorists: Jean Piaget (1896 -1980)
6. Piaget's Theory of Cognitive Development Stages
7. Piaget's Stages of Development
8. Applying Your Knowledge - Jean Piaget
9. Theorists: Maria Montessori (1870-1952)
10. The Montessori Classroom Environment
11. Applying Your Knowledge - Montessori
12. Theorists: Reggio Emilia Approach
13. Reggio Emilia Early Childhood Schools
14. Theorists: Lev Vygotsky (1896-1934)
15. Kohlberg's Stages of Moral Development
16. Reflect and Share - Theorists
17. End of Topic 2 Assessment Quiz

Topic 3: Speech and Language Milestones (3 hours)

Unit 8 Topic 3 Course Description:

3 Clock Hours

Infants babble and coo, toddlers point and mimic, preschoolers create their own words and school-agers build their vocabulary. Children communicate in various ways and develop language at different rates. This course will present typical language development milestones from birth to preschool-aged children. Included are examples for each developmental stage, situations to be analyzed, peer discussion boards, and video presentations.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Conduct an experiment proving the physical force of voice



- ✓ Compare the results of an experiment regarding the difference between speech and voice
- ✓ Reflect on personal methods of documenting speech or language development
- ✓ Reflect on past and future interactions with children where speech development is concerned
- ✓ Analyze hypothetical scenarios for speech and language development
- ✓ Explain the need for objective observations when documenting development
- ✓ State why observational data should be recorded over a range of dates, times, and locations

Topic 3 Content

1. Topic 3: Speech and Language Milestones * Agenda
2. Language is the World
3. Voice, Speech, and Language
4. Voice Experiment
5. Prenatal Language Development
6. Newborn Speech and Language
7. Infant Speech and Language: 4-6 Months
8. Infant Speech and Language: 7-9 Months
9. Infant Speech and Language: 10-12 Months
10. Toddler Speech and Language
11. Preschool Speech and Language
12. Typical Speech and Language Development
13. Atypical Speech and Language Development
14. How to React to Red Flags
15. Documenting Speech Development
16. Causes of Speech and Language Delays
17. Causes of Speech Delays
18. Analyze Hypothetical Scenario #1
19. Analyze Hypothetical Scenario #2
20. Analyze Hypothetical Scenario #3
21. End of Topic 3 Assessment Quiz

Topic 4: Executive Function (2 hours)

Unit 8 Topic 4 Course Description:

2 Clock Hours

Imagine that you have a symphony in your head with many individual instruments that are supposed to work together under the guidance of a conductor. This conductor knows what the individuals in the symphony must do though she doesn't physically do them herself. Instead she guides, directs, organizes, and plans the pieces to work for specific musical performances and practices. Now, imagine that you have no conductor. The pieces of the symphony all work fine independently but there is nothing to guide them toward success. This conductor, in a nutshell, is executive function. This course



will explain the basics of executive function and how it affects children’s learning and behavior. In addition, the training will provide suggestions and recommendations for supporting children with executive function disorders or challenges.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Identify the role that executive function plays in various common tasks
- ✓ Describe executive function and self-regulation
- ✓ Identify accommodations and adaptations that can be made in the classroom for children with executive function challenges
- ✓ Explain how provided examples of accommodations provide support to children with executive function challenges

Topic 4 Content

1. Topic 4: Executive Function * Agenda
2. Executive Function
3. Self-Regulation
4. Myths about Executive Function
5. A Day in the Life
6. Executive Function: What Does It Take?
7. Discussing Rodney's Day and What it takes
8. Is it EFD?
9. Executive Function Stages
10. Helping Executive Function
11. Specific Accommodations for EFD
12. Turning Some Ideas on Their Head
13. How is EFD Diagnosed
14. End of Topic 4 Assessment Quiz

Topic 5: The Gifted Child (2 hours)

Unit 8 Topic 5 Course Description:

2 Clock Hours

The gifted child is often a source of confusion and uncertainty for educators of all experience levels. It is important for early childhood educators to be aware of the characteristics, misconceptions, classifications, and resources to assist these children throughout their educational journey. This course will give educators applicable tools to use when working with gifted and talented children from birth to school-age.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)



