



CDA VIRTUAL CLASSROOM UNIT 7

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 7: Observing and Recording Children's Behavior

(15 clock hours)

It is important to provide a variety of experiences to support children's positive guidance. This Unit describes how you can create developmentally appropriate experiences that engage children in meaningful interactions. You will learn about the importance of evaluation as a way to know whether the curriculum that you provide to children in your classroom are successful and what aspects program need improvement. This lesson describes how your environment can create meaningful opportunities for children's growth and learning about positive guidance. You will also learn about addressing children's individual differences and what do to if you are concerned about a child's development.

Topic 1: Emotional Intelligence (2 hours)

Unit 7 Topic 1 Course Description:

2 Clock Hours

Often considered a "soft skill," emotional intelligence is the practice of monitoring a person's own emotions as well as other people's emotions. Young children are still practicing this skill and require more support and learning opportunities as they develop. This course will define emotional intelligence and give educators the tools and information they need to support children through their emotional intelligence journeys. Included are peer discussions, worksheets, videos, strategies, and more.

CDA Settings:

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



Learning Outcomes:

- ✓ Defend your opinion on emotional intelligence versus cognitive intelligence
- ✓ State the importance of emotional intelligence
- ✓ Analyze example social and emotional learning lesson plans
- ✓ Define emotional intelligence
- ✓ Choose the benefits of strong emotional intelligence in young children.

Topic 1 Content

1. [Topic 1: Emotional Intelligence * Agenda](#)
2. Emotional Intelligence vs Cognitive Intelligence
3. Why is Emotional Intelligence So Important?
4. Emotional Intelligence and Behavior
5. [EQ versus IQ \(1/8\)](#)
6. Emotional Intelligence and Social Interactions
7. Emotional Intelligence and Education
8. Supporting Emotional Intelligence
9. Literature to Support Emotional Intelligence
10. [Lesson Plan: Identifying Emotions \(2/8\)](#)
11. [Lesson Plan: Character Emotions \(3/8\)](#)
12. [Lesson Plan: Tell me, Show me! \(4/8\)](#)
13. [Lesson Plan: Kindness Challenge \(5/8\)](#)
14. [Lesson Plan: Making Faces \(6/8\)](#)
15. [Lesson Plan: Guess That Emotion \(7/8\)](#)
16. [End of Topic 1 Assessment Quiz \(8/8\)](#)

Topic 2: Positive Strategies for Classroom Management (2 hours)**Unit 7 Topic 2 Course Description:**

2 Clock Hours

Teachers with all levels of experience use classroom management to meet their daily routines, student expectations, and behavioral challenges among other things. It is a central component to a well-run classroom setting of any kind. Early childhood programs and traditional classrooms of all levels can benefit from a clever classroom management plan. This course will give new and veteran teachers alike a fresh perspective on classroom management as well as some unique and engaging ideas to apply to the classroom environment. There are several interactive pieces in this training as well as hypothetical situations and educator experience articles. This course will also provide an overview of why biting behavior occurs and how child care professionals can understand the behavior and respond appropriately.

CDA Settings:

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



Learning Outcomes:

- ✓ Apply new classroom management skills to their program
- ✓ Discuss the purpose of classroom management
- ✓ Analyze several hypothetical classroom management plans and make necessary corrections
- ✓ Identify a positive approach to guidance
- ✓ Identify reasons for biting
- ✓ Explain developmentally appropriate measures to help prevent biting behavior
- ✓ Explain best practice methods of reacting to biting behavior

Topic 2 Content

1. [Topic 7: Positive Strategies for Classroom Management * Agenda](#)
2. Introduction to Classroom Management
3. Where to Begin?
4. [□Goal Setting \(1/6\)](#)
5. Setting Routines and Schedules
6. [□Appropriate Expectations \(2/6\)](#)
7. Appropriate Expectations
8. Setting Expectations
9. Setting Rules Early on is Important
10. Involving Students
11. Behavior Management
12. Real Positive Guidance Techniques
13. Real Strategies from an Experienced Educator
14. Sign Language for Classroom Management
15. Motivation
16. Group Motivation
17. Individual Motivation
18. [□Classroom Analysis Review \(3/6\)](#)
19. Ouch! Coping with Biting in the Classroom
20. [□Biting in Child Care \(4/6\)](#)
21. Why do Children Bite?
22. [□Biting Causes \(5/6\)](#)
23. Preventing Biting Behavior
24. Reacting to Biting Behavior
25. Biting Crisis
26. Hanging on During a Biting Crisis
27. [□End of Topic 2 Assessment Quiz \(6/6\)](#)

Topic 3: Understanding Autism (2 hours)**Unit 7 Topic 3 Course Description:**

2 Clock Hours



Autism Spectrum Disorder (ASD) is a lifelong condition that affects the way a person communicates and relates to those around them. Teaching and caring for those with ASD presents a unique set of challenges and responsibilities. This course serves as an introduction to the topic of autism. Causes, symptoms, and misconceptions will be presented as well as information on recognizing signs and common behaviors in children. Additionally, strategies and approaches on how educators can better support students with autism and their families will be included.

