CDA VIRTUAL CLASSROOM UNIT 4

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 4: Building Productive Relationships with Families
(15 clock hours)

In this Unit, the student will learn the basics about communicating with parents. We will highlight ways to collect and share information with families in caring, supportive and easy-to-understand ways.

Topic 1: Cultural Competency and Responsiveness (3 hours)

Unit 4 Topic 1 Course Description:

3 Clock Hours

This topic will address the concepts of intentionally teaching, multi- cultural/diverse learning environments and working with children that have special needs. Culturally competent teachers can better prepare environments for learning, choose materials, and plan experiences that are respectful, stimulating and valuable for all.

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

Learning Outcomes:
- ✓ Describe some of your own cultural beliefs and practices.
- ✓ Identify methods for interacting with children in fair, caring and respectful ways.
- ✓ Define Intentional Teaching.
- ✓ List 4 early childhood teaching strategies to assist in the learning of young children.
- ✓ Explain what it means to promote diversity in your classroom.

Topic 1 Content
1. Unit 4: Topic 1: Cultural Competency and Responsiveness * Agenda
2. What is culture?

3. ☐Attributes of Culture (1/10)
4. Components of Human Diversity
5. Self-Reflection
6. ☐Cultural Diversity Self-Assessment (2/10)
7. Development of Identity
8. ☐The Importance of Deliberate Inclusion (3/10)
9. A Diverse Classroom
10. How to Integrate Diversity
11. Inclusive Classrooms
12. ☐Multicultural Education Curriculum (4/10)
13. ☐Interacting with Children Respectfully (5/10)
14. Being Aware of Your Own Biases
15. ☐Fairness and Consistency when Interacting with Children (6/10)
16. Inclusive and Respectful Environment
17. Intentional Teaching
18. Applying Intentional Teaching Strategies
19. ☐Respectful Environment (7/10)
20. ☐End of Topic 1 Assessment Quiz (8/10)
21. ☐Professional Portfolio: CS IV b Awareness of Children's Home Life (9/10)
22. ☐Professional Portfolio RC IV-2 Family Resources Guide: Translation Service (10/10)

Topic 2: Spanish in the Early Childhood Classroom (1 hour)

Unit 4 Topic 2 Course Description:

1 Clock Hour

The ability of being able to speak more than one language has lifelong benefits for children. Skills such as increased cognitive development, improved cultural awareness, and making students more marketable in the workplace are discussed. This topic debunks some of the common myths surrounding language acquisition and addresses strategies for implementing Spanish in the Early Childhood Classroom.

CDA Settings:

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

Learning Outcomes:

✓ Describe 3 benefits of studying a second language
✓ Name one common myth about language learning and explain why it is not true
✓ Describe how using music and movement can assist children in learning Spanish

Topic 2 Content

1. Unit 4 Topic 2: Spanish in the Early Childhood Classroom - Agenda
2. Introduction to Spanish in the Classroom

3. The Benefits of Dual Language Learning
4. Speaking Another Language Keeps your Brain Sharp
5. ☐Benefits of a Second Language (1/3)
6. The Myths of Learning a Second Language
7. Appropriate Curriculum
8. ☐Myths of Learning a Second Language (2/3)
9. Strategies for Implementing Spanish
10. Spanish in the Early Childhood Classroom
11. ☐End of Topic 2 Assessment Quiz (3/3)

Topic 3: Family and Community Partnerships (3 hours)

Unit 4 Topic 3 Course Description:

3 Clock Hours

Strong partnerships with families are built on good communication. Families will communicate their needs to you, and in turn, you will communicate what resources are available. From welcoming parents and children in the morning to saying good-bye at pick-up time, your day will be filled with verbal interactions and conversations with parents, children, and other staff. When teachers understand families as a system and the impact of parenting in early childhood, they are better able to develop partnerships with families and to help create an environment that meets the needs of each child. In this topic, you will learn the basics about communicating with parents, we will highlight appropriate ways to collect information from families, as well as the ways and opportunities to share information in a caring way.

