



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 2: Advancing Children's Physical and Intellectual Development

(15 clock hours)

This Unit is designed to teach participants how to plan developmentally-appropriate activities for a group of children based on their ages and individual needs, and describe the role of caregivers in guiding and directing the child's learning process both indoors and out.

Topic 1: Art Integration (1 hour)

Unit 2 Topic 1 Course Description:

1 Clock Hour

Dancing, singing, drawing, painting, acting, and sculpting are all ways in which children learn. It's in their nature to be drawn toward the arts. Why not use that predisposition for creativity to enhance all areas of learning? This topic examines ways to incorporate art into different subjects and how to nurture imagination in your students.

CDA Settings:

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

Learning Outcomes:

- ✓ Discuss how to give children meaningful praise when it comes to children's artwork
- ✓ Explore the myths surrounding art education
- ✓ Explain how integrating art into other subject's benefits children
- ✓ Analyze several lesson plans on how they promote creativity

Topic 1 Content

1. [Topic 1: Art Integration * Agenda](#)
2. Art Integration: Exploring Creativity with Young Children
3. It's Okay to Make a Mistake
4. Exploring Art with Young Children



5. [☐Teaching Art \(1/5\)](#)
6. Integrating Art into the Curriculum
7. [☐Lesson Plan Example: Marble Painted Planet \(2/5\)](#)
8. [☐Lesson Plan Example: Five Hearts Finger Play \(3/5\)](#)
9. [☐Lesson Plan Example: "Little Cloud" Painting \(4/5\)](#)
10. [☐Professional Portfolio: RC II-3 Creative Arts \(5/5\)](#)

Topic 2: Playdough (2 hours)

Unit 2 Topic 2 Course Description:

2 Clock Hours

Playdough, slime, gak, flubber. Call it what you will, playdough and similar materials are a staple ingredient in programs everywhere. Having dough of some sort available to children gives them plenty of opportunities for creative open-ended sensory play, but that's not all! This course will help child care professionals and educators use playdough in new ways to expand and develop their program. Recipes, extensions, and new connections will be made for children birth to school-age.

CDA Settings:

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

Learning Outcomes:

- ✓ Identify developmentally appropriate practices for playdough use
- ✓ Explain the potential uses for playdough
- ✓ Analyze lesson plan examples for the use of playdough
- ✓ Discuss new ways to use playdough and similar materials
- ✓ Analyze different playdough recipes for potential uses and appropriate groups
- ✓ Discuss math development and playdough play
- ✓ Examine videos of playdough use in child care programs for supportive language.

Topic 2 Content

1. [Topic 2: Playdough * Agenda](#)
2. A Dough by Many Names
3. What to Know About Playdough
4. Infants Can Play with Playdough
5. Toddlers Love Playdough
6. [☐Preschool Playdough \(1/9\)](#)
7. School-Age Playdough
8. Social and Emotional Development
9. Physical Development
10. Creative Play and Playdough
11. Language and Literacy Development
12. [☐Stress and Anxiety \(2/9\)](#)



13. Math and Playdough
14. Science and Playdough
15. Kinesthetic Learners and Playdough
16. Playdough for Special Needs
17. The Playdough Mess
18. Making Playdough
19. [The Giant List of Playdough Additives \(3/9\)](#)
20. Dough Recipes
21. Slime Recipes
22. Oobleck Recipes
23. Goo Recipes
24. Select Setting: Assessment Assignments

Infant/Toddler

25. [Use Your Noodle Playdough Play \(4/9\)](#)
26. [Baby Bags Slime Exploration \(5/9\)](#)
27. [Toddler Treasure Hunt \(6/9\)](#)
28. [Playdough Impressions \(7/9\)](#)
29. [End of Topic 2 Assessment Quiz \(8/9\)](#)

Preschool

25. [Use Your Noodle Playdough Play \(4/9\)](#)
26. [Flower Garden Fun \(5/9\)](#)
27. [Playdough Nature Walk \(6/9\)](#)
28. [Gingerbread Man Slime \(7/9\)](#)
29. [End of Topic 2 Assessment Quiz \(8/9\)](#)