CDA Settings:

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

Learning Outcomes:

- ✓ Identify and debunk myths regarding Autism Spectrum Disorder
- ✓ Describe typical symptoms associated with autism
- ✓ Give examples of helpful instructional strategies that educators can use with children with autism in their classrooms
- ✓ List several medical issues that may accompany ASD
- ✓ Identify common “red flags” of development that educators should be familiar with
- ✓ Describe your role as an educator for assisting parents and guardians with the diagnosis of autism

Topic 3 Content

1. [Topic 3: Understanding Autism * Agenda](#)
2. What is Autism?
3. [Autism — What We Know \(1/3\)](#)
4. Autism Facts and Statistics
5. Common Myths
6. Signs and Symptoms
7. Communication Difficulties
8. Autism Awareness
9. Early Signs and Red Flags
10. Developmental Red Flags
11. Early Signs of Autism
12. Physical and Medical Issues
13. Your Role as an Educator
14. Autism Tool: Sensory
15. Autism Tool: Visual Aids
16. Autism Tool: Social Stories
17. [Social Story - Check for Understanding \(2/3\)](#)
18. What a Child with Autism Wants You to Know
19. What it Feels Like to be Autistic
20. [End of Topic 3 Assessment Quiz \(3/3\)](#)



Topic 4: Children and Nature (1 hour)

Unit 7 Topic 4 Course Description:

1 Clock Hour

New research actually shows that nature is essential for the brain. Even fleeting exposures to natural settings outside the windows can improve brain performance. One study demonstrates that just looking at a natural scene can improve scores on tests of attention and memory. Nature also has a calming effect on the brain. It can catch our attention without overloading our brain. Allowing children, the time to nurture a connection with nature, we are granting them the freedom to develop intrinsic motivation - the ability to recognize what it is they want and to develop the desire and focus to achieve their goals. The experience of children and nature has to be part of daily life--the opportunity not only for playing in green space, but also the opportunity for being alone, having the chance to daydream, to wonder, to just be there.

CDA Settings:

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

Learning Outcomes:

- ✓ Understand the growing concern regarding children's lack of engagement with nature and the possible fear of nature by family members.
- ✓ Identify the negative health consequences that can result from the lack of children's contact with nature.
- ✓ Identify the physical, social, and psychological impacts of nature on child development.
- ✓ Gain an understanding of the importance of nature play to the healthy development of the young child.
- ✓ Become knowledgeable about and gain skills in developing and facilitating nature play experiences.
- ✓ Identify ways to create a nature play environment indoors and outdoors to support the need for children to connect with the natural world.

Topic 4 Content

1. [Topic 4 * Children and Nature * Agenda](#)
2. How Lifestyle Affects Children and Nature
3. [☐Children and Nature Now \(1/6\)](#)
4. [☐The Children & Nature Movement \(2/6\)](#)
5. [☐Kids and Outdoor Play: Tips for Parents \(3/6\)](#)
6. [☐What is Nature Deficit? \(4/6\)](#)
7. Possible Health Effects
8. Outdoor Environments
9. Nature in the Classroom
10. Classroom Environment



11. The Outdoor Classroom
12. Natural Playscape
13. [☐Playing Outside in Cool Weather \(5/6\)](#)
14. [☐End of Topic 4 Assessment Quiz \(6/6\)](#)

Topic 5: Creating an Inclusive Classroom (3 hours)

Unit 7 Topic 5 Course Description:

3 Clock Hours

Every child needs special attention in certain areas of learning and development from time to time. However, children with disabilities usually require consistent, long-term help and accommodation in the classroom. Including all children in the classroom, despite their needs, is crucial to having a diverse and inclusive classroom experience that everyone benefits from. It is the responsibility of the educator to teach and support each child to the best of their abilities. In this course, we will learn about creating an inclusive classroom and how to support development in children with disabilities.