CDA Settings:

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

Learning Outcomes:

✓ List the required licensing postings and interactions that apply to parent communication.
✓ Explain 2 ways teachers can communicate with parents.
✓ Summarize the rationale for maintaining confidentiality.
✓ Summarize how diversity impacts relationships with parents.
✓ Recognize family-centered practice as a key component of early childhood education.

Topic 3 Content

1. Unit 4 Topic 3 Family and Community Partnerships Agenda
2. Positive Relationships with Families
3. ☐Family-Centered Practice (1/9)
4. Honoring Diversity in Families
5. ☐Families as Teachers (2/9)
6. Family Engagement
7. Parent Participation

8. Helping Families Feel Welcome
9. Encouraging Family Involvement
10. ☐Supporting Families (3/9)
11. Ways of Communicating with Families
12. Parent Questions and Concerns
13. Confidentiality
14. ☐Communicating with Collaborators (4/9)
15. Transitions – From Home to Program
16. Transitions: Scenario
17. ☐Making Good-Byes Easier (5/9)
18. Providing Support to Families Under Stress
19. Types of Resources
20. ☐Family Resources and Working with Volunteers (6/9)
21. ☐End of Topic 3 Assessment Quiz (7/9)
22. ☐Professional Portfolio: CS IV a Communication with Families (8/9)
23. ☐Professional Portfolio: RC IV-1 Family Resources Guide: Family Counseling (9/9)

Topic 4: Family Activity Nights (1 hour)

Unit 4 Topic 4 Course Description:

1 Clock Hour

Families are an integral part of a successful child care program. Making families feel welcome and connected is one of many ways to develop positive working relationships. The simple act of planning after-hours family programs can provide an opportunity to bridge the relationship gaps between caregivers and families, strengthen family partnerships, assist children in adjusting to child care, and promote a positive self-concept in children. This training will cover the previous mentioned topics and support this with research-based issues as well as provide several fresh ideas for involving families.

CDA Settings:

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

Learning Outcomes:

✓ Identify five considerations to make when planning a family program or event
✓ Identify one common pitfall when planning family events
✓ Explain how common pitfalls may be avoided
✓ Analyze a hypothetical situation
✓ State two factors to consider when staffing an after-hours event
✓ Discuss the benefits of family events or programs
✓ Apply the concepts covered in the training in their programs
✓ Discuss the importance of careful planning

Topic 4 Content
1. [Unit 4 Topic 4 Agenda](#)
2. Families in a Changing World
3. Family Statistics
4. Family Night Video
5. Familial Involvement
6. ☐[Family Involvement Discussion (1/3)](#)
7. Avoiding Common Pitfalls
8. ☐[Successful After-Hours Program Planning (2/3)](#)
9. Components of a Successful Family Night
10. Event Planning Tips
11. Staffing Events
12. Family Program Theme Ideas
13. ☐[End of Topic 4 Assessment Quiz (3/3)](#)

Topic 5: Supporting Families with Special Needs (3 hours)

Unit 4 Topic 5 Course Description:

3 Clock Hours

Child care centers will serve families of all sizes, make-ups, needs and concerns. Families with special needs often experience challenges when it comes to child care and are protected under the Americans with Disabilities Act. This topic will give directors and administrators more information on the Americans with Disabilities Act as well as how to create a program that strives to fit the needs of families with special needs. This includes realistic tools, regulations, and concepts to support families with special needs in your community and in your center.

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

Learning Outcomes:
- ✓ Define the following terms:
  - ➢ People First Vocabulary
  - ➢ Reasonable Modification
  - ➢ The Americans with Disabilities Act
  - ➢ Inclusion
  - ➢ Positive Interaction Strategies
- ✓ Analyze environmental accommodations in classrooms for children with disabilities
- ✓ Identify Americans with Disabilities Act (ADA) compliance and non-compliance examples
- ✓ Discuss factors that influence families when choosing a child care center
- ✓ Determine staff roles in meeting the needs of families with special needs

- ✓ Describe assistive technology and what its purpose is in the early childhood classroom
- ✓ Identify "people first" phrases from a given list