Learning Outcomes:

- ✓ Reflect on prior experiences with gifted children
- ✓ Determine best classroom supports for hypothetical situations involving gifted children
- ✓ Explain common myths and misconceptions of gifted children
- ✓ Identify areas of giftedness in children
- ✓ Investigate characteristics specific to gifted children

Topic 5 Content

1. Topic 5: The Gifted Child - Agenda
2. Experiences with Gifted Children
3. What is Gifted/ Highly Capable?
4. Gifted Children in ECE
5. Common Myths and Misconceptions
6. Myths about Gifted Children
7. Areas of Giftedness
8. How Gifted and Talented Manifests
9. Traits in Gifted Infants
10. Barriers to Identifying Giftedness
11. Assessing Giftedness
12. Meeting Their Needs
13. ECE Specific Strategies
14. End of Topic 5 Assessment Quiz

Topic 6: Once Upon a Time: Fairy Tales in the Early Childhood Classroom (2 hours)**Unit 8 Topic 6 Course Description:**

2 Clock Hours

Throughout recent history, fairy tales have become an integral part of childhood. These stories fill children's minds with wonder and enchantment. We will take a look at just why children are so drawn to these tales and the unique role they have played in the development of children's literature. This course addresses the ever-growing concern of fairy tales being too scary for young children and includes engaging lesson plan ideas to incorporate into your own classroom.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Identify ways to utilize fairy tales in lesson planning
- ✓ Explain the importance of storytelling to child development
- ✓ Discuss how to integrate fairy tales into the curriculum
- ✓ Discover the history behind the publication of some of the most popular fairy tales
- ✓ List several elements of fairy tales



Topic 6 Content

1. Topic 6 - Once Upon a Time: Fairy Tales in the Early Childhood Classroom *
Agenda
2. What Makes a Fairy Tale?
3. How Old is the Oldest Fairy Tale?
4. Why are Fairy Tales So Important to Children?
5. Favorite Fairy Tale
6. The Brothers Grimm
7. The Importance of Oral Storytelling
8. Building Vocabulary
9. Story Structure
10. Are Fairy Tales Too Scary?
11. Are Fairy Tales Too Scary for Your Students?
12. Fractured Fairy Tales
13. Lesson Plan: Rapunzel, Rapunzel Let's Measure Your Hair
14. Lesson Plan: Fairy Dust Writing Tray
15. Lesson Plan: 3 Bears Porridge Playdough
16. Lesson Plan: Cross the Bridge
17. Lesson Plan: 3 Little Pigs Sensory Play
18. Lesson Plan: The Princess and the Pea Stacking
19. Lesson Plan: Jell-O Frog Eyes
20. End of Topic 6 Assessment Quiz

Unit 8 Evaluation Form

Professional Beliefs

Professional Portfolio Review

Preparing Your Professional Portfolio

CDA Credential Process Review

Wrapping it Up!



Glossary of Terms



ADHD

Attention deficit hyperactivity disorder (ADHD) is a brain-based syndrome that has to do with the regulation of a particular set of brain functions and related behaviors. These brain operations are referred to as “executive functioning skills” and include important functions such as attention, concentration, memory, motivation and effort, learning from mistakes, impulsivity, hyperactivity, organization, and social skills.

Analogy

A comparison between two things, typically for the purpose of explanation or clarification.

Atypical development

Atypical development is when development doesn't follow the normal course.

Cognitive Development

Skills learned that are related to thinking and reasoning. This development takes place from childhood through adulthood.

Culture

The unique collection of beliefs, practices, traditions, valued competencies, world views, and histories that characterize a group of people.

Development

Development refers to the gradual and predictable process of increasingly complex changes that occur over the course of a lifetime. Early childhood development follows the first, and most important, phase of human development: from birth to age eight.

Developmental Continuum

A continuum is a continuous sequence or progression. Development moves from the general to the specific, from large to small, simple to complex, and concrete to symbolic. A developmental continuum outlines the predictable order or expected progression of skills.

Developmental Milestones

Term describing memorable accomplishments in child's growth. Examples include: rolling over, crawling, walking and talking.