CDA Settings:

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

Learning Outcomes:

- ✓ Identify the benefits of an inclusive classroom
- ✓ Discuss ways to create a welcoming and inclusive classroom environment
- ✓ Apply knowledge of accommodation to various lesson plan examples
- ✓ Identify ways to incorporate more inclusiveness and diversity in their own classrooms

Topic 5 Content

1. [Topic 5: Creating an Inclusive Classroom * Agenda](#)
2. What is an Inclusive Classroom?
3. [☐Reverse-Mainstreaming \(1/7\)](#)
4. Everyone Benefits from Inclusion
5. [☐Benefits of Inclusion \(2/7\)](#)
6. Supporting Students with Special Needs: Speech Delays
7. Supporting Students with Special Needs: Developmental Delays
8. Supporting Students with Special Needs: Hearing Loss
9. Supporting Students with Special Needs: Physical Disabilities
10. [☐Making the Classroom More Inclusive \(3/7\)](#)
11. [☐Inclusive Education \(4/7\)](#)
12. Inclusivity During Circle Time
13. Teaching Young Children About Diversity
14. Picture Books About Inclusion and Diversity
15. [☐Lesson Plan: Our Classroom Book \(5/7\)](#)



16. [Lesson Plan: All the Colors I am Inside \(6/7\)](#)
17. [End of Topic 5 Assessment Quiz \(7/7\)](#)

Topic 6: Bullying Identification: A Developmentally Appropriate Approach (2 hours)

Unit 7 Topic 6 Course Description:

2 Clock Hours

Bullying is a word that we often hear along with a sad or sometimes tragic ending. Programs with children of all ages incur bullying behaviors and educators should be developing tools and strategies to help prevent and manage these behaviors. This course will explain the definition of bullying behavior, provide some real-world examples to be analyzed, and recommend many tools and strategies that are simple and effective to work through bullying behaviors and support victims of bullying.

CDA Settings:

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

Learning Outcomes:

- ✓ Identify types of bullying
- ✓ Distinguish between bullying behavior and typical childhood development
- ✓ Discuss experiences reacting to bullying behavior in a peer discussion
- ✓ Analyze lesson plan examples to teach positive social supports
- ✓ Identify the educator's role in identifying bullying behaviors
- ✓ Analyze a video for positive teacher supports to encourage positive social interactions

Topic 6 Content

1. [Topic 6: Bullying Identification * Agenda](#)
2. What is Bullying?
3. Types of Bullying
4. When and Where Does Bullying Occur?
5. What Makes a Bully?
6. Identifying Bullying
7. [Share Your Experiences \(1/7\)](#)
8. Bullying and Childhood Development
9. [Bullying or Development? \(2/7\)](#)
10. Gender and Bullying
11. Observation is the Key
12. [Positive Supports for Bullies Video 0-3 Years \(3/7\)](#)
13. [Positive Supports for Bullies Video 3-5 Years \(4/7\)](#)
14. Positive Supports for Victims of Bullying
15. Bullying Prevention, Identification, and Support
16. [Lesson Plan: Soothe the Baby \(5/7\)](#)
17. [Lesson Plan: Friendship Charades \(6/7\)](#)



18. [□End of Topic 6 Assessment Quiz \(7/7\)](#)

Topic 7: Observing and Recording (3 hours)

Unit 7 Topic 6 Course Description:

3 Clock Hours

Young children are working on learning and developing socially, emotionally, cognitively, and physically. It is the role of the early childhood educator to observe, record, and assess young children as they move through milestones and stages in their development. This course will discuss the importance of early childhood development in regard to educator observations, recording of data, types of records, and assessing for future lesson and activity planning.

CDA Settings:

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

Learning Outcomes:

- ✓ Assess challenges in observing children or recording observations
- ✓ Analyze example documentation to determine best use of information
- ✓ Respond to observation videos with appropriate observational data
- ✓ Create a personal definition of assessment
- ✓ Discuss the use and evolution of assessment in the early childhood classroom
- ✓ Describe early intervention services for young children
- ✓ Cite an example of a developmental red flag for a specific age group
- ✓ Explain the early childhood educator's role in early intervention services

Topic 7 Content

1. [Topic 7: Observing, Recording and Looking Ahead * Agenda](#)
2. Observation, Recording, Assessing, and Child Development
3. [□Challenges When Observing and Recording Children \(1/7\)](#)
4. Recordkeeping 101
5. Observing
6. Types of Observations: Objective vs. Subjective
7. Types of Observations: Quantitative vs. Qualitative
8. Observing Young Children
9. [□Observation Types \(2/7\)](#)
10. Recording and Documenting
11. Document Observations
12. [□Definition of Assessment \(3/7\)](#)
13. Assess
14. Types of Assessment
15. Collecting and Using Video
16. Caution and Risk with Assessments



- 17. Following Standards
- 18. Planning Ahead
- 19. Developmental Assessments
- 20. Early Intervention
- 21. Select Age Setting
 - 22. [□ Document Your Observations: Infants \(4/7\)](#)
 - 22. [□ Document Your Observations: Toddlers \(4/7\)](#)
 - 22. [□ Document Your Observations: Preschoolers \(4/7\)](#)
- 23. [□ End of Topic 7 Assessment Quiz \(5/7\)](#)
- 24. [□ RC V Record Keeping Forms \(6/7\)](#)
- 25. [□ CS V a Observation Tool \(from RC V\) \(7/7\)](#)

Unit 7 Evaluation Form

Unit 7 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.

