

Course 1

Module 1: Child Development Birth-Five years

Old Chapter 1: Welcome

During the early years of life, the brain is undergoing dramatic changes and children develop in many ways - socially, emotionally, physically, and cognitively. Caregivers and teachers are in a unique position to ensure that children develop well by providing thoughtful experiences that address all types of development.

Learning Domains and Developmental Milestones: The developmental domains are physical, cognitive, social-emotional, and language. They are broad categories that describe a specific area of development. They provide teachers with a developmental approach when planning activities. Children reach milestones as they play, learn, speak, interact with others, and move.

- Handout “[CCDF Health and Safety Topic Requirements](#)”

Chapter 2: The Importance of the Early Years

Everyday experiences give children opportunities to flourish and grow. The opportunities you provide have both short and long term effects on children’s growth and development. Early experiences provide a foundation as well as shape behaviors, physical and mental health, learning capacity, and brain development. See “The Science of Early Childhood Development, Video Transcript”

- How Children Benefit:
 - See Handout “[How Children Benefit](#)”
 - See handout “[Assessment and Screening Strategies and Tools](#)”
- Twelve principles of child development and Learning:
 - See Handout “[Twelve Principles of Child Development and Learning](#)”

Chapter 3: Putting the Pieces Together

Child development occurs in a definite sequence, or order, which is the same for all children - walking occurs before running. The rate of development varies among children. All children develop at their own rate and are influenced by many factors, including social and environmental experiences.

- Maslow’s Hierarchy of Needs:
 - See Handout “[Maslow’s Hierarchy of Needs](#)”
- Identifying the Level of Need:
 - See Handout “[Identifying the Level of Need](#)”

Chapter 4: Physical Development

During the first years of life, there are dramatic changes in the child's physical abilities. Children are born with very little control over their bodies, but within a few short months, they can lift their heads, roll over, and crawl. As children reach their toddler and preschool years, their skills continue to develop and their worlds expand. A well-planned environment with lots of opportunities for young children to use all muscle groups helps physical skills develop rapidly.

Course 1

- Physical development is divided into two categories: Gross Motor & Fine Motor
 - See Handout "[Physical Developmental Milestones](#)" Infant, Toddler, and Preschool
- Teaching Practices:
 - See Handout "[Teaching Practices](#)"

Chapter 5: Social-Emotional Development

Through relationships and interactions with other children and adults, children develop self-awareness, self-regulation, and empathy. The process begins in infancy when a caregiver's voice and soft touch provide cues that help an infant learn to self-soothe. As children grow, they learn with the guidance of a loving adult to manage their emotions and their behavior. Children learn to wait their turn, share a favorite toy, follow rules, listen, and plan. These social-emotional skills are an important part of preparing them for success in school.

- Social- Emotional Developmental Milestones
 - See Handout "[Social- Emotional Developmental Milestones](#)"
- Helping Children Build Social Emotional Competence: There are many ways that you can help children build social and emotional competence
 - See Handout "[Helping Children Build Social-Emotional Competence](#)"

Chapter 6: Cognitive Development

Cognitive development involves attention, memory, mental representation, logic and reasoning, and classification. Children construct their knowledge by interacting with all aspects of their environment. Children learn when they solve problems or conflicts. When children interact with unfamiliar objects and experiences, they exercise their developing skills and learn more about their world.

- Cognitive Developmental Milestones
 - See Handout "[Cognitive Developmental Milestones](#)"
- What Can You Do?

- See Handout [“What Can You Do?”](#)

Chapter 7: Language Development

From birth, babies learn to communicate with cries, coos, gestures, and, at around 12 to 18 months, words. Although all children are exposed to language every day, the quantity and quality of the language they hear makes a significant difference in their development. So....talk, sing, listen, respond, and engage in meaningful conversations with infants, toddlers, and preschoolers. It makes a difference that lasts a lifetime.

- What is Language?
 - See Handout [“What is Language?”](#)
- Language Developmental Milestones
 - See Handout [“Language Developmental Milestones”](#)
- Supporting Language Development
 - See Handout [“Supporting Language Development”](#)

Course 1

References: See Handout [“References”](#) **Module 2:**

Health Chapter 1: Welcome

When children learn about and adopt healthy practices, it has a life-long impact on their well-being and quality of life. You can make a difference by ensuring that each child has the knowledge and skills that lead to healthy and happy lives. In this course, you will learn how the environment you create, the healthy practices you promote, and the healthy choices you model all work together to help children develop practices that lead to healthy and successful lives.

Chapter 2: Infant and Toddler Nutrition

Proper nutrition begins in infancy. Infants require individualized feeding routines to optimize their rapid growth. Partnering with parents is a vital aspect of establishing routines that meet nutritional needs.

