



Accountability: Each unit ends with an assignment that is submitted and reviewed by the course instructor. All six modules end with a 20 question exam. Students must earn an 80% on the exam to unlock the next module. They have multiple opportunities to take the exam.

## **Module 1: Introduction to Caring for Infants & Toddlers**

This module meets CDA Competency Goal VI: To maintain a commitment to professionalism.

### **Unit 1: Your Role in Caring for Infants & Toddlers**

The objectives of this unit are to:

- Describe the importance of caregiver-child interactions.
- Identify five styles of interacting with young children that support their development
- Describe strategies that will promote positive caregiver-child interactions in childcare settings.

### **Unit 2: Attachment Relationships**

The objectives of this unit are to:

- Describe the concept of attachment.
- Identify the qualities of infant characteristics that affect interaction.
- Understand the influence of adult characteristics on the developing infant.
- Understand patterns of attachment and why it's important for the developing child.
- Describe the implications of attachment research on the practices in child care settings.

### **Unit 3: Professionalism & Ethics**

The objectives of this unit are to:

- Expand awareness of the image of child care, factors influencing it, and how it might be improved.
- Review the concept of professional ethics and the core values that guide professional conduct.
- Examine ways in which child care professionals can effectively represent their profession through advocacy efforts and other community activities.
- Explore public relations and marketing strategies, which can assist in promoting a positive image of child care programs.
- Identify ways in which child care providers can enhance their professional

knowledge and skills.

#### **Unit 4: Burnout & Stress Management**

The objectives of this unit are to:

- Understand the burnout process: its causes, symptoms, and stages.
- Identify and apply strategies to prevent or minimize burnout.
- Gain knowledge and skills in managing stress.

### **Module 2: Part I: Development of Infants and Toddlers**

This module meets CDA Competency Goal III: To support social and emotional development and to provide positive guidance.

#### **Unit 1: Brain Development in Infants & Toddlers**

The objectives of this unit are to:

- Understand the structure of the brain
- Describe the research findings that provide evidence for how quality interaction in young children affect their developing brain
- Discuss implications for early childhood practice

#### **Unit 2: Social & Emotional Development of Infants & Toddlers**

The objectives of this unit are to:

- Gain an understanding of social/emotional development and how adults can support growth in these areas.
- Learn how to support social/emotional growth by being “In Tune” to children’s needs.

#### **Unit 3: Positive Behavior Guidance**

The objectives of this unit are to:

- Introduce participants to the Pyramid Model for Supporting the Social and Emotional Competence of Infants and Young Children.
- Gain a better understanding of specific techniques used in minimizing the potential for inappropriate behavior.
- Gain a better understanding of the adult's role in supporting children through behavior guidance.
- Understand the difference between mistaken behavior and misbehavior.
- Learn more about turning aggressive behavior into positive interactions.

#### **Unit 4: Observing Children**

The objectives of this unit are to:

- Learn the difference between objective and subjective observations.
- Describe different methods for observing children.
- Describe ways to meaningfully use observation information.

#### **Unit 5: Supporting Self-Help Skills**

The objectives of this unit are to:

- Gain a better understanding of the adult's role as the facilitator in the development of self-help skills.
- Learn about general stages of development and the specific activities that can support children's growth in their self-help skills.

## **Module 3: Part II: Development of Infants and Toddlers**

This module meets CDA Competency Goal II: To advance physical and intellectual competence.

### **Unit 1: Cognitive Development**

The objectives of this unit are to:

- Describe the characteristics of the infant at the six stages of cognitive development.
- Describe the cognitive concepts learned by the developing infant and toddler.
- Describe appropriate times to refer children for further assessment.
- Describe physical environments and play materials that promote cognitive skills.
- Identify caregiving and play routines that promote cognitive skills.
- Describe developmentally appropriate play activities that promote cognitive development.

### **Unit 2: Language Development**

The objectives of this unit are to:

- Consider general concepts that help us understand the process of early language development and some factors involved in individual variations
- Identify the phases of language development
- Enhance awareness of how to be a responsive language partner with young children
- Expand understanding of how to support conversations with babies and toddlers

### **Unit 3: Physical Development**

The objectives of this unit are to:

- Understand the principles that undergird physical development in infancy and toddlerhood
- Identify major milestones in large muscle and small muscle development of infants and toddlers
- Recognize developmental alerts or "red flags" in children's development
- To examine features of the indoor setting that support motor development
- To identify equipment and toys that enhance motor development
- To identify some developmentally-appropriate physical activities
- To highlight features in the outdoor setting that support motor

development

#### **Unit 4: Supporting Creativity**

The objectives of this unit are to:

- Understand what creativity means for infants and toddlers.
- Learn what types of materials and activities best support the development of children's creativity.
- Understand the adult's role in facilitating the development of children's creativity.