Family Home Provider

25. [Use Your Noodle Playdough Play \(4/9\)](#)
26. [Baby Bags Slime Exploration \(5/9\)](#)
27. [Playdough Nature Walk \(6/9\)](#)
28. [Gingerbread Man Slime \(7/9\)](#)
29. [End of Topic 2 Assessment Quiz \(8/9\)](#)

30. [Professional Portfolio: RC II-8 Social Skills \(9/9\)](#)

Topic 3: STEM in the Early Childhood Program (2 hours)

Unit 2 Topic 3 Course Description:

2 Clock Hours

Did you know that according to the US Department of Education by the year 2020 it is estimated that the demand for STEM professionals will add nearly 10 million new jobs to the American workplace? Young children are natural scientists and STEM is an area



that most child care professionals and teachers are uncomfortable introducing to their students of all ages. Ideally, students will build their foundational STEM skills to the point of real-world applications and future careers. This course will discuss the basics of STEM and how early childhood education programs can benefit from introducing STEM to their students, as well as suggestions for how to do so. Lesson plan examples are also included.

CDA Settings:

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

Learning Outcomes:

- ✓ Analyze infant and toddler STEM play examples for developmentally appropriate STEM support.
- ✓ Analyze one of the given STEM lesson plans for potential use in your program
- ✓ Explain STEM instruction for young children

Topic 3 Content

1. [Topic 3: STEM * Agenda](#)
2. What is STEM for young children?
3. Benefits of STEM
4. Science in the Early Childhood Program
5. [STEM Experiences for Young Children \(1\)](#)
6. Supporting STEM Play for Infants and Toddlers
7. Creating a STEM-Friendly Play Environment
8. Technology in the Classroom
9. Engineering in the Classroom
10. [Mathematics in the Classroom \(2\)](#)
11. Select Setting: Assessment Assignments

Infant/Toddler

12. [Lesson Plan: Clear Tambourines \(3\)](#)
13. [Lesson Plan: Disappearing Bottle Object Permanence Play \(4\)](#)
14. [Lesson Plan: Light Table Nature Exploration \(5\)](#)
15. [Lesson Plan: Magnet Busy Jar \(6\)](#)
16. [End of Topic 3 Assessment Quiz \(7\)](#)

Preschool

12. Lesson Plan: How do Whales Stay Warm?
13. Lesson Plan: Not a Stick
14. Lesson Plan: Three Little Pigs Houses



15. [Lesson Plan: Popsicle Stick Shapes \(3\)](#)

16. [End of Topic 3 Assessment Quiz \(4\)](#)

Family Home Provider

12. [Lesson Plan: Clear Tambourines \(3\)](#)

13. Lesson Plan: Not a Stick

14. [Lesson Plan: Light Table Nature Exploration \(4\)](#)

15. [Lesson Plan: Magnet Busy Jar \(5\)](#)

16. [End of Topic 3 Assessment Quiz \(6\)](#)

17. [Professional Portfolio: RC II-6 Self Concept](#)

Topic 4: Classifying and Sorting (1 hour)

Unit 2 Topic 4 Course Description:

1 Clock Hours

Classifying is a life skill that children begin developing from a very young age. They are observing the world around them prior to being able to act on it. In early childhood, they begin naturally classifying things into categories and classifications by multiple properties and connections. This training will provide background on the many ways that classifying skills can be supported and enhanced in an early childhood program. Included are example lesson plan and peer discussions with fellow educators.

