



CDA VIRTUAL CLASSROOM UNIT 1

Successful Solutions Professional Development LLC

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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 1: Planning a Safe and Healthy Learning Environment

(15 clock hours)

This Unit is designed to teach some of the basic procedures of cleanliness and infection control for keeping children and yourself healthy. Ensuring the children's health and safety is always your primary responsibility as an early childhood professional.

Topic 1: Healthy Practices - Nutrition (2 hours)

Unit 1 Topic 1 Course Description:

2 Clock Hours

When it comes to making healthy food choices and being physically active, adults need to be role models and involve children in making healthy living decisions. Give children building blocks for a healthy lifestyle by teaching them the importance of good nutrition and regular physical activity. Eating well and being physically active every day are keys to a child's health and well-being. Make healthy eating and daily physical activity fun, to help children learn good habits to last a lifetime. This topic will begin with reviewing your responsibilities, as a provider, to assure that the food that children eat is safe.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Identify food handling and preparation regulations that you find challenging to follow.
- ✓ Discuss challenges of providing nutritious snacks and meals for children.
- ✓ Identify why nutrition education is important.
- ✓ Identify activities that you can plan to promote healthy eating habits.
- ✓ Recall what research indicates about the relationship between eating foods high in sugar and hyperactivity.



- ✓ Identify two reasons why it is important for children to start out at a young age with healthy eating habits.

Topic 1 Content

1. [Topic 1: Healthy Practices - Nutrition * Agenda](#)
2. Supporting Healthy Eating
3. Food Safety
4. [☐Food Handling \(1/9\)](#)
5. Planning Nutritious Meals and Snacks
6. Menus and Variety
7. [☐Sample Menus \(2/9\)](#)
8. [☐Healthy Practices Worksheet \(3/9\)](#)
9. Nutrition Education
10. [☐Develop Good Eating Habits in Children \(4/9\)](#)
11. [☐Nutrition Education Worksheet \(5/9\)](#)
12. [☐Nutrition Activities \(6/9\)](#)
13. [☐End of Topic Quiz: Healthy Practices – Nutrition \(7/9\)](#)
14. [☐Professional Portfolio RC I-2 Weekly Menu \(8/9\)](#)
15. [☐Professional Portfolio CS I a Sample Menu \(from RC I-2\) \(9/9\)](#)

Topic 2: Healthy Practices - Physical Activity (2 hours)

Unit 1 Topic 2 Course Description:

2 Clock Hours

This topic familiarizes students with the importance of physical activity to promote muscular development in infants, toddlers, and young children in a child care environment. It also suggests the amount of time children should spend engaged in physical activity, and activities for children with special needs.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Discuss the importance of physical development and physical activity in young children's lives.
- ✓ Identify examples of gross-motor and fine-motor skills in preschool children.
- ✓ Discuss how physical development is linked to overall health and learning.
- ✓ List examples of ways you can support children's physical development indoors and outdoors.
- ✓ Explore resources that provide information about ways you can engage children in physical activity outdoors.



- ✓ List examples of accommodations you can use to support the physical development of children with special learning needs.

Topic 2 Content

1. [Topic 2: Healthy Practices – Physical * Agenda](#)
2. Physical Development
3. Benefits of Physical Activity
4. Recommended Time for Physical Activity: Infants
5. Supporting Physical Development in Infants and Toddlers
6. Recommended Time for Physical Activity: Toddlers & Preschoolers
7. [☐Active Playtime \(1/6\)](#)
8. Structured Physical Activities
9. [☐Outdoor Active Play \(2/6\)](#)
10. [☐Worksheet: Outdoor Active Play \(3/6\)](#)
11. Limit Inactive Time
12. [☐Supporting Physical Activity Indoors \(4/6\)](#)
13. Supporting Physical Activity
14. Environments that Promote Physical Activity
15. [☐Incorporating Motor Play in the Preschool Classroom \(5/6\)](#)
16. Special Needs
17. Involving Families in Children’s Physical Development
18. [☐End of Topic 2 Assessment Quiz \(6/6\)](#)

Topic 3: Life on the Playground (3 hours)

Unit 1 Topic 3 Course Description:

3 Clock Hours

Imagine a childhood without playgrounds. It is difficult, isn't it? Playgrounds are where we all learned valuable life lessons, de-stressed, and made friends. Playgrounds are an essential part of childhood. As educators, we are responsible for making sure time spent on the playground is not only engaging, but safe for the children in our care. This course delves into the licensing requirements for playgrounds in Washington state. We will take a look into how outdoor play helps children develop emotionally, physically, and intellectually. New and exciting lesson plans to use on the playground are included as well.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Participants will examine and interpret the state rules and regulations for making playgrounds safe
- ✓ Explain how play affects the brain and benefits children’s development



- ✓ Describe the difference between a risk and a hazard and explain why it is important for children to be given the opportunity to take risks
- ✓ Discuss how to create and implement expectations for safe outdoor play