#### **Unit 5: Supporting Children with Special Needs**

The objectives of this unit are to:

- Examine individual attitudes related to the care of children with disabilities
- Become familiar with rationales for inclusion of children with disabilities in early care and education programs, and principles for successful inclusion.
- Identify challenges to inclusion of children with disabilities in early care and education programs.
- Identify ways in which the environment might be adapted to meet the needs of infants and toddlers with disabilities.
- Describe early intervention services for young children with disabilities

### **Module 4: Program Quality & Evaluation**

This module meets CDA Competency Goal V: To ensure a well-run, purposeful program responsive to participant needs

#### **Unit 1: Defining High Quality**

The objectives of this unit are to:

- Describe high-quality programs for infants and toddlers
- Understand the role of state licensing requirements

#### **Unit 2: Program Evaluation**

The objectives of this unit are to:

- Describe the purpose of program evaluation.
- Identify the various resources available for evaluating program quality
- Identify the process for developing a plan for program improvement.

#### **Unit 3: Understanding Accreditation**

The objectives of this unit are to:

- Describe accreditation
- Understand the accreditation criteria & process
- Explore the cost of accreditation

### **Module 5: Relationships with Families**

This module meets CDA Competency Goal IV: To establish positive and

productive relationships with families

### **Unit 1: Stages of Parenthood**

The objectives of this unit are to:

- Identify the stages of parenthood and explore those that affect the relationship between parents and child care providers.
- Examine ways in which the parent/child relationship impacts on the parent/caregiver and caregiver/child relationships.
- Address the role of the caregiver in relating to parents and supporting the parent/child relationship.

### **Unit 2: Partnerships with Parents**

The objectives of this unit are to:

- Become familiar with the characteristics of a partnership.
- Identify ways to involve parents as partners in the child care program.
- Identify ways in which the parent/provider partnership can assist parents in times of stress.

### **Unit 3: Communication with Parents**

The objectives of this unit are to:

- Describe family-centered practices.
- Expand understanding of basic communication skills.
- Identify strategies to promote communication with families.
- Identify strategies to promote parent participation in child care programs.

### **Unit 4: Cultural Diversity of Families**

The objectives of this unit are to:

- Learn specific techniques that will assist providers in increasing cultural sensitivity.
- Identify methods of implementing cultural awareness through the environment and routine care.

## **Module 6: Keeping Infants and Toddlers Safe and Healthy**

This module meets CDA Competency Goal I: To establish and maintain a safe, healthy learning environment.

### **Unit 1: Emergency Procedures**

The objectives of this unit are to:

- Learn techniques to assist in being prepared for emergencies.
- Gain an understanding of basic action steps to take in an emergency.
- Identify common emergency situations and appropriate action steps to take in each case.

### **Unit 2: Safe Environments**

The objectives of this unit are to:

- Learn specific safety techniques that will assist child care providers in minimizing the possibility of injury.
- Gain an understanding of some basic action steps to take to ensure the children's safety on a daily basis.

### **Unit 3: Promoting Healthy Care**

The objectives of this unit are to:

- Increase awareness of the importance of appropriate health practices in infant and toddler care settings.
- Become familiar with basic health information related to infant and toddler care.
- Gain an understanding of rationale for exclusion related to health issues.
- Become familiar with signs of illness among infants and toddlers, and the caregiver's responsibility.
- Gain information about basic hygiene and sanitation practices in infant and toddler care settings.
- Learn about factors to consider when developing health-related policies and procedures.

### **Unit 4: Nutrition & Feeding Practices**

The objectives of this unit are to:

- Increase awareness of the nutrition needs of infants and toddlers.
- Become familiar with appropriate foods and feeding practices for infants & toddlers.
- Increase understanding of the importance of feeding practices on developing attitudes toward food.
- Review common problems and potential solutions related to infant and toddler nutrition
- Gain information about food safety practices related to infant and toddler care.