Topic 5 Content

1. [Unit 4 Topic 5: Supporting Families with Special Needs - Agenda](#)
2. Families with Special Needs
3. ADA Accessibility
4. Provisions of the ADA
5. ADA Program Compliance Examples
6. Child Care Setting
7. ☐[Early Childhood Setting (1/5)](#)
8. Program Planning for Special Needs
9. ☐[Inclusion (2/5)](#)
10. Benefits of Inclusion
11. People First Language
12. Environmental Accommodations
13. ☐[Accommodations Worksheet (3/5)](#)
14. Positive Interaction Strategies
15. Staff Preparation
16. Parting Video
17. ☐[End of Topic 5 Assessment Quiz (4/5)](#)
18. ☐[Professional Portfolio: RC IV-3 Family Resources Guide: Children with Disabilities (5/5)](#)

Topic 6: Operation: Military Families (2 hours)

Unit 4 Topic 6 Course Description:

2 Clock Hours

Military families are growing, and in a society, that puts high demands on families and military members there are increasing stressors. Children from military families come with unique worldviews and needs in the child care and classroom setting. This topic aims to inform directors and administrators of the unique needs of military families and how to support them. Included are videos, peer discussion boards, analytical opportunities and more.

CDA Settings:
- ➢ Infant/Toddler
- ➢ Preschool
- ➢ Family Child Care (Mixed-Age)

Learning Outcomes:
- ✓ Analyze a hypothetical scenario in identifying a military family
- ✓ Explain how to support military families and children
- ✓ Describe how a current program or community supports military families
- ✓ State how to enhance an early childhood program to better support military families

✓ Identify stressors that military families experience
✓ List common behavioral problems for military children

Topic 6 Content
1. [Unit 4 Topic 6 - Operation: Military Families Agenda](#)
2. Military Families as Part of the Community
3. Military Family
4. Types of Military
5. Identifying Military Families
6. ☐[Getting to Know Military Families (1/4)](#)
7. Military Family Challenges
8. Military Children and Stress
9. Military Children and Stress Video
10. Supporting Military Families
11. Ways to Support Military Families
12. ☐[How do you support military families? (2/4)](#)
13. Early Childhood Education for Military Families
14. ☐[End of Topic 6 Assessment Quiz (3/4)](#)
15. ☐[Professional Portfolio: RC IV-4 Family Resources Guide: Child Development Resources (4/4)](#)

Topic 7: Using Literature to Support Diverse Families (2 hours)

Unit 4 Topic 7 Course Description:

2 Clock Hours

Children's literature is a tool used in many early childhood and school-age programs for various purposes. Typically, literacy skills are the foundation of implementing certain children's books, but there are more options. Consider the diverse families that you know and work with and how a literature rich environment that supports that diversity can help all of the children in your classroom thrive! This course will approach the concept of using literature to support diverse families, provide some sample lesson plans, consider best practice standards, and include peer discussions to enhance participant learning.

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

Learning Outcomes:
✓ Discuss methods and strategies for supporting diverse families through children's literature specifically
✓ Discuss other strategies used for supporting diverse families
✓ Describe how supporting a child's sense of belonging in the classroom community can also support diverse families

- ✓ State how to use an activity that uses children's literature to continue supporting diverse families throughout a longer span of time
- ✓ Explain how children's social interactions can help to support their sense of belonging in the classroom

Topic 7 Content

1. Unit 4 Topic 7 - Using Literature to Support Diverse Families Agenda
2. Family Community Partnerships
3. Family Literature
4. Early Literacy and Learning about Families
5. ☐Monday is One Day (1/7)
6. Valuing Diverse Families
7. ☐Supporting Diverse Families (2/7)
8. Communicating with Families
9. Choosing Literature to Include Diverse Families
10. Beyond Literature
11. ☐Lesson Plan: My Family Tree (3/7)
12. ☐Lesson Plan: Hanging Family Mobiles (4/7)
13. ☐Lesson Plan: The Name Quilt (5/7)
14. ☐End of Topic 7 Assessment Quiz (6/7)

☐Competency Statement #4 (7/7)

Unit 4 Evaluation Form

Unit 4 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.