Developmental Stages

An expected, sequential order of obtaining skills that children typically go through. Examples include: crawling before walking and using fingers to feed themselves before using utensils.

Developmentally Appropriate Practices

Developmentally Appropriate Practice (DAP) means you use knowledge about child development to create a program that is suitable for the age and stage of development of your group of children. At the same time, your program considers the needs of the individual child.

Diversity

Refers to differences and/or heterogeneity of human qualities that are present in individuals, groups, society, and institutions. Examples include: age, ethnicity, educational background, learning styles and abilities.

Executive Function

Executive functions are a set of cognitive processes that are necessary for the cognitive control of behavior. It is an umbrella term for the neurologically-based skills involving mental control and self-regulation. These skills are controlled by an area of the brain called the frontal lobe.

Fine Motor Skills

Fine motor skill is the coordination of small muscles, in movements—usually involving the synchronization of hands and fingers—with the eyes. The complex levels of manual dexterity that humans exhibit can be attributed to and demonstrated in tasks controlled by the nervous system.

Gross Motor Skills

Gross motor skills are involved in movement and coordination of the arms, legs, and other large body parts and movements. Crawling, running, and jumping are gross motor skills.

Growth

Growth differs from development in that it usually means an increase in size or physical maturation—not an increase in the complexity of changes.



Inclusion

The practice allowing children with special needs to spend most or all of their time with typically developing children. Inclusion is about the child's right to participate and the program or school's duty to accept the child. Inclusion rejects the use of special programs or classrooms to separate children with disabilities from children without disabilities with the belief that:

- All children can learn and benefit from education.
- Schools and programs should adapt to the needs of children, rather than children adapting to the needs of the program or school.
- Individual differences between children are a source of richness and diversity.

Infant

Infant means a child birth through 12 months of age.

Language

A system for communicating ideas and feeling using sounds, gestures, signs or marks.

Learning Styles

The way an individual adapts to his/her learning environment.

Literacy

An individual's ability to read, write, communicate and comprehend.

Mandated Reporter

Mandated reporters are individuals who, in the ordinary course of their work and because they have regular contact with children, are required to report (or cause a report to be made) whenever physical, sexual, or other types of abuse has been observed or is suspected, or when there is evidence of neglect, knowledge of an incident, or an imminent risk of serious harm.

Motor Skills

A person's ability to use large and small muscle groups. Gross motor skills refer to the use of large muscles in activities such as running or jumping. Fine motor skills refer to small muscle coordination required for things like writing or buttoning a shirt.

National Association for the Education of Young Children (NAEYC)

The National Association for the Education of Young Children (NAEYC) is a large nonprofit association in the United States representing early childhood education teachers, para-educators, center directors, trainers, college educators, families of young children, policy makers, and advocates.



Prenatal

Occurring or existing before birth.

Prenatal development

The process of growth and development within the womb, in which a single-cell zygote (the cell formed by the combination of a sperm and an egg) becomes an embryo, a fetus, and then a baby.

Preschool-age

Preschool age child means a child 3 through five years of age.

Red Flags

Red flags are warning signs that development may be delayed or atypical. These red flags are noticed when children don't meet milestones as expected.

Self-Regulated Behaviors

The ability to control one's emotions and behaviors.

Sensorimotor Stage

The sensorimotor stage is the first of the four stages Piaget uses to define cognitive development. The infant explores through direct sensory and motor contact, putting objects into their mouth. Separation anxiety and object permanence develop during this stage.

Serve and Return

Serve and return is also referred to as call and response or reciprocity. Serve and return interactions shape brain architecture. When an infant or young child cry, and an adult responds appropriately, neural connections are built and strengthened in the child's brain that support the development of communication and social skills.

Special Needs

This refers to the needs of children with social, emotional, communication, intellectual, or physical delays or disabilities. The term special is borrowed from the field of special education. This terminology should not be confused with cultural needs.

The Concept of Continuum

The continuum concept is the idea that in order to achieve optimal physical, mental and emotional development, human beings — especially babies — require the kind of experience to which our species adapted during the long process of our evolution.



Toddler

Toddler means a child twelve months through thirty-six months of age.

