

Infant/Toddler CDA I

Course designed for a 90 Minute Period Day

This is a one-credit course taught in Grade 10. 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 One (Planning a Safe and Healthy Learning Environment) and ten hours in Subject Area Six (Maintaining a Commitment to Professionalism). 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 One (Planning a Safe, Healthy Learning Environment): Functional Area One – Safe

Students will:

1. Provide a safe environment and teach children safe practices to prevent and reduce injuries.
 - a) Maintaining a safe physical setting
 - i) Keeping indoor/outdoor settings safe
 - (1) Ensuring children's supervision
 - (2) Maintaining a lead-free setting
 - (3) Securing furniture and equipment
 - (4) Preparing and serving food
 - (5) Using technology
 - (6) Ensuring sleep safety
 - (7) Diapering and bathroom safety
 - (8) Protecting children from sun exposure
 - (9) Enjoying field trips safely
 - b) Teaching children about safety
 - i) Making and reviewing safety rules

- ii) Pacing safety instruction
 - (1) Teaching pedestrian safety
 - (2) Teaching safety on riding toys
 - (3) Teaching car/school bus safety
 - (4) Teaching fire/burn safety
 - (5) Teaching water safety
 - (6) Teaching stranger danger
- c) Modeling safe practices
- d) Implementing emergency plans
 - i) Devising fire emergency plans and other emergency plans
- e) Involving parents in classroom safety

CDA Subject Area One (Planning a Safe, Healthy Learning Environment): Functional Area Two – Healthy

- 2. Provide an environment that promotes health and prevents illness, and teaches children about good nutrition and practices that promote wellness.
 - a) Promoting wellness
 - i) Keeping the setting healthy
 - ii) Monitoring children’s health records
 - iii) Communicating children’s allergies
 - iv) Performing daily health checks
 - b) Responding to illness
 - i) Meeting the needs of children with chronic illness
 - ii) Administering medication
 - iii) Enabling children with special needs
 - c) Providing nutritious snacks and meals
 - i) Feeding choices
 - ii) Storing breast milk
 - iii) Thawing breast milk safely
 - iv) Preparing and storing infant formula
 - v) Feeding infants
 - vi) Introducing solid food to infants and weaning
 - vii) Feeding toddlers and preschoolers
 - viii) Dining family style
 - ix) Snacking
 - d) Learning good health practices
 - i) Handwashing
 - ii) Coughing, sneezing, and nose blowing
 - (1) Care for infants
 - (2) Assisting toddlers when they cough, sneeze, and blow their nose
 - iii) Enforcing proper dental and oral care

- iv) Toileting
 - (1) Diapering
 - (2) Learning about toileting
 - (3) Toileting preschoolers
 - v) Learning about their bodies
 - vi) Nap time
- e) Partnering with families
- f) Identifying/reporting child abuse and neglect
- i) Identifying abuse
 - ii) Reporting abuse

CDA Subject Area One (Planning a Safe, Healthy Learning Environment): Functional Area Three – Learning Environment

3. Organize and use relationships, the physical space, materials, daily schedule, and routines to create a secure, interesting, enjoyable environment that promotes engagement, play, exploration, and learning of all children including children with special needs.
- a) Designing the indoor setting
 - i) Planning infant/toddler indoor settings for play
 - ii) Configuring the infant/toddler setting
 - iii) Configuring the infant/toddler outdoor setting
 - b) Selecting appropriate materials
 - i) Stocking the setting for young infants through older toddlers
 - ii) Organizing materials
 - c) Defining quality curriculum for young children
 - d) Developing the daily schedule
 - i) Infant/toddler schedules
 - e) Implementing the daily schedule
 - i) Infant Toddler
 - ii) Daily schedule components: choice time
 - iii) Daily schedule components: group meetings and small group times
 - iv) Daily schedule components: routines
 - v) Daily schedule components: transitions
 - vi) Weekly and daily lesson planning

CDA Subject Area Six (Maintaining a Commitment to Professionalism): Functional Area Thirteen – Professionalism

4. Prepare for the CDA credentialing process.
- a) Explaining the process of how to obtain a CDA certification

5. Make decisions based on knowledge of research-based early childhood practices, promotes high-quality in child care services, and takes advantage of opportunities to improve knowledge and competence, both for personal and professional growth and for the benefit of children and families.
 - a) Educating with intentionality and reflection
 - i) Intentional early educators
 - ii) Reflection
 - b) Making ethical decisions
 - c) Articulating values, vision, and passion
 - d) Continuing your professional development
 - i) Connecting with professional groups
Examples:
 - National Association for the Education of Young Children (NAEYC)
 - Southern Early Childhood Association (SECA)
 - Alabama Association for Young Children (AAYC)
 - Association for Early Learning Leaders (AELL)
 - Alabama Association of Licensed Early Care and Education (AALECE)
 - National Association for Childhood Education International (ACEI)
 - Families and Work Institute
 - National Association for Child Care Resource & Referral Agencies (NACCRRA)
 - National Association of Early Childhood Teacher Educators
 - National Association for Family Child Care (NAFCC)
 - National Black Child Development Institute (NBCDI)
 - National Center for Early Development & Learning (NCEDL)
 - National Child Care Association
 - National Council for Accreditation of Teacher Education (NCATE)
 - National Education Association (NEA)
 - National Head Start Association (NHSA) Council for Exceptional Children / The Division for Early Childhood
 - e) Advocating for children and families

CDA Lab

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