Topic 3 Content

1. [Unit 1 Topic 3: Life on the Playground * Agenda](#)
2. [☐Time to Play \(1/12\)](#)
3. Playground Q & A
4. The Outdoor Space Facts
5. Playground Hazards
6. More Playground Hazards
7. Surface Materials
8. Supervising the Playground
9. [☐Proper Supervision on the Playground \(2/12\)](#)
10. [☐Maintaining Equipment and Ground \(3/12\)](#)
11. [☐Creating Rules for the Playground \(4/12\)](#)
12. Playground Skills
13. The Brain at Play
14. [☐Healthy Risk Taking \(5/12\)](#)
15. [☐Lesson Plan: STEAM Stone Stacking \(6/12\)](#)
16. [☐Lesson Plan: End of the Rainbow Treasure Hunt \(7/12\)](#)
17. [☐Lesson Plan: DIY Recycled Outdoor Music Station \(8/12\)](#)
18. [☐Lesson Plan: Sight Word Hopscotch \(9/12\)](#)
19. [☐Lesson Plan: Sensory Sandbox \(10/12\)](#)
20. [☐Lesson Plan: Nature Tummy Time \(11/12\)](#)
21. Lesson Plan: Animal Actions
22. [☐End of Topic 3 Assessment Quiz \(12/12\)](#)

Topic 4: Healthy Learning Environment (2 hours)

Unit 1 Topic 4 Course Description:

2 Clock Hours

Illnesses are common among young children, and those in the early childhood program are likely to be two to three times more at risk of getting sick. This risk can be reduced through educating educators and creating a healthy environment. This topic is designed to introduce the practices that keep children healthy and safe in early childhood programs.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:



- ✓ Identify a healthy physical environment for children, including procedures for health, safety, and sanitation.
- ✓ Identify signs of and care for basic childhood illnesses and injuries.
- ✓ Understand what a communicable disease is
- ✓ Know why children in the child care setting have more illnesses
- ✓ Understand the techniques of infection control
- ✓ Understand the need for using universal precautions all the time
- ✓ Understand proper procedures for hand washing
- ✓ Understand the importance of cleaning and disinfecting

Topic 4 Content

1. [Topic 4: Healthy Learning Environment * Agenda](#)
2. [☐Health Policies \(1/7\)](#)
3. Keeping Children Healthy
4. [☐Daily Health Check \(2/7\)](#)
5. [☐Worksheet: Health Policies \(3/7\)](#)
6. Medication Management
7. Medication Management Key Points to Remember
8. [☐Worksheet: Medication Management \(4/7\)](#)
9. Understanding the Spread of Disease
10. Introduction to Blood Borne Pathogens
11. Hepatitis Information
12. [☐Hepatitis Questions and Answers \(5/7\)](#)
13. HIV Awareness
14. Handwashing
15. Aprons, Gloves, and Hand Sanitizer
16. Cleaning, Sanitizing, and Disinfecting in Child Care
17. [☐Cleaning Up Body Fluids \(6/7\)](#)
18. Children with Special Needs
19. [☐End of Topic 4 Assessment Quiz \(7/7\)](#)

Topic 5: Environmental Safety (2 hours)

Unit 1 Topic 5 Course Description:

2 Clock Hours

This topic familiarizes students with indoor and outdoor safety hazards that may be present in a child care environment and discusses how educators can protect children from these hazards.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)



Learning Outcomes:

- ✓ Understand what types of injuries are common in the child care setting, who gets injured, how, when and why
- ✓ Understand the connection between the developmental level of a child and the kind of injuries he or she may have
- ✓ Know the most common types of injuries for each age and developmental range and how to prevent them
- ✓ Discuss the importance of safe environments and describe a safe environment for all children
- ✓ Realize potential hazards in the indoor and outdoor environments
- ✓ Understand and explain preventive measures that will make their child care facility more fire safe
- ✓ Prepare evacuation plans in the event of a fire
- ✓ Recognize fall hazards in the child care environment
- ✓ Reduce the risk of fall injuries through control of the environment and teaching appropriate behaviors
- ✓ Understand and explain the hazards related to drowning
- ✓ Understand how to prevent drowning

Topic 5 Content

1. [Topic 5: Environmental Safety * Agenda](#)
2. Environmental Health and Safety
3. [Preventing Injuries in Child Care \(1/11\)](#)
4. [Worksheet: Hazards that Make the Environment Unsafe \(2/11\)](#)
5. Risk of Injury and Stages of Development
6. [Worksheet: Hazards by Developmental Age \(3/11\)](#)
7. [Safety Policies and Behavior Management \(4/11\)](#)
8. [Worksheet: Hazard Analysis \(5/11\)](#)
9. [Supervise the Children at All Times \(6/11\)](#)
10. Regular Safety Checks of Indoor and Outdoor Environment
11. Burns and Fire
12. [Burn and Fire Prevention in the Child Care Environment \(7/11\)](#)
13. Choking, Strangulation and Suffocation
14. Falls
15. Poisoning
16. Drowning
17. [Emergency Procedures \(8/11\)](#)
18. [First Aid \(9/11\)](#)
19. Earthquake and Disaster Preparedness
20. [Worksheet: Emergency Preparedness \(10/11\)](#)
21. Missing Child



