



CDA Scenario Kit

INFANT-TODDLER SCENARIO CARDS

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Scenario 1

Competency Standard I: To establish and maintain a safe, healthy learning environment

Functional Area 1: Safe

Problem-Solving Scenario: You are working in a mobile infant and toddler classroom with children roughly 6-14 months of age. A few of the children like to crawl or walk over by the door to sit and play. You are worried they may be hit by the door if an adult comes in, but no matter how many times you move them away from the door they move back in front of it.

Key Questions

1. How would you observe the children in your care to better understand why they like sitting by the door? What form of documentation would you use?
2. If a child got bumped by the door, how would you handle the situation? What would you say to your director and the child's parents?
3. What could you do to make other areas of your classroom more enticing to pull focus away from the door? Is there a different way you could rearrange the space?

Possible Solutions

- If you work with another teacher, one of you is always positioned by the door when the children are playing there.
- Post a vibrant sign on your door asking parents and other staff to look before they open, and to open the door slowly.
- Determine what exactly the children like about sitting in that area and attempt to duplicate it elsewhere in the classroom.
- If you are alone in the classroom and must attend to another child, such as a diaper change or feeding, put on music or sing with the children to encourage them to come by you.

Scenario 10

Competency Standard II: To advance physical and intellectual competence

Functional Area 4: Physical

Problem-Solving Scenario: You work in the infant classroom and have a four-month-old that cries every time you place him on his stomach for tummy time. You know tummy time is important, but you dislike seeing him cry.

Key Questions

1. Why is tummy time important for infants?
2. Should infants be laid on their tummy in a crib? Why or why not?

Possible Solutions

- Lay on the floor facing him, so he has your face to engage with.
- Start with small increments of tummy time; 2-3 minutes several times a day until he can tolerate that, then add more time.
- Place an engaging toy in front of him to capture his interest.

Scenario 22

Competency Standard III: To support social and emotional development and to provide positive guidance

Functional Area 8: Self

Problem-Solving Scenario: You work in an infant classroom and you have a new child who cries every day when mom drops her off. Mom has said the child is nervous and often has a difficult time leaving the room.

Key Questions

1. In what other ways could a teacher help an infant begin to self-regulate their emotions?
2. What might be some other tactics, besides singing or a story, to help sooth an infant who is distressed?
3. At what other times of the day might an infant feel distress?

Possible Solutions

- Work with the child's mom to create and establish a routine for the child, explaining to her that the same teacher will take her child from her every day, and that a loving but quick drop-off will help the baby settle.
- Promise the child's mom to send pictures and updates throughout the day to calm her nerves and explain that the baby can probably feel her tension at drop-off.
- Create your own routine with the child, incorporating activities such as singing the same song every day.



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Child Care Careers

Listening

Scenario: You have been working as a toddler teacher for the past two years. You love the kids and your coworkers, but there is also a part of you that is feeling restless and unsettled. You find yourself being short with the children and your coworkers, you aren't motivated to complete lesson plans, and are annoyed by little things that never used to bother you. This is all very concerning to you, so you decide that you need to talk to a supervisor. The owner is the one you usually talk to, but she's gone, so you decide to talk to the center director.

As you are explaining things to the center director, she is doodling on her tablet and keeps checking the time. She has very little to say and seems to be very distracted. You ask her to share this conversation with the owner and thank her for her time. Two weeks pass and the owner hasn't said anything to you. You are feeling even more frustrated now and decide that the owner must not really care any more than the center director seemed to. You begin to look for a different job and give your two-week notice.

Points of view to consider

- You, the employee
 - Your coworkers and children in the room with you
 - Your center director
 - The owner
-

Key questions

- What non-verbal cues are you, the employee, showing to your coworkers and the children in your care?
- What non-verbal cues did the center director show during your meeting with her?
- Did you feel that the center director listened to you and heard what you were saying?
- How do you, the employee, feel after two weeks of no feedback from the owner?
- Do you think the center director talked to the owner?
- How do you think you could have handled the situation differently based on past experiences with the owner?
- Do a short role-play where the center director uses active listening skills and the owner follows up the next day.

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Child Care Careers

Respect

Scenario: You struggle with asthma and certain smells make it hard to control. A child in your care comes to class in a soiled cloth diaper, and the smell of the diaper and the blanket she brings in causes your asthma to flare. You speak with the center director and she asks your co-teacher to change the child in the mornings. You wonder why the center director won't ask the parents to change their child before arriving and take time to wash her blanket. You voice your frustration to a coworker, who says she'll also talk to the center director.

Later that week, the center director sends out an email stating that another concern was brought up about the smell of the child's diapers and blanket. She thought the diaper situation was addressed and is having the blanket washed at the center every week. She spoke with the parents about the asthma issue and will have the center supply disposable diapers for the child, since they can't afford diapers or extra laundromat visits. She instructs staff to use center-provided diapers for this child and to continue to wash her blanket every week. The center director asks that no one request that diapers be brought in by them.

Points of view to consider

- You, the teacher with asthma
 - The parents and child
 - The coworker who spoke up
 - The center director
-

Key questions

- How do you and the other teacher feel now that the center director has shared this information about the child and family?
- Do you think the center director should have shared her thoughts with you sooner?
- Would knowing how the parent felt have helped you to cope with the smell and asthma flares in a better way?
- How do you think the parents feel about the request to use disposable diapers provided by the child care center?
- Did the center director handle this situation in a respectful manner to everyone involved?