- How to Support Breastfeeding Mothers - Transcript
 - See Handout [“How to Support Breastfeeding Mothers - Transcript”](#)
- Feeding Infants
 - See Handout [“Feeding Infants”](#)
- Feeding Rituals for Infants
 - See Handout [“Feeding Rituals for Infants”](#)

- You Can Help Prevent Choking
 - See Handout [“You Can Help Prevent Choking”](#)
- General Guidelines for Toddlers
 - See Handout [“General Guidelines for Toddlers”](#)

Chapter 3: Child Nutrition

There are so many reasons people don't eat healthy foods. Sometimes, we just need to reach for something convenient. There are so many fad diets and mixed messages in the media, it's no wonder that people choose to eat whatever is easiest. However, after decades of eating readily available processed foods, we are learning that unhealthy eating habits have created a big and long-lasting problem.

- Teach Every Child About Food
 - See Handout [“Teach Every Child About Food - Transcript”](#)
- What Does Healthy Eating Look Like?
 - See Handout [“Healthy Eating”](#)
- The Nutritious Conscious Classroom
 - See Handout [“Nutrition Conscious Classroom”](#)
- Family Style Dining
 - See Handout [“Family Style Dining Transcript”](#)

Chapter 4: Allergies and Intolerances

Up to 15 million Americans and one in 13 children currently live with a food allergy. The CDC estimates that food allergies among children increased 50% between 1997 and 2011. At **Course 1**

some point, most teachers/caregivers will care for a child with a food allergy. Education and support can empower teachers/caregivers to create a safe environment.

- Living with Food Allergies
 - See Handout [“Living with Food Allergies Transcript”](#)
- Allergy or Intolerance
 - See Handout [“Allergy or Intolerance”](#)
- Common Food Allergies
 - See Handout [“Common Food Allergies”](#)
- Signs & Symptoms

- See Handout [“Signs and Symptoms”](#)
- What Can You Do?
 - See Handout [“What Can You Do? Food Allergies”](#)
- How to Use an Epi-Pen
 - Please read the article and watch this video on [“How to Use an Epi-Pen”](#)

Chapter 5: Physical Activity

Regular physical activity promotes health and fitness. Some benefits to physical activity for children include higher levels of cardiorespiratory fitness, less body fat, stronger bones, and strong muscles, compared to children who are inactive. When physical activity is encouraged, chronic disease risk factors, such as heart disease, hypertension, type 2 diabetes, or osteoporosis, is lower for children. Children are also less likely to experience symptoms of anxiety and depression and have a better chance of a healthy adulthood.

- Physical Development
 - See Handout [“Physical Development”](#)
- Physical Activity Guidelines
 - See Handout [“Physical Activity Guidelines”](#)
- Physical Activity Roadblocks and Solutions
 - See Handout [“Physical Activity Roadblocks and Solutions”](#)

Chapter 6: Contagious Diseases

Young children are more prone to contract contagious diseases. Even though it's impossible to avoid contact with pathogens, there are steps that can prevent the spread of pathogens and disease. This chapter will examine how to recognize the various types of diseases and infections, modes of transmission, treatment, exclusion practices, and how to decrease the likelihood of transmission through prevention.

- What is a Disease?
 - See Handout [“What is a Disease?”](#)
- Implications of Disease on Childcare
 - See Handout [“Implications for Infectious Disease”](#)
- The Spread of Disease
 - See Handout [“Transmission”](#)
- Prevent the Spread
 - See Handout [“Clean, Sanitize, Disinfect”](#)

- Proper Diapering Procedures
 - See Handout “[Diapering Procedures](#)”
- Handwashing
 - See Handout “[Handwashing](#)”
- Exclusion Policies
 - See Handout “[Exclusion Policy](#)”

Chapter 7: Immunizations

Just a generation ago vaccinations were considered a vital part of protecting children from disease. Because parents vaccinated their children, many childhood diseases nearly disappeared. Today some parents are choosing not to vaccinate. In some cases, parents make the decision because they do not think their children are at risk of becoming ill, while other parents have concerns about the safety of vaccinations.

Our role is to become informed, listen to concerns, and help ensure our program’s policies on immunizations are followed.

- How Vaccines Work
 - See Handout “[How Vaccines Work](#)”
- Michigan Requirements for Vaccines
 - See Handout “[Child Cares and Preschools Vaccines Required for Child Care and Preschool in Michigan](#)”

Chapter 8: Medications

While there are times when illnesses may prevent a child from attending child care, there are also times when a child may attend with the support of medication. Medication can prevent and treat illness, relieve symptoms, and allow a child who is ill to attend child care.

Medications can also be used to control a child’s ongoing health problem. Teachers/caregivers are tasked to dispense medications safely and precisely. Well planned procedures for administering medications are vital to avoid common mistakes -- especially when mistakes can have serious consequences.

- Medication Guidelines
 - See Handout “[Medication Guidelines](#)”
- 5 Rights and Wrongs of Medication Administration
 - See Handout “[5 Rights and Wrongs of Medication Administration](#)”

Resources: See “[Resources](#)” Handout