



CDA VIRTUAL CLASSROOM UNIT 2

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 3: Supporting Children's Social and Emotional Development (15 clock hours)

This Unit provides an introduction to social-emotional development during the early childhood years. A key learning point is the significance of social-emotional skills for children's overall development and learning.

Topic 1: Social and Emotional Development (2 hours)

Unit 3 Topic 1 Course Description:

2 Clock Hours

School readiness not only means that children are intellectually prepared for school, but also that they are socially and emotionally prepared for success in the classroom. One of the primary goals of a quality early childhood program is to foster healthy social and emotional development in young children. A key learning point is the significance of social-emotional skills for children's overall development and learning.

CDA Settings:

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

Learning Outcomes:

- ✓ Define social-emotional development and discuss its importance in our lives.
- ✓ Reflect on your own ideas and experiences associated with social-emotional development.
- ✓ Discuss how social-emotional learning promotes development and learning in young children.



Topic 1 Content

1. [Topic 1: Social and Emotional Development * Agenda](#)
2. Social and Emotional Development
3. What is Social-Emotional Development?
4. Social-Emotional Development of Children
5. [☐ Love is Not Enough \(1/6\)](#)
6. Infant Emotional Development
7. [☐ Toddler Emotional Development \(2/6\)](#)
8. Preschool Emotional Development
9. [☐ Development of Emotions \(3/6\)](#)
10. Let's Talk More About Emotional Development
11. Children's Emotional Development
12. [☐ Self-Regulation \(4/6\)](#)
13. [☐ End of Topic 1 Assessment Quiz \(5/6\)](#)
14. [☐ Professional Portfolio: RC II-7 Emotional Skills/Regulation \(6/6\)](#)

Topic 2: Interactions and Guidance (2 hours)

Unit 3 Topic 2 Course Description:

2 Clock Hours

Young children who experience warm and respectful relationships are more likely to develop positive relationships with peers and teachers in elementary school. In this topic, you will learn how hereditary and environmental factors impact children's behavior. Understanding young children's developmental levels and characteristics helps early childhood teachers respond to children's behaviors as teachable moments that provide learning opportunities.

CDA Settings:

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

Learning Outcomes:

- ✓ Explain how teachers can provide a supportive environment for young children that influence the
- ✓ development of pro-social behavior.
- ✓ Explain how your personal beliefs and values affect your interactions with children.
- ✓ Name positive strategies for communicating with young children.

Topic 2 Content

1. [Topic 2: Interactions and Guidance * Agenda](#)
2. Factors and Influences that Affect Children's Behavior
3. Environmental Factors that Impact Children's Behavior
4. Developing Social Behavior
5. Developing Positive Social Behaviors



6. [☐ Understanding Young Children's Developmental Levels \(1/7\)](#)
7. [☐ Communication and Interactions with Children \(2/7\)](#)
8. [☐ Teaching and Personal Beliefs \(3/7\)](#)
9. Teaching Styles
10. Communication Strategies
11. Direct and Indirect Guidance Techniques
12. Guiding Young Children's Behavior
13. [☐ Mistaken Behavior \(4/7\)](#)
14. Causes of Behavioral Issues in Child Care
15. Indirect Guidance Techniques: Prevention
16. What happens when mistaken/misbehavior occurs?
17. Direct Guidance Techniques
18. Time-Out
19. [☐ Taking Care of Yourself, and Knowing the Limits of Your Expertise \(5/7\)](#)
20. [☐ End of Topic 2 Assessment Quiz \(6/7\)](#)
21. [☐ Professional Portfolio: CS III a Developing Children's Self-Concept \(7/7\)](#)

Topic 3: Reinforcement and Redirection: A Positive Approach (2 hours)

Unit 3 Topic 3 Course Description:

2 Clock Hours

As children develop, their understanding of what is right and wrong does as well. It is important as educators to help them understand this distinction and to foster an environment for positive learning and growth. In this course, we will discuss what positive reinforcement and redirection are and how they can be used in an early childhood classroom to benefit children's development.

