Infant/Toddler CDA IV
Course designed for a 90 Minute Period Day

This is a one-credit course taught in Grade 11. During this course, students will spend a minimum of twenty-four hours on instruction within the developmental context of infants (young and mobile) and toddlers. Ten hours of instruction must be provided in CDA Subject Area Four (Building Productive Relationships with Families) and ten hours in Subject Area Five (Managing an Effective Program). Laboratory experiences are a required component of this course. Students must spend a minimum of ninety-six hours working with children ages 0-36 months. A candidate may work with all sub-groups or with one or two sub-groups in this age range. The Infant-Toddler sub-groups are Young Infants (Birth -8 months), Mobile Infants (9-17 months), and Toddlers (18-36 months). Experience may be limited to one sub-group but the candidate must demonstrate knowledge of competencies with all sub-groups. Students will spend one day in class and four days in a licensed or state regulated child care setting. It is recommended the course be offered in a 90-minute block.

The Infant/Toddler CDA series of courses are designed to prepare students for employment in the field of infant and toddler child care education and to prepare them for the Child Development Associate (CDA) a national credentialing program for the infant/toddler setting. Students must successfully complete CDA I, II, III, IV, and V to be eligible to take the CDA certification exam.

Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, provides opportunities to apply instructional competencies and workplace readiness skills, enhances leadership development skills, and provides opportunities for community service.

CDA Subject Area Four (Building Productive Relationships with Families): Functional Area 11 – Families

Students will:

1. Establish a positive, responsive, and cooperative relationship with each child's family, engaging in two-way communication with families, encouraging their involvement in the program, and supports the child's relationship with his or her family.

   a) Defining family
      i) Types of family structures
         (1) Nuclear families
         (2) Cohabitating families
         (3) Single-parent families
         (4) Blended families
         (5) Grandparent-led families
         (6) Interracial or transracial families
         (7) Foster- and group-home families
         (8) Kinship care families
         (9) Computer families
         (10) Transnational families
            (a) Children reside with the same set of parents in both countries
            (b) Children reside with one parent in both countries

    (c) Children reside with on parent in one country and the other parent in another country
    (d) Children reside with parents in on country and grandparents in a different country
  ii) How culture impacts family dynamics
    (1) Family experiences and cultural influences of roles and relationships
    (2) Cultural practices may not comply with policies of setting
    (3) Family standard of behavior for children at home may not comply with policies of setting
    (4) Ways to respect and honor the setting's policies and family's points of view

b) Establishing partnerships with families
  i) Positive partnerships require
    (1) Regard each other as equals
    (2) Contribute to partnerships in different ways
    (3) Valuing and respecting what each other think regardless of differences
    (4) Listening and talking to each other
    (5) Making an effort to understand and trust the other's point-of-view
    (6) Conferring with one another when making important decisions
  ii) Initiating partnerships
    (1) Developing a setting welcome packet for parents
    (2) Hold an orientation open house
      (a) Facility accessibility
      (b) Mailboxes for communication
      (c) Signage in every families' home language
      (d) Family bulletin board
      (e) Sign-in and sign-out sheets
      (f) Locked cabinets for families
      (g) Adult-size chairs
      (h) Documentation panel
      (i) Digital camera
      (j) Sample questions family members might ask
      (k) Resources families can borrow
      (l) Book bag children can borrow
    (3) Conduct an intake/enrollment interview
      (a) Questions that should be asked of families
    (4) Handling personality conflicts with families
      (a) Find a way to get to know
        (i) The family
        (ii) Their beliefs
        (iii) Desires for children

c) Encouraging family participation
  i) Families should know they are welcome anytime to the setting
  ii) Involve families in meaningful ways
  iii) Assist parents in helping children learn through play
  iv) Provide activities parents can engage in while visiting the setting
  v) Preparing families for visits to the setting
    (1) Share goals for the activity
    (2) Give family member a chance to observe staff member doing the activity
    (3) Review activity with the family and answer any questions

   (4) Allow the family member to do the activity while you observe
   (5) Review activity with the family and answer any questions
   (6) Let family member lead the activity alone staying nearby incase support is needed
   (7) Review activity with the family and answer any questions
   (8) Create a one-page tip sheet of activities from which parents may choose
   (9) Provide sample questions/comments parents may use with preschoolers

d) Communicating with families
 i) Welcoming mail
 ii) Morning drop-off
 iii) Afternoon/evening pickup
 iv) Phone calls and emails
 v) Newsletters
 vi) Website
 vii) Blogs
 viii) Children's portfolios
 ix) Improves quality of care provided to children
 x) Informing families of child's time in setting

e) Meeting formally with families
 i) Home visits
 ii) Parent-educator conferences
   (1) Schedule parent-educator conferences for date and times that are convenient for family members
   (2) Develop an agenda for the meeting in advance
   (3) Choose a comfortable, distraction-free area to conduct the conference
   (4) Begin the parent-educator conference with a positive anecdote about the child
   (5) Beware of cultural considerations
   (6) Reassure families the purpose of the meeting is to promote the interests of the child
   (7) End the conference on a positive note
 iii) Parent meetings and workshops
   (1) Plan for the meeting/workshop
   (2) Publicize the meeting/workshop
   (3) Invite subject matter experts
   (4) Offer refreshments
   (5) Make the meeting/workshop fun

f) Supporting families in their child's development
 i) Supporting children with special needs
   (1) Organizations supporting families with special needs children
 ii) Maintaining confidentiality
   (1) Keep records in a locked file
     (a) Meeting/conference notes
     (b) Intake summaries
     (c) Child observation records
     (d) Information families share with you
   (2) Share information only with individuals for whom you have written permission to do so
   (3) Builds bonds and trust between you and the family

CDA Subject Area Five (Managing an Effective Program): Functional Area 12 – Program Management

2. Utilize the traits of an effective manager and ensure the effective operation of the program or group by becoming a competent organizer, planner, record keeper, communicator, and a cooperative co-worker through observation, documentation, and planning to support children's development and learning.
   a) Observing children within the setting
      i) Observing with purpose
         (1) Know what you are looking for when observing
             Example: Teaching Strategies Gold
      ii) Observation and assessment
         (1) Assessment
             (a) Ongoing process to collect, synthesize, and interpret information about children, the program, and instruction
         (2) Formative assessment
             (a) Reviewing collected information to determine the setting's effectiveness and make necessary changes
      iii) Observing consistently and effectively
      iv) Objective and subjective observation
      v) Recording observations
      vi) Summarizing observational information

   b) Documenting children's learning
      i) Portfolios
      ii) Documenting group learning

   c) Planning and evaluating
      i) Planning for individual children
         (1) Specific skills, behaviors, and attitudes across the domains of development and learning
         (2) The child's temperament and learning style
         (3) The child's friendships
         (4) Special requirements
         (5) Organizing information with planning form
      ii) Planning for children on an IFSP or IEP
      iii) Planning for groups of children

   d) Working with colleagues and the community
      i) Colleagues and supervisors
      ii) Handling disagreements and /or criticism
      iii) Substitute early educators
      iv) External community
      v) Community resource agencies

CDA Lab

3. Complete a minimum of ninety-six lab hours in a licensed/regulated child care center working with children ages 0-36 months.