22. Authorized Persons for Picking Up
23. After the Emergency
24. [□End of Topic 5 Assessment Quiz \(11/11\)](#)

Topic 6: Child Abuse and Mandated Reporting (1 hour)

Unit 1 Topic 6 Course Description:

1 Clock Hour

Though everyone should report child abuse, a number of professionals must report abuse or be held liable by law. Caregivers, teachers and other professionals in positions that have close and frequent contact with children are considered “mandated reporters” of abuse. The first step in helping abused or neglected children is learning to recognize the signs of child abuse and neglect.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Describe how, when, and to whom a report must be filed
- ✓ Understand your rights to confidentiality and immunity as a mandated reporter
- ✓ Understand consequences of failing to report
- ✓ Recognize the role of early childhood educators in reporting child abuse and neglect
- ✓ Identify warning signs and indicators of abuse and neglect

Topic 6 Content

1. [Topic 6: Child Abuse and Mandated Reporting * Agenda](#)
2. What does being a mandated reporter mean?
3. [□Potential Signs of Neglect or Abuse \(1/6\)](#)
4. Suspecting Abuse
5. [□Recognizing the Signs and Symptoms \(2/6\)](#)
6. [□Worksheet: Your Role as a Mandated Reporter \(3/6\)](#)
7. Responding to a Child's Disclosure
8. [□Responding to the Child in Concerns of Abuse and Neglect "Do's" and "Don'ts" \(4/6\)](#)
9. Myths About Abuse and Reporting
10. [□End of Topic 6 Assessment Quiz \(5/6\)](#)
11. [□Professional Portfolio RC VI-3 Reporting Child Abuse and Neglect \(6/6\)](#)

Topic 7: Adverse Childhood Experiences (1 hour)

Unit 1 Topic 7 Course Description:

1 Clock Hour



Adverse Childhood Experiences (ACEs) are common in the United States and bring with them some very negative short and long-term effects. This topic serves the purpose of educating directors, trainers, and administrators about the basics of ACEs as well as neuroplasticity, brain development, and trauma-informed practices.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Discuss familiarity of ACEs related information as part of a peer discussion.
- ✓ Describe ACEs in your own words.
- ✓ Evaluate the key points of ACEs and trauma-informed practice and how to explain these points to adult learners.

Topic 7 Content

1. [Topic 7: Adverse Childhood Experiences * Agenda](#)
2. [☐Pre-Discussion: ACEs \(1/4\)](#)
3. Adverse Childhood Experiences
4. [☐Worksheet: ACEs in Your Own Words \(2/4\)](#)
5. The Relationship Between ACEs and Health
6. [☐ACEs Video \(3/4\)](#)
7. [☐End of Topic 7 Assessment Quiz \(4/4\)](#)

Topic 8: ACEs and Trauma-Informed Practices (2 hours)

Unit 1 Topic 8 Course Description:

2 Clock Hours

Adverse Childhood Experiences create prolonged toxic stress. There are very serious effects of that toxic stress. It can severely harm brain development, lower immune system responses, rewrite a person's DNA, and make them susceptible to a plethora of health conditions. In childhood, it can severely impact learning and development. This topic will discuss the differences between stress in adulthood and stress in childhood, as well as discuss how trauma effects behavior, social and emotional development, and cognitive development in children.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Discuss the difference between stress in adulthood and stress in childhood.
- ✓ Explain how reactions to stress change with age.



- ✓ Analyze an analogy for ACEs for fit.
- ✓ Identify support groups and resources for communities to help prevent ACEs.
- ✓ Discuss the effects of genetics and environment on childhood brain development.
- ✓ Explain myelination, the impact of negative experiences, and brain growth concepts.
- ✓ Identify the three main parts of the brain.
- ✓ Discuss how trauma effects behavior, social and emotional development, and cognitive development in children.
- ✓ Explain the correlation and cause of ACEs and future health effects.
- ✓ Compare brain plasticity and resiliency.
- ✓ Predict how ACEs can be prevented.

Topic 8 Content

1. [Topic 8: ACEs and Trauma-Informed Practices * Agenda](#)
2. Stress Mountain
3. Kinds of Stress
4. [☐Effects of Stress in Kids \(1/7\)](#)
5. Support Systems
6. [☐Worksheet: Tightrope Walker Scenario \(2/7\)](#)
7. The Brain
8. [☐Brain Architecture \(3/7\)](#)
9. ACEs in Early Childhood
10. ACEs in Early Childhood
11. Myelination
12. [☐Where do we go from here? \(4/7\)](#)
13. Supportive Communities
14. Supportive People
15. [☐Supportive Families \(5/7\)](#)
16. Trauma Informed Practice
17. Moving Forward
18. [☐End of Topic 8 Assessment Quiz \(6/7\)](#)

[☐Competency Statement #1 \(7/7\)](#)

Unit 1 Evaluation Form

Unit 1 Review



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.