CDA Settings:

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

Learning Outcomes:

- ✓ Analyze example lesson plans for use in an early childhood program
- ✓ Identify the importance of classification and sorting in an early childhood program.
- ✓ Define classification skills and their purpose
- ✓ Discuss common classification activities and uses in an early childhood program
- ✓ Explain at least one example of a classification activity for an early childhood program
- ✓ State how classifying supports school readiness

Topic 4 Content

1. [Topic 4: Classifying and Sorting * Agenda](#)
2. What is Classification?
3. Classification and Sorting Activities
4. Same and Different
5. Teaching Classification
6. [Select Setting: Assessment Assignments \(1/6\)](#)



Infant/Toddler

8. [□ Lesson Plan: Fabric Exploration \(2/6\)](#)
9. [□ Lesson Plan: Nature Sorting and Classifying \(3/6\)](#)
10. [□ Lesson Plan: Color Sensory Bag \(4/6\)](#)

Preschool

8. [□ Lesson Plan: Color Sorting Tubes \(2/6\)](#)
9. [□ Lesson Plan: Where's My Home? \(3/6\)](#)
10. [□ Lesson Plan: Feelings and Emotions \(4/6\)](#)

Family Home Provider

8. [□ Lesson Plan: Fabric Exploration \(2/6\)](#)
9. [□ Lesson Plan: Nature Sorting and Classifying \(3/6\)](#)
10. [□ Lesson Plan: Color Sensory Bag \(4/6\)](#)

11. [□ End of Topic 4 Assessment Quiz \(5/6\)](#)
12. [□ Professional Portfolio: RC II-4 Fine Motor \(Indoor Activity\) \(6/6\)](#)

Topic 5: Math for Young Children (2 hours)

Unit 2 Topic 5 Course Description:

2 Clock Hours

Math is a concept that is all around us all of the time. Young children are immersed in mathematical experiences almost constantly, whether it is in simple or complex forms. Patterns, shapes, measurement, numbers and classifying are all important mathematical concepts for young children to explore. This topic intends to educate the participants about the relationship that young children have with math as well as options for supporting early math education. This course also includes discussions with fellow educators and caregivers, lesson plan examples and the opportunity to create a math lesson plan for infants, toddlers and preschoolers.

CDA Settings:

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

Learning Outcomes:

- ✓ Identify early math concepts for young children
- ✓ Analyze math concepts in early childhood classrooms
- ✓ Discuss daily math activities and exposure with fellow child care professionals
- ✓ Explain the difference between infant and toddler math or preschool math
- ✓ Analyze a hypothetical situation for best practice
- ✓ Analyze CDA Competency Standards in relation to example lesson plans
- ✓ Analyze effective lesson planning strategies



- ✓ Create a simple math lesson plan for their group

Topic 5 Content

1. [Topic 5: Math for Young Children * Agenda](#)
2. Early Math
3. [☐Math Concepts \(1/8\)](#)
4. Everyday Infant and Toddler Math
5. Math for Infants
6. Math for Toddlers
7. Introduction to Math Centers
8. Early Childhood Math Centers
9. [☐Math Stations Video \(2/8\)](#)
10. Math Friendly Environment
11. [☐Math Center How To \(3/8\)](#)
12. Math Center Inspiration
13. Select Setting: Assessment Assignments

Infant/Toddler

14. [☐Lesson Plan: Shape and Dimension Sensory Bin \(4/8\)](#)
15. [☐Lesson Plan: Invisible Number Sensory Bin \(5/8\)](#)
16. [☐Lesson Plan: Shape Sensory Bag \(6/8\)](#)

Preschool

14. [☐Lesson Plan: Popsicle Stick Shapes \(4/8\)](#)
15. [☐Lesson Plan: Weight and Measure Activity Center \(5/8\)](#)
16. [☐Lesson Plan: Measuring with Worms \(6/8\)](#)

Family Home Provider

14. [☐Lesson Plan: Popsicle Stick Shapes \(4/8\)](#)
15. [☐Lesson Plan: Invisible Number Sensory Bin \(5/8\)](#)
16. [☐Lesson Plan: Shape Sensory Bag \(6/8\)](#)
17. [☐End of Topic 5 Assessment Quiz \(7/8\)](#)
18. [☐Professional Portfolio: RC II-9 Mathematics \(8/8\)](#)

Topic 6: Simple Science (2 hours)

Unit 2 Topic 6 Course Description:

2 Clock Hours

Science consists of learning about the world around us even when this learning comes in simplified forms. Young children can benefit from scientific observations and exploration in many ways. This topic will explain the reasons for teaching science to young children and provide some valuable tools and examples for teaching simple



science for young children. Included in the training are discussions with other child care professionals, worksheets, lesson plan examples that align with CDA Competency Standards, and the opportunity to create a simple science lesson plan.

