

Infant/Toddler CDA III

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 Two (Advancing Children's Physical and Intellectual Development) and ten hours in Subject Area Seven (Observing and Recording Children's Behavior). 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 Two (Advancing Children's Physical and Intellectual Development): Functional Area Four – Physical

Students will:

1. Use a variety of developmentally appropriate equipment, learning experiences, and teaching strategies to promote the physical development (fine motor and gross motor skills) of all children.
 - a) Understanding physical development of infants, toddlers, and preschoolers
 - i) From head to foot
 - ii) From the center of the body to the extremities
 - b) Promoting children's gross motor development
 - i) Young Infants (birth – 8 months), Mobile Infants (9-17 months), and Toddlers (18-36 months)
 - (1) Moving from one place to another or locomotion
 - (2) Giving and receiving objects with force
 - (3) Stability movements
 - ii) Providing morning and afternoon period of unstructured play
 - iii) Stocking the program with equipment and toys that support gross motor development
 - iv) Providing space and equipment for aiming activities
 - v) Scheduling daily opportunities for movement experiences
 - vi) Making gross motor activities exciting and interesting
 - vii) Planning movement experiences that allow children to participate according to their skills and interests

- viii) Challenging children to expand their skills
 - ix) Adding gross motor activities to centers wherever possible
 - x) Incorporate gross motor activities into transitions
 - xi) Promoting physical health
- c) Promoting children's fine motor development
 - i) Strategies for developing fine motor skills of young infants, mobile infants, and toddlers
- d) Connecting children's physical development to the development of the whole child

CDA Subject Area Two (Advancing Children's Physical and Intellectual Development): Functional Area Five – Cognitive

2. Using a variety of developmentally appropriate learning experiences and teaching strategies to promote curiosity, reasoning, and problem-solving and to lay the foundation for all later learning.
3. Implement curriculum that promotes children's learning of important mathematics, science, technology, social studies, and other content goals.
 - a) Defining early childhood cognitive development
 - b) Major learning theories
 - i) Jean Piaget
 - (1) Constructivist theory
 - (a) Understanding new concepts
 - (i) Assimilation
 - (ii) Accommodation
 - (iii) Equilibrium
 - (b) Stages of cognitive development
 - (i) Sensorimotor
 - (ii) Preoperational
 - (iii) Concrete operational
 - (iv) Formal operational
 - ii) Lev Vygotsky
 - (1) Scaffolding
 - (2) Pretend play
 - (3) Self-regulation
 - iii) Urie Bronfenbrenner
 - (1) Ecological systems theory
 - (a) Microsystem
 - (b) Mesosystem
 - (c) Exosystem
 - (d) Macrosystem
 - (e) Chronosystem
 - iv) Erik Erikson
 - (1) Psychosocial system
 - (a) Trust versus mistrust
 - (b) Autonomy versus shame and doubt
 - (c) Initiative versus guilt

- v) Abraham Maslow
 - (1) Hierarchy of needs
 - (a) Basic or physiological needs
 - (b) Safety and security needs
 - (c) Love and belonging needs
 - (d) Self esteem
 - (e) Self-actualization
- vi) Howard Gardner
 - (1) Multiple intelligences
 - (a) Linguistics
 - (b) Logical/mathematical
 - (c) Musical/rhythmic
 - (d) Bodily/kinesthetic
 - (e) Spatial
 - (f) Naturalist
 - (g) Intrapersonal
 - (h) Interpersonal
 - (i) Existential
- c) Brain research on cognitive development
- d) Executive function and school readiness
 - i) Confidence
 - ii) Curiosity
 - iii) Intentionality
 - iv) Self-control
 - v) Relatedness
 - vi) Capacity to communicate
 - vii) Cooperativeness
- e) Learning through play
 - i) Infants and Toddler- importance of play
 - ii) Impact of preschool learning centers on cognitive growth
- f) Learning throughout the day
 - i) Choice time/free time
 - ii) Transitions
 - iii) Eating and mealtimes
 - iv) Family-style lunches with preschoolers
 - v) During sleep/nap time
 - vi) During diaper changing and toileting
 - vii) During arrival to or departure from the setting
 - viii) On a neighborhood walk
 - ix) On field trips
 - x) Teachable moments
- g) Identifying and building children's skills and abilities