CDA Settings:

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

Learning Outcomes:

- ✓ Explain how positive reinforcement is used
- ✓ Demonstrate the correct usage of positive reinforcement to shape behavior when working with children
- ✓ Interpret the difference between bribing and positive reinforcement
- ✓ Discuss effective redirection techniques with peers
- ✓ State some reasons why positive reinforcement is a useful technique

Topic 3 Content

1. [Topic 3: Reinforcement and Redirection: A Positive Approach * Agenda](#)
2. What is Positive Reinforcement?
3. Positive Reinforcement Tips
4. Methods of Reinforcement



5. [☐ Positive Reinforcement in the Classroom \(1/5\)](#)
6. Managing Problem Behavior
7. Preschool How To: Reinforcement
8. [☐ Worksheet: Positive Reinforcement Scenarios \(2/5\)](#)
9. Difference Between Reinforcement and Bribes
10. What is Redirection?
11. [☐ Redirecting Behavior \(3/5\)](#)
12. [☐ End of Topic 3 Assessment Quiz \(4/5\)](#)
13. [☐ Professional Portfolio: CS III b Guiding Young Children's Behavior \(5/5\)](#)

Topic 4: Supporting Self-Esteem (2 hours)

Unit 3 Topic 4 Course Description:

2 Clock Hours

Early childhood educators are integral components to a child's life. They are interacting with the children in their care for many hours each day and often witness a child's growth and development in many areas. This is why it is crucial for caregivers to have the tools to support and encourage a child's positive self-esteem and to help them develop a healthy self-concept. This course will discuss the importance of self-esteem, as well as how to recognize low self-esteem, and understand the reasons behind it, as well as how caregivers can avoid biased expectations and be positive role models.

CDA Settings:

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

Learning Outcomes:

- ✓ Explain the difference between self-esteem and self-concept.
- ✓ Discuss the best practices of supporting a child's developing self-esteem.
- ✓ List four ways to encourage a child's healthy self-esteem.
- ✓ Identify factors that contribute to the development of low self-esteem.
- ✓ Explain how biased expectations affect self-esteem and how caregivers can use that knowledge to support a child's self-esteem.

Topic 4 Content

1. [Topic 4: Supporting Self-Esteem * Agenda](#)
2. Supporting Self-Esteem
3. Building A Child's Self-Esteem
4. [☐ Nurture a Child's Self-Concept and Self-Esteem \(1/3\)](#)
5. Supporting Self-Esteem
6. Low Self-Esteem
7. High Self-Esteem
8. Biased Expectations
9. Improving Self-Esteem



10. Helping Children Build Self-Esteem
11. Activities to Promote Self-Esteem
12. Resource Links Specifically About Books
13. [☐End of Topic 4 Assessment Quiz \(2/3\)](#)
14. [☐Professional Portfolio: RC III Developmentally Appropriate Books \(3/3\)](#)

Topic 5: Teaching Self-Expression with Ezra Jack Keats (1 hour)

Unit 3 Topic 5 Course Description:

1 Clock Hour

Ezra Jack Keats wrote and illustrated many books in his literary career using a distinctive artistic style. Keats also began creating pieces of children’s literature from what he knew, which was inner city children from many backgrounds and ethnicities. His book, *The Snowy Day* featuring an African American protagonist came out in 1962 which was a turbulent time for Civil Rights in America. Keats’ books featured predominantly African American children in inner city settings which both caused a stir and opened up dialogue for diversity and common challenges that children face. Using Ezra Jack Keats books in an early childhood setting lends itself to support social and emotional development, respectful interactions between peers, and self-expression.

