CDA VIRTUAL CLASSROOM
UNIT 8

Successful Solutions Professional Development LLC

WWW.MYCDACLASS-UNIT8.COM

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

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 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 (1)
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 (2)
11. ☐ Developmental Milestones: Age 3 Months (3)
12. ☐Developmental Milestones: Age 7 Months (4)
13. ☐Developmental Milestones: Age 1 Year (5)
14. Supporting Infant Development: Tummy Time
15. Tummy Time Q and A
16. ☐Tummy Time Solutions (6)
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 (7)
22. ☐Developmental Milestones: Age 2 Years (8)
23. Red Flags and Atypical Development
24. Understanding Red Flags
    Select Setting:
    25a. ☐Infant Scenarios (9)
    26a ☐Infant Scenarios (10)
    25b ☐Toddler Scenarios (9)
    26b ☐Toddler Scenarios (10)

Preschool

9. Preschool Development

10. ☐Developmental Milestones: Three-Year-Old (2)
11. ☐Developmental Milestones: Four-Year-Old (3)
12. ☐Developmental Milestones: Five-Year-Old (4)
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 (5)
25. ☐Red Flags: Preschool 3-Years (6)
26. ☐Red Flags: Preschool 5-Years (7)

Family Home Provider
9.   Infant Development
10. ☐Developmental Milestones: Age 1 Month (2)
11. ☐Developmental Milestones: Age 3 Months (3)
12. ☐Developmental Milestones: Age 7 Months (4)
13. ☐Developmental Milestones: Age 1 Year (5)
14   Supporting Infant Development: Tummy Time
15. Tummy Time Q and A
16. Toddler Development
17. ☐Developmental Milestones: Age 18 Months (6)
18. ☐Developmental Milestones: Age 2 Years (7)
19. Preschool Development
20. ☐Developmental Milestones: Three-Year-Old (8)
21. ☐Developmental Milestones: Four-Year-Old (9)
22. ☐Developmental Milestones: Five-Year-Old (10)
23. Red Flags and Atypical Development
24. Understanding Red Flags
   Select Setting:
   25a. ☐Infant Scenario (11)
   26a ☐Infant Scenario (12)
   25b ☐Toddler Scenario (11)
   26b ☐Toddler Scenario (12)

25c ☐[Preschool Scenario (11)](#)
26c ☐[Preschool Scenario (12)](#)

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 (13)](#)
32. Brain Development
33. ☐[Your Impact on Brain Development (14)](#)
34. Serve and Return
35. ☐[Serve and Return Explained (15)](#)
36. Behavior and Development
37. Program Planning to Support Development
38. ☐[End of Topic 1 Assessment Quiz (16)](#)

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: Theorists: Erikson (1902-1994)
3. Erikson's First Four Stages of Social-Emotional Development
4. ☐[Applying Your Knowledge - Erikson (1/5)](#)
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 (2/5)](#)
9. Theorists: Maria Montessori (1870-1952)
10. The Montessori Classroom Environment
11. ☐[Applying Your Knowledge – Montessori (3/5)](#)
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 (4/5)](#)
17. ☐[End of Topic 2 Assessment Quiz (5/5)](#)

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 (1/6)](#)
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 (2/6)](#)
16. Causes of Speech and Language Delays
17. Causes of Speech Delays
18. ☐[Analyze Hypothetical Scenario #1 (3/6)](#)
19. ☐[Analyze Hypothetical Scenario #2 (4/6)](#)
20. ☐[Analyze Hypothetical Scenario #3 (5/6)](#)
21. ☐[End of Topic 3 Assessment Quiz (6/6)](#)

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? (1/2)
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 (2/2)

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 (1/3)](#)
3. What is Gifted/ Highly Capable?
4. Gifted Children in ECE
5. Common Myths and Misconceptions
6. ☐[Myths about Gifted Children (2/3)](#)
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 (3/3)](#)

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 (1/9)
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? (2/9)
12. Fractured Fairy Tales
13. ☐Lesson Plan: Rapunzel, Rapunzel Let's Measure Your Hair (3/9)
14. ☐Lesson Plan: Fairy Dust Writing Tray (4/9)
15. ☐Lesson Plan: 3 Bears Porridge Playdough (5/9)
16. ☐Lesson Plan: Cross the Bridge (6/9)
17. ☐Lesson Plan: 3 Little Pigs Sensory Play (7/9)
18. ☐Lesson Plan: The Princess and the Pea Stacking (8/9)
19. Lesson Plan: Jell-O Frog Eyes
20. ☐End of Topic 6 Assessment Quiz (9/9)

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.