CDA Settings:

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

Learning Outcomes:

- ✓ Explain why science should be included in a program serving babies or toddlers
- ✓ Analyze CDA Competency Standards in relation to example lesson plans
- ✓ Analyze effective lesson planning strategies
- ✓ Identify real-life applications of simple science lessons in their classroom
- ✓ Create a simple science lesson plan for their group
- ✓ Discuss obstacles to teaching science to young children and how to overcome those
- ✓ List three ways to support science exploration and discovery for young children

Topic 6 Content

1. [Topic 6: Simple Science * Agenda](#)
2. Early Science
3. Why Teach Science to Infants, Toddlers and Preschoolers?
4. Science for Infants
5. Scientific Process for Infants
6. Science for Toddlers
7. Scientific Process for Toddlers
8. Science in Real Life
9. [☐ Fostering Science Exploration in Young Children \(1/7\)](#)
10. Why Include a Science Center?
11. Science Center Inclusion
12. [☐ Science Center Video \(2/7\)](#)
13. Select Setting: Assessment Assignments

Infant/Toddler

14. [☐ Lesson Plan: Smelling Bottles \(3/7\)](#)
15. [☐ Lesson Plan: Color Mixing Discovery Bottle \(4/7\)](#)
16. [☐ Lesson Plan: Cause and Effect Sensory Bag \(5/7\)](#)

Preschool

14. [☐ Lesson Plan: Colorful Carnations \(3/7\)](#)
15. [☐ Lesson Plan: Frozen Jell-O Excavation \(4/7\)](#)
16. [☐ Lesson Plan: Magic Milk \(5/7\)](#)

Family Home Provider

14. [☐ Lesson Plan: Smelling Bottles \(3/7\)](#)



15. [Lesson Plan: Frozen Jell-O Excavation \(4/7\)](#)
16. [Lesson Plan: Cause and Effect Sensory Bag \(5/7\)](#)

17. [End of Topic 6 Assessment Quiz \(6/7\)](#)
18. [Professional Portfolio: RC II-1 Science/Sensory \(7/7\)](#)

Topic 7: Music and Movement (2 hours)

Unit 2 Topic 7 Course Description:

2 Clock Hours

Creative movement is a must in early childhood programs! Young children are not at a point developmentally to sit like good little soldiers. Instead, give them opportunities to move and dance in creative and natural ways. Rhythm, music, movement, and expression are important exercises for children to experience while in early childhood. This topic will educate the participant about the benefits and importance of movement and dance as well as provide some creative movement activities written by a respected child care professional.

CDA Settings:

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

Learning Outcomes:

- ✓ Discuss developmentally appropriate dance and movement activities
- ✓ Analyze lesson plan activities that include movement or dance
- ✓ Explain why a preschool program may include movement and dance

Topic 7 Content

1. [Topic 7: Music and Movement * Agenda](#)
2. Music Experiences
3. Music Experiences Young Children
4. Music Materials to Provide Based on Age Group
5. Examples of Materials that Develop Musical Awareness
6. Ideas for Music and Movement Experiences
7. [Music and Culture \(1/10\)](#)
8. Let's Dance!
9. Hey, Get Rhythm
10. Hey, Get Rhythm
11. [Rhythm Sticks Video \(2/10\)](#)
12. You Should be Dancin'
13. [You Should be Dancin' \(3/10\)](#)
14. Don't Stop Believin'
15. Select Setting: Assessment Assignments

Infant/Toddler



16. [Lesson Plan: Dancing Together \(4/10\)](#)
17. [Lesson Plan: Drum Circle \(5/10\)](#)
18. [Lesson Plan: Movement Songs \(6/10\)](#)
19. [Lesson Plan: Activity Songs \(7/10\)](#)

Preschool

16. [Lesson Plan: Walk and Stop \(4/10\)](#)
17. [Lesson Plan: Drum Circle \(5/10\)](#)
18. [Lesson Plan: Shake it up! \(6/10\)](#)
19. [Lesson Plan: Hit, Tap and Strike \(7/10\)](#)