CDA Settings:

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

Learning Outcomes:

- ✓ State the importance of teaching respect for diversity
- ✓ Discuss how teaching diversity changes with age groups
- ✓ Analyze several CDA competency standards with respect to lesson plans and activities
- ✓ Explain the importance of creative and self-expression for young children

Topic 5 Content

1. [Topic 5: Teaching Self-Expression with Ezra Jack Keats * Agenda](#)
2. Ezra Jack Keats Biography
3. Self-Expression
4. [☐Supporting Self-Expression \(1/7\)](#)
5. [☐Teaching Respect for Diversity \(2/7\)](#)
6. [☐Lesson Plan: The Snowy Day Sensory Play \(3/7\)](#)
7. [☐Lesson Plan: Respect Goggles \(4/7\)](#)
8. [☐Lesson Plan: Montessori Pet Food Pouring \(5/7\)](#)
9. [☐Lesson Plan: Infant Animal Petting \(6/7\)](#)
10. [☐End of Topic 5 Assessment Quiz \(7/7\)](#)
11. Professional Portfolio: RC III Developmentally Appropriate Books (*continued – part 2*)



Topic 6: Easing Separation Anxiety (1 hour)

Unit 3 Topic 6 Course Description:

1 Clock Hour

Most children experience separation anxiety at some point in childhood. This can be a source of stress for parents and caregivers as they are inclined to ease the child's anxiety in any way possible. This course explains the developmental stages of separation anxiety as well as some helpful strategies for helping children of all ages cope with separation anxiety. Included with the training are videos, professional recommendations, information about separation anxiety disorder and discussion forums for communicating with fellow child care professionals.

CDA Settings:

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

Learning Outcomes:

- ✓ Explain and describe separation anxiety
- ✓ Apply the knowledge in this course in easing a child's separation anxiety
- ✓ Analyze separation anxiety strategies

Topic 6 Content

1. [Topic 6: Easing Separation Anxiety * Agenda](#)
2. What is Separation Anxiety?
3. Separation Anxiety and Development
4. [☐A Familiar Face \(1/4\)](#)
5. Temperament and Separation Anxiety
6. [☐How Temperament Affects Separation Anxiety \(2/4\)](#)
7. Separation Anxiety Disorder
8. How to Ease Separation Anxiety
9. [☐Managing Separation Anxiety \(3/4\)](#)
10. [☐End of Topic 6 Assessment Quiz \(4/4\)](#)

Topic 7: The Anxious Child (1 hour)

Unit 3 Topic 7 Course Description:

1 Clock Hours

We all know the feeling. The restlessness, butterflies in your stomach, and racing heart, otherwise known as anxiety. Just like adults, children experience this feeling of worry in their lives as well. But what's the difference between a normal amount of fear and an anxiety problem? We will examine that question in this topic. We will also discuss some of the most common anxiety disorders and identify the differences between them, including Post-Traumatic Stress Disorder, Obsessive Compulsive Disorder, phobias, and



general anxiety. Ways educators can work with parents and doctors to help alleviate stress for children will be discussed as well.

CDA Settings:

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

Learning Outcomes:

- ✓ List several physical and behavioral signs of stress and anxiety.
- ✓ Give examples of instructional strategies or modifications that can be made for students with anxiety.
- ✓ Name activities that teachers can do with children to help reduce anxiety in the classroom.

Topic 7 Content

1. [Topic 7: The Anxious Child * Agenda](#)
2. What is Anxiety?
3. What Teacher's Should Know
4. Anxiety in Kids
5. Signs of Stress and Anxiety in Children
6. [Severe Anxiety \(1/2\)](#)
7. Instructional Strategies/Modifications
8. Children's Books for the Anxious Child
9. Classroom Activities
10. [End of Topic 7 Assessment Quiz \(2/2\)](#)

Topic 8: Building Community Through Circle Time (2 hours)

Unit 3 Topic 8 Course Description:

2 Clock Hours

Circle time is a common element in early childhood programs which gives teachers prime opportunities for instruction and interaction with their students. Circle time is used to teach important lessons and can also be used to build a sense of community within the classroom. This topic is designed to instruct teachers, caregivers, directors and staff of the importance of using circle time to build a classroom community. This makes children feel safe, respected, confident and capable and gives them the tools they need to become members of a larger community.