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Child Care Careers

Responsibility

Scenario: One day, a child in your care breaks his arm. This was traumatic for all involved, but you made it through and the child is doing okay. The center director needs a detailed report on the accident. She asks you to take the last 20 minutes of your shift to complete the forms for the insurance company and the State Licensing Department. She will be asking your co-teacher, Gretchen, to fill them out also.

It's been a tiring day and you want to leave early. Gretchen is also filling out the forms and she's a better writer, so you scribble down some general information and put it in the center director's box. You get to leave 15 minutes early!

Later that night, you receive a text from the center director, asking for specific details of the accident. She needs more information because your forms weren't thorough. You text Gretchen and ask her about the report. She tells you that the center director asked her to fill out the actual report documents. She is working on them right now and they are due first thing in the morning. You feel badly because you didn't complete your responsibility and others are needing to pick up your slack.

Points of view to consider

- You, the employee
 - Your coworker, Gretchen
 - Your center director
-

Key questions (Review the definition of responsibility)

Definition of Responsibility: A duty or task that you are required or expected to do; something that you should do because it is morally right, legally required, etc.

- What are you responsible for in this scenario and why?
- What should you have done differently?
- How has this impacted each person involved in this scenario?
- How can you restore trust after you have been irresponsible?



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Early Childhood Education Careers

Interviewing

Scenario: You are a preschool teacher. A student reports that another student hit her with a pencil and told her she was ugly. The student reporting this behavior tends to exaggerate the truth. Last week she said that someone shoved her in the hallway. After reviewing the video footage in the hallway, you see that the incident never occurred.

The student that she is accusing is only three and is not as verbal as the reporting student. At this point, it is important to get the other student's story.

Points of view to consider

- You, the employee
 - The reporting student
 - The accused student
 - The parents
-

Key questions

1. How can you interview a student who is less verbal?
2. How does the accusing student's past relate to this situation?
3. How should the parents be included in this discussion?

Early Childhood Education Careers

Patience

Scenario: Your supervisor held a staff meeting after work. You sat at a table with three other colleagues, all of whom were on their smartphones and having idle conversations while your supervisor spoke. They discussed a series of new protocols about how children would be dropped off and picked up. Additionally, they presented new procedures for taking children outside for recreation.

Upon arriving this morning, all three employees have texted you to ask about the new routines.

Points of view to consider

- You, the employee
 - Your three colleagues
 - The supervisor
-

Key questions

1. How should you respond to your colleagues?
2. Should you be patient and inform your colleagues or discuss their behavior with the supervisor?
3. Is your patience with them during the meeting sufficient, or should you continue to be patient with them?

Elementary Education Careers

Using Technology

Scenario: Your students typically use pencil and paper to complete their assignments. You have an evaluation coming up. From previous faculty meetings and conversations with your colleagues, it has become apparent that higher evaluations are only for teachers using technology to assess student learning.

The last time you tried to use technology to assess your students, they became frustrated. The assessment remained incomplete, and you feel that you wasted a lot of instructional time trying to teach students how to use the technology.

Points of view to consider

- You, the employee
 - Your student's
 - Your evaluating supervisor
-

Key questions

1. Should you design an online assessment to use during your evaluation?
2. How should you explain your decision to use or not use technology with your first-grade students to your supervisor?
3. Would you recommend using technology with your students? Why or why not?



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Health & Safety Scenario Cards

Falls & Bruises - 1

Scenario: You are the caregiver for an eight-month-old who is sitting in his high chair. While you briefly turn away to prepare his food, you hear a scream. Turning around, you find the infant has slipped out of the high chair and is crying uncontrollably on the floor. You also notice that the infant has a large bruise on his forehead. What steps do you take as a caregiver?

Falls & Bruises - 1

Key questions:

1. What safety steps should the caregiver have taken to PREVENT this accident from happening?
2. What first aid steps must the caregiver take to INTERVENE and help the infant?

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Health & Safety Scenario Cards

Car Seats & Broken Bones - 2

Scenario: You are caring for a six-month-old girl and decide to go to the mall. You arrive at the mall and put the baby in an umbrella stroller. You go into the mall and begin to shop. As you purchase a few items, you put the bags on the handles of the stroller. You stop to use the ATM machine and while you are using it, the stroller tips over backwards due to the weight of the bags on the stroller handles. The infant tumbles out of the stroller and onto the mall floor because you forgot to use the safety belt after your last stop. The infant is crying loudly and cannot be comforted. You are unsure if any bones are broken. What steps would you take as the caregiver?

Car Seats & Broken Bones - 2

Key questions:

1. What safety steps should the caregiver have taken to PREVENT this accident from happening?
2. What first aid steps must the caregiver take to INTERVENE and help the infant?

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Health & Safety Scenario Cards

Burns - 3

Scenario: As you turn around and answer the phone in the kitchen, the toddler in your care pulls down on the handle of a pot that is on the stove, spilling boiling fluid on her arm and chest. What steps do you take as the caregiver?

Burns - 3

Key questions:

1. What safety steps should the caregiver have taken to PREVENT this accident from happening?
2. What first aid steps must the caregiver take to INTERVENE and help the infant?