

Infant/Toddler CDA II

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 Three (Supporting Children’s Social and Emotional Development) and ten hours in Subject Area Eight (Understanding Principles of Child Development and Learning). 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 Three (Supporting Children’s Social and Emotional Development): Functional Area Eight – Self

Students will:

1. Develop a warm, positive, supportive, and responsive relationship with each child, and help each child learn about and take pride in their individual and cultural identity.
 - a) Appreciating each child
 - i) Infants
 - ii) Toddlers
 - iii) Gender
 - iv) Temperament
 - v) Approaches to learning
 - vi) Strengths and challenges
 - vii) Family circumstances
 - b) Developing a sense of racial identity
 - c) Promoting a child’s sense of self
 - i) Valuing children’s families
 - d) Guiding children in expressing their feelings

- e) Helping each child flourish
 - i) Optimism
 - ii) Resilience

CDA Subject Area Three (Supporting Children’s Social and Emotional Development): Functional Area Nine – Social

2. Help each child function effectively in the group, learn to express feelings, acquire social skills and make friends, and promote mutual respect among children and adults.
 - a) Encouraging successful social interaction
 - i) Developing a positive, secure, and respectful relationship with each child
 - ii) Creating a classroom or group community
 - b) Supporting children’s play
 - i) Configuring the environment for play
 - (1) Infants and toddlers in play
 - (2) Children’s group interaction
 - (a) Choice time
 - (b) Group meetings
 - (c) Small groups
 - (d) Mealtimes
 - c) Forming friendships
 - i) Giving children acceptable choices
 - ii) Offering children a safe phrase or gesture to use when they feel themselves losing control
 - iii) Helping children develop socially acceptable ways of behaving
 - iv) Helping children see beyond physical impairments
 - d) Helping children resolve conflict
 - i) HighScope’s six step approach for conflict resolution
 - e) Building prosocial skills
 - i) Helping children to understand another person’s perspective and feelings

CDA Subject Area Three (Supporting Children’s Social and Emotional Development): Functional Area Ten – Guidance

3. Provide a supportive environment and use effective strategies to promote children’s self-regulation and support acceptable behaviors, and effectively intervene for children with persistent challenging behaviors.
 - a) Setting effective rules
 - i) Modeling appropriate behavior
 - ii) Providing space for children to be alone and in small groups
 - iii) Acknowledging the positive behaviors of individual children
 - iv) Establishing routines and rituals
 - v) Creating and enforcing clear and simple rules
 - vi) Scaffolding children’s learning to help them understand new rules

- vii) Illustrating rules with pictures
- viii) Applying rules consistently

- b) Addressing challenging behaviors positively
 - i) Building trust
 - ii) Developing children's social and emotional skills
 - iii) Teaching problem solving skills
 - iv) Developing self-regulation
 - v) Encouraging independence
 - vi) Inviting reflection so children may understand their peers' point of view
 - vii) Serving the best interests of both the child and the group

- c) Employing positive guidance techniques

- d) Understanding time-out and effective alternatives

- e) Addressing ongoing challenging behavior

- f) Partnering with families

CDA Subject Area Eight (Understanding Principles of Child Development and Learning): Functional Areas Four – Physical, Five – Cognitive, Six – Communication, Eight – Self, and Nine – Social

- 4. Understand and apply the principles of child development from birth to 36 months of age, individual variations including children with special needs, cultural differences on development, and an understanding of early brain development.

CDA Lab

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