- h) Content learning
 - i) Mathematics
 - (1) Counting
 - (2) Measurement
 - (3) Geometry, patterning, and representing data
 - ii) Science and social studies
 - iii) Technology

CDA Subject Area Two (Advancing Children's Physical and Intellectual Development): Functional Area Six – Communication

- 4. Use a variety of developmentally appropriate learning experiences and teaching strategies to promote children's language and early literacy learning, and help them communicate their thoughts and feelings verbally and nonverbally.
- 5. Help dual-language learners make progress in understanding and speaking both English and their home language.
 - a) Creating an environment that supports language and literacy
 - i) Displaying labels and print
 - (1) Young and Mobile infants
 - (2) Toddlers
 - (3) Preschoolers
 - (4) Dual-language learners
 - ii) Selecting books
 - (1) Young and Mobile Infants
 - (2) Toddlers
 - (3) Preschoolers
 - b) Supporting children's oral language development
 - i) Conversations
 - ii) Using everyday experiences to strengthen language skills
 - (1) Young infants
 - (2) Mobile Infants
 - (3) Toddlers
 - iii) Scaffold children's language
 - (a) Ask open-ended questions
 - (b) Talk with children during play
 - (c) Make the most of reading time
 - (d) Take advantage of children's dramatic play scenarios
 - (e) Retell stories
 - (f) Converse during mealtimes
 - (2) Support children with special needs
 - iv) Vocabulary development
 - (1) Listening
 - (2) Speaking
 - (3) Reading
 - (4) Writing

- v) Developing phonological awareness
 - (1) Rhyming
 - (2) Alliteration
 - (3) Sentence segmenting
 - (4) Syllable segmenting
- c) Supporting dual-language learners
 - i) Language and literacy learning
 - (1) Home language only
 - (2) Possible silent period
 - (3) Actions show understanding
 - (4) Formulaic
 - (5) Informal language
 - (6) Academic fluency
- d) Fostering children's reading development
 - i) Young infants, mobile infants, and toddlers
 - (1) Begin engaging in reading activities early and daily
 - (2) Use a variety of techniques while reading
 - (3) Share reading with preschoolers
 - (4) Alphabet knowledge
 - (5) Benefits of reading aloud
- e) Fostering children's writing development
 - i) Supporting children's writing
 - (1) Stages of writing
 - (2) Be a writing role model
 - (3) Give children practice developing the fine motor skills they need for writing
- f) Supporting reading and writing skills for children with special needs
- g) Partnering with families
 - i) Share practices that promote literacy

CDA Subject Area Two (Advancing Children's Physical and Intellectual Development): Functional Areas Seven – Creative

- 6. Uses a variety of developmentally appropriate learning experiences and teaching strategies for children to explore music, movement, and the visual arts, and to develop and express their individual creative abilities.
 - a) Environments that promote creativity
 - i) Creativity in Infant and Toddler Settings
 - ii) Fostering creativity in preschool settings
 - b) Creativity through daily interactions and experiences
 - i) Encourage creative thought

- c) Promoting the visual arts
 - i) Drawing and painting
 - ii) Supporting children's exploration
- d) Creativity through music, movement, and dance
 - i) Singing
 - ii) Sparking musical creativity
 - iii) Music, movement, and culture
- e) Creativity through dramatic play and story retelling
 - i) Directing children's play
 - ii) Supporting children's imaginary and dramatic play

**CDA Subject Area Seven (Observing and Recording Children's Behavior):
Functional Areas Three, Five, Six, Seven, Ten, and Twelve**

- 7. Observe and record children's behavior using tools and strategies for objective observation and assessment of children's behavior and learning to plan curriculum and individualize teaching, developmental delays, intervention strategies, and individual education plans (IEPs).

Example: Teaching Strategies Gold

CDA Lab

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