Family Home Provider

16. [Lesson Plan: Dancing Together \(4/10\)](#)
17. [Lesson Plan: Drum Circle \(5/10\)](#)
18. [Lesson Plan: Shake it up! \(6/10\)](#)
19. [Lesson Plan: Hit, Tap and Strike \(7/10\)](#)

20. [End of Topic 7 Assessment Quiz \(8/10\)](#)
21. [Professional Portfolio: RC II Music and Movement \(9/10\)](#)
22. [Professional Portfolio: RC II-5 Gross Motor \(Outdoor Activity\) \(10/10\)](#)

Topic 8: Promoting Early Literacy (3 hours)

Unit 2 Topic 8 Course Description:

3 Clock Hours

Literacy skills are capitalized on in early childhood programs. Children are quickly acquiring the skills they need to become emergent readers and writers. A literacy center is a key learning center to include in a successful early childhood program for this very reason. Along with the literacy center, picture books are staples in early childhood programs. This training will discuss the importance of the literacy center and picture books along with quality activities and suggestions, how to implement or revamp centers, and how to use centers and picture books most effectively. This course will also include discussion boards, videos, and an assignment.

CDA Settings:

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

Learning Outcomes:

- ✓ State important factors in deciding what to include in a literacy center
- ✓ Explain what sight words are and how literacy centers can help with the acquisition of these words
- ✓ Describe how literacy centers develop phonemic awareness, letter recognition, and vocabulary skills



- ✓ Apply the knowledge gained from this course in developing quality literacy learning centers

Topic 8 Content

1. [Topic 8: Promoting Early Literacy * Agenda](#)
2. Literacy Development
3. Language is the Foundation of Literacy
4. [Comprehension is the Heart of Literacy \(1/12\)](#)
5. The Importance of Print
6. Reading to Infants and Toddlers
7. Stages of Early Reading Experiences
8. The Importance of Literacy Centers
9. Phonemic Awareness and Letter Recognition
10. Narrative Skills and Vocabulary
11. Early Writing
12. Writing Activities
13. Effective Literacy Center
14. Designing Literacy Centers
15. [Common Mistakes \(2/12\)](#)
16. Using Picture Books in the Classroom
17. Pictures and Words Together
18. Introducing Picture Books to Infants and Toddlers
19. Picture Books for Preschoolers
20. [The Preschool Library \(3/12\)](#)
21. Picture Books for Classroom
22. [Read-Aloud Strategies for Picture Books \(4/12\)](#)
23. Select Setting: Assessment Assignments

Infant/Toddler

24. [Lesson Plan: Carrot Feet \(5/12\)](#)
25. [Lesson Plan: The Giving Tree \(6/12\)](#)
26. [Lesson Plan: 10 Apples Sensory Bag \(7/12\)](#)
27. [Lesson Plan: Our Classroom Book \(8/12\)](#)

Preschool

24. [Lesson Plan: Rhyming Locks \(5/12\)](#)
25. [Lesson Plan: Sand Tray Prewriting \(6/12\)](#)
26. [Lesson Plan: Montessori Pet Food Pouring \(7/12\)](#)
27. [Lesson Plan: Phonemic Tic-Tac-Toe \(8/12\)](#)

Family Home Provider

24. [Lesson Plan: Rhyming Locks \(5/12\)](#)
25. [Lesson Plan: 10 Apples Sensory Bag \(6/12\)](#)
26. [Lesson Plan: Montessori Pet Food Pouring \(7/12\)](#)



- 27. [□Lesson Plan: Our Classroom Book \(8/12\)](#)
 - 28. [□End of Topic 8 Assessment Quiz \(9/12\)](#)
 - 29. [□Professional Portfolio: RC II-2 Language and Literacy \(10/12\)](#)
 - 30. [□Professional Portfolio: RC I-3 Weekly Lesson Plans \(11/12\)](#)
- [□Competency Statement #2 \(12/12\)](#)

Unit 2 Evaluation Form

Unit 2 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