CDA Settings:

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

Learning Outcomes:

- ✓ Discuss the purpose of establishing a circle time routine for building a sense of community in an early childhood program



- ✓ Compare the circle time needs of different age groups
- ✓ Apply the knowledge from this course in developing community building circle time strategies
- ✓ Identify three ways to build community during circle time
- ✓ State the role of modeling desired behavior in an early childhood program
- ✓ Identify the benefits of building classroom community
- ✓ Determine the use of CDA Competency Standards that align with community building activities

Topic 8 Content

1. [Topic 8: Building Community Through Circle Time * Agenda](#)
2. Circle Time
3. Practicing Circle Time Routines
4. [Establishing Routines for Circle Time \(1/6\)](#)
5. Planning Circle Time
6. Circle Time Activity Example
7. Considering Attention Levels: Toddlers
8. Considering Attention Levels: Preschoolers
9. Observations and Behavior
10. Guiding Circle Time
11. Real Approaches to Circle Time Community Building
12. [Community Building Strategies \(2/6\)](#)
13. [Lesson Plan: Class Bracelets \(3/6\)](#)
14. [Lesson Plan: Big Ball, Medium Ball, Small Ball too! \(4/6\)](#)
15. [Lesson Plan: Bear Hunt \(5/6\)](#)
16. [End of Topic 8 Assessment Quiz \(6/6\)](#)

Topic 9: Yoga with Children (1 hour)

Unit 3 Topic 9 Course Description:

1 Clock Hour

Yoga has shown to be beneficial for children who encounter emotional, social, and physical challenges or conflicts. Children have the ability to learn how to cope with stressful situations, calm themselves in times of frustration, and learn resiliency. Yoga has many components such as balance, breathing, posing, and stamina. Teaching these skills to young children is believed to offer benefits that extend past the practice of yoga itself.

CDA Settings:

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

Learning Outcomes:

- ✓ Learn about the history of yoga.



- ✓ Identify an understanding of common terminology associated with yoga.
- ✓ Identify rules for yoga with children.
- ✓ Identify potential health benefits that may be associated with yoga.
- ✓ Identify a breathing exercise that may be helpful before nap time.
- ✓ Describe how you will use yoga or yoga breathing to aid in your classroom.

Topic 9 Content

1. [Topic 9: Yoga with Children * Agenda](#)
2. What is Yoga?
3. Breathing Exercises for Kids
4. Breathing Techniques
5. Yoga Poses
6. Awareness and Safety
7. [☐Yoga in the Classroom \(1/2\)](#)
8. [☐End of Topic 9 Assessment Quiz \(2/2\)](#)

Topic 10: Basic Sign Language for Young Children (1 hour)

Unit 3 Topic 10 Course Description:

1 Clock Hour

Sign Language has become a popular and effective tool in communicating with young children. Caregivers, parents, and teachers are learning to utilize Sign Language as a tool for communicating with infants and toddlers as well as a classroom management tool. This course is designed for teachers, caregivers, parents and others who are interested in learning a basic set of appropriate sign language skills to practice and teach to young children.

CDA Settings:

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

Learning Outcomes:

- ✓ Recall basic signs to use with young children
- ✓ Explain the benefits of sign language use with young children
- ✓ Discuss why sign language may be helpful for young children

Topic 10 Content

1. [Topic 10: Basic Sign Language for Young Children * Agenda](#)
2. [☐Introduction to ASL \(1/5\)](#)
3. Deaf Society and Culture
4. Cultural Influences on Language
5. Introduction to Basic Sign Language for Young Children
6. [☐Why Sign? \(2/5\)](#)
7. Beginning Signs
8. Recommended Signs



9. Recommended Signs Video
10. Benefits of Learning Sign Language Video
11. Sign Language Supports Development
12. Sign Language Myths
13. Common Signs for Young Children
14. Incorporating Sign Language
15. Signing Field Trip
16. Practice Signing
17. Sign Language Games
18. [□Using Sign Language in the Classroom \(3/5\)](#)
19. [□End of Topic 10 Assessment Quiz \(4/5\)](#)

[□Competency Statement #3 \(5/5\)](#)

Unit 3 Evaluation Form

Unit 3 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.

